

SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

Measurement and Appraisal in Counseling COUN 6840



Required Textbook:

Neukrug, E. S. & Fawcett, R. C. (2010). *Essentials of testing & assessment: A practical guide for counselors, social workers, and psychologists* (2nd Ed.). Belmont, CA.: Brooks/Cole. (ISBN-13: 978-0495604587)

Goals/objectives of course:

The goals of this course include providing students with a sound foundation in understanding the principles and procedures of psychological & educational testing applied to counseling. Areas that will be covered include standardized and non-standardized tests, individual and group tests, test construction, establishing norms, methods of determining test reliability and validity, reporting of test results, and special issues. Students will survey several broad categories of tests and assessment techniques that can be used with children, adolescents, and adults – including psychological, educational, counseling and vocational domains – and study the most widely used tests in these categories. The impact of cultural factors on test administration, test scores, and test interpretation will be addressed as will ethical and legal issues pertaining to the testing process. Students will have the opportunity to view some tests first-hand and to take tests as part of the learning process. Students will participate in various activities throughout the course of the semester to enhance the learning process.

The objectives of the course are to help students:

1. learn about the history of psychological and educational tests;
2. understand basic statistical and psychometric principles used in psychological and educational testing;
3. learn fundamental concepts used in evaluating the quality of tests, such as reliability and validity;
4. learn essential issues in test construction including how items are evaluated;
5. learn how to make decisions about the quality of tests and which tests to use in different situations;
6. learn about specific assessment techniques and tests used in the areas of intelligence,

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- education, personality, and career counseling;
7. learn basic principles of test administration and interpretation.

Necessary student internet skills and equipment:

This is an “online” course, meaning that the course material and related activities will be presented on a computer and completed outside of the classroom, respectively. It is important that students have at least minimal competence in the use of the Internet and know how to send and receive e-mail messages and post messages to a discussion board in order to successfully complete this course. It will be most convenient for students to use their own personal computers to complete computer-based assignments in this course. However, if students do not own computers *or* cannot access course material with their computers (e.g., because of an old operating system or other computer “glitch”), then they may use computers on campus that have Internet access (e.g., BAS S137, library) or any other Internet-accessible computer to complete assignments. This last point cannot be emphasized enough - if students are having problems with their computers they **MUST** find another computer to use to keep up with assignments/tests!

Troubleshooting Assistance:

If students have problems accessing the D2L (i.e., Desire to Learn) Measurement and Appraisal in Counseling website, they should contact the Instructional Technology Help Desk for assistance (615-898-5345 or help@mtsu.edu).

Course structure:

Students will perform Internet-based and related activities during the course. The course is presented in “modules” which contain topic-specific material relating to the chapter to be covered during a particular week (day during summer session) of class. For each module, students will read the information contained on the Measurement and Appraisal in Counseling website and complete any assigned activities associated with a module. Some of these activities entail responding to questions pertaining to the module material and/or readings, while other activities include searching websites that contain information/resources and using discussion boards to spark discussions relating to the material. **Students do not have to complete modules on the day they are assigned. Students may complete the module on that day or any day prior to the exam** (SUGGESTION: Don’t procrastinate!).

Lecture notes will be available by accessing the Measurement and Appraisal in Counseling website through D2L (i.e., <https://elearn.mtsu.edu>), MTSU’s portal to university-related materials. The instructor saves lecture notes as Adobe Acrobat (.pdf) files, thus **students are required to have Adobe Reader installed on their computers in order to view and print notes**. (NOTE: STUDENTS SHOULD INSTALL THE MOST RECENT VERSION OF ADOBE READER BEFORE CLASS STARTS!!! This program can be downloaded for free by clicking on the

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following hyperlink: <http://get.adobe.com/reader/>

Students will be expected to keep up with the readings and contribute to class discussions on an electronic discussion board. Each module will have specific instructions for readings, outside activities, and directions for class discussion and/or written reactions. Students' input and reactions are very important to the instructor and fellow classmates.

Some students quickly discover that an Internet course takes more initiative than traditional face-to-face instruction and can, in many ways, take them by surprise. As such, it is important they pay close attention to the course schedule in order to stay on top of things! Since class activities take place "at a distance," **it is easy to put off studying to attend to other responsibilities that may seem more pressing.** However, students are urged to be careful not to fall behind. Between working through the on-line lessons, completing the corresponding reading and writing assignments, and conducting related Web and library research, students should plan on spending an average of two to three hours per week on this course (and one to two hours per day during the summer session).

IT IS VERY IMPORTANT THAT STUDENTS CHECK THEIR UNIVERSITY E-MAIL ACCOUNT WITHIN THE D2L/MEASUREMENT AND APPRAISAL IN COUNSELING WEBSITE FOR MESSAGES AT LEAST THREE TIMES PER WEEK THROUGHOUT THE COURSE OF THE SEMESTER (AND ON A DAILY BASIS DURING THE SUMMER SESSION) AS THIS IS THE PRIMARY METHOD OF COMMUNICATION WITH THE INSTRUCTOR! (NOTE: University e-mail addresses have automatically been entered into the Measurement and Appraisal in Counseling website by the Office of Information Technology and these are the addresses that must be used for the course. The instructor **will not** use any other e-mail address for communication purposes.) If at any time students feel they are having trouble keeping up, they should contact the instructor immediately so the problem can be addressed expediently.

Evaluation of coursework:

1. Class participation. The instructor tracks student activities related to assigned class interactions, lesson activities, and graded assignments. Personal on-line activities such as personal chatting with classmates, or asking for advice from the instructor, etc. do not count as "participation." Students are minimally required to respond to a stimulus question and/or activity on the discussion board by the due date specified by the instructor. In some cases, students will be required to participate more than the minimal amount in order to properly complete an activity. **The minimum amount of participation is:**

- (a) to contribute to a "classroom discussion" at least five times throughout the course of the semester or summer session; *or***
- (b) to complete and post answers to five exercises/"homework assignments" associated with various modules; *or***
- (c) a combination of a & b that amount to five posted responses.**

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(NOTE: Students may also respond to classmates' responses to discussion board questions and receive participation credit).

Sometimes the instructor will post a question on the discussion board pertaining to the module material for students to respond to while other times the discussion questions and/or activities associated with modules are posted within the module itself. In addition, there may be some discussion questions or exercises/homework assignments that the instructor requires students to complete (as opposed to being an activity which students have to option of completing). The instructor informs students when activities are mandatory. With regard to classroom discussions, students have the option of either responding directly to the posed question **or** reading the responses of their classmates and responding to their responses. Responding to the responses of classmates is a good way to generate a classroom discussion from a distance!

In order to receive credit for class participation, STUDENTS ARE REQUIRED TO SUBMIT TO THE INSTRUCTOR COPIES OF THEIR RESPONSES (USING THE D2L/MEASUREMENT AND APPRAISAL IN COUNSELING "DROPBOX") IN ADDITION TO POSTING THEIR RESPONSES TO THE DISCUSSION BOARD. Students must "drop off" a file which contains a copy of their response by the due date specified by the instructor. Students should not post or drop off discussion board responses IN ADVANCE of the suggested date for a module! It only serves to confuse other students if a student posts a response to, say, Module 8 when everyone else is still posting responses to Module 3.

D2L Dropbox instructions:

After writing a response to a discussion question and prior to posting it to the discussion board, students should highlight and copy the response, create a new Microsoft Word file and paste the discussion response into the new document. The following format should be used to title and save the file:

Chris Quarto (i.e., your name).Module2Discussion (or whatever module the question pertains to)

e.g., Chris Quarto.Module2Discussion

Once the file has been created, students can post their response to the discussion board. Next, students can click on "Dropbox" and locate the folder corresponding to the module discussion question they just completed (e.g., "Module2.Norms And Basic Statistics") and upload the file into that specific dropbox (i.e., insert mail into the dropbox).

IMPORTANT NOTE REGARDING DISCUSSION BOARD POSTINGS: Simply writing a few words or a sentence and posting this to the discussion board does not constitute proper participation (e.g., "I agree with what Ernie said."). If it is apparent to the instructor that

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students are merely posting responses for the sake of earning participation points, and have not really thought about the issues at hand, they will not receive credit for participation. The instructor is looking for well-reasoned thoughts, opinions, positions, and/or arguments pertaining to questions or the responses of classmates.

Discussion Board Scoring Rubric

| 5 points | 0 points |
|--|---|
| Discussion board responses: <ul style="list-style-type: none">• are made in time for others to read and respond• deliver information that is full of thought, insight, and analysis• make connections to previous or current content or to real-life situations• contain rich and fully developed ideas, connections, or applications | Discussion board responses: <ul style="list-style-type: none">• may not be made in time for others to read and respond• are rudimentary and superficial; there is little evidence of insight or analysis• contribute few ideas, connections, or applications• may be off topic |

Students are required to post and e-mail responses to discussion questions associated with the following modules:

Section 1 Discussion Board Postings:

Post at least **one** response pertaining to one of these modules:

- Module 2: Norms & Basic Statistics
- Module 3: Reliability

Section 2 Discussion Board Postings:

Post at least **one** response pertaining to one of these modules:

- Module 5: Building a Test
- Module 7: Wechsler Adult Intelligence Scales - 4th Edition
- Module 8: Kaufman Brief Intelligence Test - 2nd Edition

Section 3 Discussion Board Postings:

Post at least **one** response pertaining to one of these modules:

- Module 10: Structured Personality & Symptom Inventories

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- Module 15: Interviewing Techniques

Although students are required to post at least one response to each of the three sections above, they still must post a **MINIMUM** of five responses throughout the course of the semester/summer session. Each response that is deemed worthy of credit is worth 5 points. ***Students may only accumulate 5 points per discussion topic/activity, although in some cases they may post more than one response to a particular topic/activity.***

If students have not posted a response by the time, say, the Interviewing Techniques discussion board activity rolls around at the end of the semester/summer session and think to themselves, "I'll just post four different responses to the Interviewing discussion question so I can get all of my discussion points," they will only be eligible to earn points for ONE of their responses. Likewise, if students get to the end of the semester/summer session and attempt to post responses to discussion board activities that occurred earlier in the semester/session OR post five responses that only pertain to ONE of the sections listed above, they will not receive credit for posting responses late/in this manner.

Responses to discussion board activities will account for approximately 10% of students' grades (5 points x 5 discussion board responses = 25 points). Class participation points will be assigned as follows:

- 25 points – if students post to the discussion board 5 discussion board responses AND e-mail these responses to the instructor within the specified time frame and the instructor deems the postings worthy of credit. Discussion board postings must be distributed across the three sections as specified previously in order to receive proper credit.
- 20 points – if students post to the discussion board 4 discussion board responses AND e-mail these responses to the instructor within the specified time frame and the instructor deems the postings worthy of credit. Discussion board postings must be distributed across the three sections as specified previously in order to receive proper credit.
- 15 points – if students post to the discussion board 3 discussion board responses AND e-mail these responses to the instructor within the specified time frame and the instructor deems the postings worthy of credit. Discussion board postings must be distributed across the three sections as specified previously in order to receive proper credit.
- 10 points – if students post to the discussion board 2 discussion board responses AND e-mail these responses to the instructor within the specified time frame and the instructor deems the postings worthy of credit.
- 5 points – if students post to the discussion board 1 discussion board response AND e-mail the response to the instructor within the specified time frame and the instructor deems the postings worthy of credit.
- 0 points – if students fail to post any discussion board responses to the discussion board, if students fail to e-mail any discussion board responses to the instructor within

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the specified time frame, and/or if the instructor deems that no discussion board response is worthy of credit

2. Exams. There are four (4) 30-point exams that account for 60% of students' grades. The exams are multiple-choice and non-cumulative. Each exam covers the textbook chapter readings and module material posted on the website (i.e., lecture notes, handouts contained in modules). A greater emphasis is placed on lecture notes as opposed to textbook readings when constructing exam items, so students are urged to study accordingly. Exams are posted on the Measurement and Appraisal in Counseling website and are open-note, open-book. ***Students should write down their answers to test questions on a piece of paper as they take tests so in the event of a "technical glitch" they can simply send the instructor copies of their answers.*** (ACADEMIC HONESTY STATEMENT: Although there is no way the instructor can guarantee test security, students are requested to refrain from sharing test items with anyone outside of the class as some items may be used with other students in the future. Students are in the process of developing their identities as professionals and it is important that they demonstrate a commitment to uphold ethical standards of their respective professional organizations.)

Students have ninety (90) minutes to complete online exams. Once the 90 minute time period has elapsed, they are no longer able to submit answers, thus it is important that they keep track of how much time they have left as they take exams. In addition, students must submit all of their answers to exam questions ***prior to*** the deadline set forth by the instructor on the website (i.e., if the instructor indicates that students have until 11:00 p.m. on a particular day to finish their exams, then they should submit all of their answers by 10:59 p.m. or else D2L will not accept the answers and students will be out of luck). The instructor will inform students of the days and times that exams are available for completion. Exams are available to take anytime within a 40 hour time period (between 6:00 a.m. on a Saturday morning and 10:59 p.m. on a Sunday evening). ***The instructor will not schedule special times for individual students to take exams. In addition, students who are unable to take an exam online due to technological difficulties or whose scores do not appear/register properly under "Grades" after taking an exam may submit their answers to the instructor by e-mail, but must do so within 24 hours of the posted ending time for the exam!***

3. Class assignments: Students are required to write two 1 – 2 page reports on the following psychological tests:

- a. Kaufman Brief Intelligence Test – 2nd Edition
- b. Keirsey Temperament Sorter – II. The test can be accessed on the [Keirsey website](#). After students have responded to all of the test questions, they should opt to purchase the "Classic" version of the test. **There is a \$14.95 charge for this test.** The test

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should be taken no later than **July 20**.

Instructions for writing the reports can be found with the Kaufman Brief Intelligence Test – 2nd Edition and Structured Personality Tests & Inventories module materials. Each report is worth 10 points (20 points possible). Class assignments account for 10% of students’ grades. Assignments will be graded within one week after submission.

Grading Rubric for Kaufman Brief Intelligence Test – 2nd Edition and Keirsey Temperament Sorter II (KTS-II) Reports

| | Below Standard Expectations | Meets Standard Expectations | Exceeds Standard Expectations |
|--|---|---|---|
| <p align="center">I</p> <p>Used proper formatting to write report</p> <p>ADD up to 2 points</p> | <p>Did not format report as instructed</p> <p align="center">0 points</p> | <p>Formatted the majority of the report as instructed.</p> <p align="center">1 point</p> | <p>Formatted the report as instructed.</p> <p align="center">2 points</p> |
| <p align="center">II</p> <p>Accuracy of data / test results</p> <p>ADD up to 4 points</p> | <p>Inaccurate data / test results reported</p> <p align="center">0 – 1 points</p> | <p>Mostly accurate data / test results reported</p> <p align="center">2 - 3 points</p> | <p>Accurate data / test results reported</p> <p align="center">4 points</p> |
| <p align="center">III</p> <p>Quality of interpretations / discussion of test results</p> <p>ADD up to 4 points</p> | <p>Poor interpretation of test results; Ideas are frequently presented without attention to synthesis or critical analysis</p> <p align="center">0 – 1 points</p> | <p>Mostly accurate interpretation of test results; Effort is made to synthesize and critically analyze ideas</p> <p align="center">2 - 3 points</p> | <p>Accurate interpretation of test results; Ideas are well synthesized and critically analyzed</p> <p align="center">4 points</p> |
| <p align="center">IV</p> <p>Mechanics (spelling, basic punctuation, and typos)</p> | <p>Errors in spelling, punctuation and/or typos are numerous throughout the report.</p> | <p>Errors in spelling and punctuation are minimal as are typos.</p> | <p>The report is basically free of spelling and punctuation errors, and typos.</p> |

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| DEDUCT up to 3 points | 3 points | | 0 points |
| | | | |

4. Research paper: Students are required to write a research paper related to one of the topics covered in the course. The “meat” of the paper must be between 4 and 6 typewritten

pages in length (**i.e., 4 – 6 pages NOT including the title page, abstract or reference page**) and include 5 references, **not including the textbook or information obtained from Internet websites**. It should be written using [APA style formatting](#). Students should consult with the instructor regarding the appropriateness of the chosen topic prior to writing the paper. Possible topics include:

- Issues in conducting psychological evaluations with children
- The role of school counselors in psychological testing
- High stakes testing and student achievement
- Cultural factors relating to psychological & educational testing
- Ethical issues relating to psychological testing
- Issues in using tests for selecting employees
- History of (choose a psychological or educational test/topic to write about)
- Multiple intelligences (may include emotional intelligence)
- Assessment of autistic children (or children with Attention Deficit/Hyperactivity Disorder)
- Assessment of mass murderers (e.g., Jeffrey Dahmer), sex offenders/child molesters, etc.
- Dating sites (e.g., Match.com) – do they really work?

This is by no means an exhaustive list of research topics. Students are free to come up with their own topics. It is recommended that students decide on topics by the end of the sixth week of the semester (or middle of the second week of the summer session), locate sources during the seventh and eighth weeks (or end of the second week of the summer session), have outlines developed by the ninth week (or end of the second week of the summer session), start writing papers during the tenth week (or during the beginning of the third week of the summer session) and submit papers during the twelfth week (on at the end of the third week during the summer session). Students can earn 35 points for the paper, which accounts for approximately 20% of their grades. Research papers will be graded based on criteria outlined in the rubric at the end of the syllabus within one week after the submission of papers.

Grading system:

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There are a total of 200 points that can be earned in this course. **There is no opportunity to earn extra credit!** A standard grading scale will be used to calculate students' scores in the course as follows:

| | | |
|-----------------------|---|---|
| 184 - 200 (92 - 100%) | = | A |
| 166 - 183 (83 - 91%) | = | B |
| 148 - 165 (74 - 82%) | = | C |
| 130 - 147 (65 - 73%) | = | D |
| 129 and below | = | F |

Dropping this Course:

If students discontinue participating in class, (i.e., do not complete the required course work), but do not officially drop or withdraw from the course, then they will receive a grade of "F." Students may only drop the course within the course drop/add period.

Reasonable Accommodations for Students with Disabilities:

If students have disabilities that may require assistance or accommodation or have questions related to any accommodations for testing, etc., then they should contact the instructor as soon as possible. Students may also contact the [MTSU Disabled Student Services office](#) (615-898-2783) with questions about such services.

Resources for Success in Graduate School:

- [James E. Walker Library](#)
- Distance learning librarian: Amy York (ayork@ulibnet.mtsu.edu)
- [University Writing Center](#)
- [University College](#) (previously "Continuing Education & Distance Learning")
- [Academic misconduct policies](#)

Frequently Asked Questions:

Frequently Asked Questions may be found on the D2L website (link can be found on the menu bar).

Housekeeping rules and points for clarification:

1. Make-up exams are only allowed in the case of an emergency or illness. Forgetting to take an exam during the specified time period, going out of town for a wedding, having to "work all weekend," etc. are not adequate justifications for making up an exam. To make up an exam, students should make an effort to contact the instructor **before the scheduled exam.**

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Making up an exam due to an illness or attendance at a funeral will require a doctor's excuse verifying the illness or a copy of the funeral program.

2. Students should save files of any written assignments (i.e., K-BIT-2 and Keirsev Temperament assignments; research paper) that were submitted to Dr. Quarto. In addition, students should record their answers to exam questions on a separate piece of paper as they are taking exams in the event a computer malfunction prevents them from submitting their answers to the D2L/ Measurement and Appraisal in Counseling website thus requiring them to e-mail answers to the instructor.

3. Students are urged to refrain from posting discussion board responses IN ADVANCE of the suggested date for a chapter module.

Professional counseling dispositions

Students in the Professional Counseling program are required to demonstrate program dispositions (i.e., being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding students' demonstration of these dispositions may be communicated to program faculty and used as a component of the faculty's continuous evaluation of student progress. See [Professional Counseling Program Handbook](#) for details.

DISCLAIMER: Students should not assume that this course provides adequate preparation in the administration, scoring, and interpretation of all psychological and educational tests. The goal is to familiarize students with commonly used tests and the psychological testing process so as to facilitate their understanding of the principles studied in this course. The administration, scoring, and interpretation of most psychological and educational tests require supervised experience in an appropriate setting.

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Course Outline

| Topic/Module | Textbook Chapter # | Suggested Date to Complete Lecture/Textbook Readings/Activities |
|---|---------------------------|--|
| Orientation | Review syllabus | Given Date |
| Introduction | Chapter 1 | Given Date |
| Norms & Basic Statistics for Testing | Chapters 4 & 5 | Given Date |
| Reliability | Chapter 3 | Given Date |
| Validity | Chapter 3 | Given Date |
| Exam #1 | | Given Date |
| Building a Test | ----- | Given Date |
| The Nature of Intelligence | Chapter 7 | Given Date |
| The Wechsler Adult Intelligence Scale – 4 th Edition | Chapter 7 | Given Date <ul style="list-style-type: none"> • Keirseay Temperament Sorter II (Classic version) should be taken online no later than “given date” (KTS-II assignment can be found in Structured Personality module) |
| Kaufman Brief Intelligence Test – 2 nd Edition | ----- | Given Date |
| Exam #2 | | Given Date |
| Group Ability Tests | Chapter 6 | Given Date |
| Structured Personality & Symptom Inventories | Chapter 9 | Given Date <ul style="list-style-type: none"> • Kaufman Brief Intelligence Test – 2 assignment due |
| Projective Personality Tests | Chapter 9 | Given Date |
| Tests for Choosing Careers | Chapter 8 | Given Date |
| Exam #3 | | Given Date |
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|---|----------------------------|---|
| Selection & Decision Analysis | Chapter 2 (pp. 27 – 37) | Given Date • Keirsey Temperament Sorter II assignment due |
| Test Administration | ----- | Given Date |
| Interviewing Techniques | ----- | Given Date |
| Alternatives to Traditional psychological Tests | ----- | Given Date • Research paper due |
| Exam #4 | | Given Date |
| | | |

There is no comprehensive final exam administered in this class.

There is no extra credit that can be earned in this course.

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Rubric for Research Paper

| | Below Standard Expectations | Meets Standard Expectations | Exceeds Standard Expectations |
|--|---|--|---|
| <p align="center">I</p> <p>Demonstrated Reasoning and Related Abilities:</p> <p>ADD up to 13 points</p> | <p>1. Paper frequently lacks organization and logical flow. Generally lacks internal consistency. Topic generally underdeveloped.</p> <p>2. Assertions and inferences are frequently unsupported by appropriate documentation.</p> <p>3. Ideas are frequently presented without attention to synthesis or critical analysis.</p> <p>4. Paper contains many examples of fallacious statements or reasoning.</p> <p align="center">(1 – 7 points)</p> | <p>1. Organization and logical flow of paper is readily apparent. Some internal inconsistencies. The topic is adequately developed.</p> <p>2. Assertions and inferences are usually supported by appropriate documentation.</p> <p>3. Effort is made to synthesize and critically analyze ideas from diverse sources.</p> <p>4. Paper contains few examples of fallacious statements or reasoning.</p> <p align="center">(8 – 11 points)</p> | <p>1. The paper is logical, orderly, and internally consistent. Well developed topic.</p> <p>2. Assertions and inferences are consistently supported by appropriate documentation.</p> <p>3. Ideas are well synthesized and critically analyzed from diverse sources.</p> <p>4. Paper is basically free of fallacious statements and reasoning.</p> <p align="center">(12 – 13 points)</p> |
| <p align="center">II</p> <p>Content, Demonstrated Knowledge of Topic, and Focus of the Paper:</p> <p>ADD up to 13 points</p> | <p>1. Unclear main idea that is insufficiently limited in scope.</p> <p>2. The purpose or direction of paper is not reasonably discernible.</p> <p>3. Inadequate references, that is, either the references are too few or the references are too loosely associated to specific topic of the paper, or both.</p> <p>4. References include several unacceptable sources, i.e., dictionary,</p> | <p>1. Clear or clearly implicit main idea and reasonably limited topic.</p> <p>2. The purpose and direction of paper is reasonably discernible.</p> <p>3. Most references are related to the content of the paper and are adequate in number.</p> <p>4. The majority of references are from respected scholarly sources and demonstrate a reasonable amount of investigation into the chosen topic.</p> | <p>1. Very clear and effectively limited and manageable topic.</p> <p>2. The purpose and direction of the paper is highly discernible.</p> <p>3. References are specific to the content of the paper in breadth, depth and currency. The number of references far exceeds the minimally acceptable number.</p> <p>4. References are from respected scholarly sources and demonstrate a rigorous investigation into the chosen</p> |

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| | <p>etc. Demonstrates lack of in-depth investigation into chosen topic. 5. Heavy reliance on quotations or paraphrasing, providing “fill” material. 6. Writer fails to demonstrate an integrated and adequate comprehension of the topic and related material. 7. Topic is not sufficiently expanded and results in unacceptable repetition. Ideas are underdeveloped.</p> <p>(1 – 7 points)</p> | <p>5. Original writing supported with occasional pertinent quotations, paraphrasing. 6. Writer adequately demonstrates an integrated and sophisticated comprehension of the topic and related material. 7. Topic is adequately expanded although some needless repetition is noted. Ideas are adequately developed.</p> <p>(8 – 11 points)</p> | <p>topic. 5. Limited quotations and paraphrasing, extremely well integrated with original writing. 6. Writer demonstrates a highly integrated and sophisticated comprehension of the topic and related material. 7. Topic is sufficiently expanded to avoid repetition of ideas. Ideas are developed in a specific and pertinent fashion.</p> <p>(12 – 13 points)</p> |
|--|---|--|---|

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| <p>III Communication Skills and Technical Language Usage: ADD up to 9 points</p> | <p>1. Writing is “choppy” with many awkward phrases and/or paragraphs. Many sentences and paragraphs do not relate to each other. Transitions are frequently abrupt or lacking. 2. Grammatical errors substantially detract from the document and limit readability. 3. Lack of awareness of target audience. A scholarly writing style is generally not employed. 4. Selects lay terminology when technical terminology is called for.</p> <p align="center">(1 – 5 points)</p> | <p>1. Writing is generally flows well with some awkward phrases and/or paragraphs. Sentences and paragraphs usually relate to each other, though transitions are occasionally abrupt or lacking. 2. Grammatical errors are minimal and do not detract substantially from the clarity of the paper or “readability.” 3. Demonstrates awareness of target audience and attempts to write in a scholarly style, although some insufficiencies are apparent. 4. Generally makes the appropriate selection of technical language.</p> <p align="center">(6 – 7 points)</p> | <p>1. Writing consistently flows well with few awkward phrases and paragraphs. Sentences and paragraphs consistently relate to each other and are well developed. Transitions are consistently smooth. 2. Document is relatively free of grammatical errors and do not detract from readability. 3. Demonstrates keen awareness of target audience and writes in a scholarly style. 4. Consistently makes the appropriate selection of technical language.</p> <p align="center">(8 – 9 points)</p> |
| <p>IV APA Format: DEDUCT up to 5 points</p> | <p>1. Most features of APA style are ignored.</p> <p align="center">(5 points)</p> | <p>1. Several features of APA style are ignored.</p> <p align="center">(2 - 4 points)</p> | <p>1. APA style is employed in a reasonably proficient manner.</p> <p align="center">(0 - 1 points)</p> |
| <p>V References: DEDUCT up to 3 points</p> | <p>1. Many errors are noted in the form of citations in either the body or the reference section. 2. Many references that appear in the body are not cited in the reference section and vice versa.</p> <p align="center">(3 points)</p> | <p>1. A few incorrect citations are noted in either the body or the reference section. 2. A few references that appear in the body do not match those in the reference section and vice versa.</p> <p align="center">(2 points)</p> | <p>1. Citations are correctly cited in both the body and the reference section. 2. References consistently match in the body and in the reference section.</p> <p align="center">(0 - 1 points)</p> |

SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

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| <p>VI Mechanics: (spelling, basic punctuation, and typos).</p> <p>DEDUCT up to 3 points</p> | <p>1. Errors in spelling, punctuation and/or typos are numerous throughout the document.</p> <p>(3 points)</p> | <p>1. Errors in spelling and punctuation are minimal as are typos.</p> <p>(2 points)</p> | <p>1. The document is basically free of spelling and punctuation errors, and typos.</p> <p>(0 - 1 points)</p> |
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