

# M A R I A N C O L L E G E

**PSY 375**

**HISTORY OF PSYCHOLOGY**

**Spring 1999**

**INSTRUCTOR:** Dr. Drew Appleby, Professor and Chairman of the Psychology Department  
Office: Marian Hall 015, Office Hours: 8:00-8:30 a.m. MTWF and 3:00-3:50 p.m. MW  
Phone: Office = 955-6076, Home = 291-2817 before 9:00 p.m.

**TEXT:** Lundin, R. W. (1996). Theories and systems of psychology. Lexington, KY: D. C. Heath & Company.

**TIME, DAYS, and LOCATION:** 12:30 to 1:20 on Monday, Wednesday, and Friday in Marian Hall 014

**CREDIT:** 3 semester hours

**COURSE DESCRIPTION:** The history of psychology will be traced from its origins in the ideas of the pre-Socratic philosophers to the systems of contemporary psychological thought. Special attention will be given to the recurring controversial issues that have fueled debate and motivated research on the nature and origins of human behavior and mental processes.

## **COURSE OBJECTIVES:**

1. To understand the philosophical, theological, and scientific roots of modern psychology
2. To demonstrate systematic methods of scholarly investigation
3. To demonstrate critical thinking skills
4. To demonstrate college-level written and oral communication skills

**STUDENT LEARNING OUTCOMES** (What you will do to demonstrate you have accomplished the objectives of this course):

1. You will demonstrate your understanding of the philosophical, theological, and scientific roots of psychology by performing well on ten essay tests and a comprehensive final essay examination, all of which will measure your knowledge of the historical facts, principles, concepts, methods, issues, and theories of psychology.
2. You will demonstrate your critical thinking skills, your college-level writing ability, and your use of systematic methods of scholarly investigation by writing a ten-page historical analysis paper. This paper will require you to identify a psychological topic or area and trace it from the past, to the present, and into the future.
3. You will demonstrate your college-level oral communication skills by presenting a mini-lecture to the class on a topic in the history of psychology in a clear, organized, and professional manner.

## **COURSE PROCEDURES:**

1. The Classes
  - a. Information will be conveyed primarily through lectures supplemented with instructor-directed questions that will require you to integrate knowledge from your previous academic experiences into your answers.
  - b. Discussions, demonstrations, videos, and student presentations will be used to enrich the classroom environment.
2. The Tests
  - a. The course will be divided into 10 approximately equal sections, with a section defined as three lectures, two chapters from the textbook, and a 12-point essay and identification exam.
  - b. You will be presented with a list of possible exam questions for each exam. A 12-point subset of these questions will be determined randomly at the beginning of each exam and this subset will constitute the exam.
  - c. You are expected to take the exams at the assigned times and on the assigned dates. An exam cannot be made up unless you submit an excuse which is accepted by me before, not after, an exam is given.

### 3. The Final Exam

- a. The final exam will be comprehensive.
- b. Its format will be identical to the ten previous tests, except it will be worth a maximum of 24 points, contain questions selected from all 21 chapters of the textbook and the 30 accompanying lectures, and you will choose your own 24 points worth of questions to answer.

### 4. The Historical Analysis Paper

- a. One of the student learning outcomes of the Marian's Psychology Department is to demonstrate "knowledge of the historical foundations of psychology and their influence on contemporary psychological thought." You will demonstrate this outcome by writing a four-part historical analysis paper that will examine the far past, the recent past, the present, and the future of a specific topic (i.e., a concept, method, or area) in psychology in which you have an academic or occupational interest. Your paper will identify and explain the factors (e.g., events, people, and theories) that have influenced, are influencing, and will continue to influence this topic and will clearly demonstrate the connections between these factors and these historical stages.
  - (1) The far past of your topic refers to its philosophical, theological, and scientific antecedents that occurred prior to Wilhelm Wundt's founding of scientific psychology in 1879. You should begin this section with the ideas of the ancient Greek philosophers (e.g., Plato and Aristotle).
  - (2) The recent past of your topic refers to the people, theories, and events that have influenced it during scientific psychology's first century of existence (1879-1979).
  - (3) The present of your topic refers to the people, theories, and events that have influenced it during its last 20 years of existence (1979-1999).
  - (4) The future of your topic refers to an informed speculation of how this area or topic will continue to influence psychology during the next 20 years (1999-2019).
- b. Examples of acceptable topics are psychotherapy, intelligence testing, localization of brain function, memory, the self, moral reasoning, psychological disorders, consciousness, the unconscious, archetypes, sensation/perception, normality, motivation, the mind/body relationship, instincts, the nature/nurture controversy, personality traits, reinforcement, emotion, creativity, clinical psychology, social psychology, statistics, organizational psychology, and developmental psychology.
- c. The final draft of this paper must be an original copy at least ten pages in length and containing no fewer than 13 references, two of which must be from the texts of your former psychology classes, and one of which must be the text in this class. This final draft will be placed in the your academic portfolio, which is maintained in the department's permanent files and which you will refer to when you write your self-assessment during PSY 490 Senior Seminar in Psychology.
- d. Prior to the submission of the final paper, you will submit the following preliminary stages.
  - (1) a proposed title and an abstract
  - (2) an annotated bibliography and a detailed outline (i.e., to the third level: A., 1., a.)
  - (3) a first draft (containing a title page, pagination, headings, reference citations, and a reference section) that reflects your revisions in response to a reader's response from the Writing Center
  - (4) a second draft (including a completed peer-review sheet) that reflects your revisions in response to your peer's review and the instructor's suggestions
  - (5) the completed paper
- e. Each stage of this process must be word-processed and submitted in a three-ring notebook that includes the original and corrected copies of all previous stages in chronological order. Deadlines for the stages appear in the class schedule.
- f. This paper must be written in APA style. An abbreviated outline of APA style is included in this syllabus.
- g. This paper is worth a maximum of 100 points and will be graded using content, organization, style, and precision (i.e., correctness of grammar, spelling, capitalization, and punctuation), and organization of notebook as evaluation criteria.

### 5. The Mini-Lectures

- a. You will present a 10-minute mini-lecture to the class on a topic in the history of psychology. You will choose your topic from a list of topics by stating your first, second, third, and fourth choices.
- b. Mini-lectures will be based on information from your text and information you will discover through library research.

- c. You will prepare a one-page outline of your mini-lecture to facilitate audience understanding and use a visual aid to add clarity to your presentation.
- d. Each mini-lecture will be video-taped and evaluated by the instructor and the other members of the class. You will write a self-assessment of your mini-lecture on the basis of this feedback.
- e. The mini-lecture and the self-assessment will be worth a maximum of ten points each.
- f. The mini-lecture will be evaluated using clarity of expression, organization, appropriateness of dress, effectiveness of media, and ability to answer audience questions as evaluation criteria.
- g. The self-assessment will be evaluated using content (i.e., personal insight, recognition of strengths and weaknesses, and the ability to suggest constructive changes), organization, and precision as evaluation criteria.
- h. Your outline and your self-assessment (accompanied by your peer and instructor evaluations) will be placed in your academic portfolio, which is maintained in the department's permanent files and which you will refer to when you write your self-assessment during PSY 490 Senior Seminar in Psychology.

#### 6. The Evaluation Process

- a. Final grades will be based on the number of points accumulated on the ten exams (minus your lowest non-zero score), the final exam, the paper, the presentation, and the self-assessment using the following grading scale.
- b. A = 95.00%    A- = 91.67%    B+ = 88.33%    B = 85.00%    B- = 81.67%  
C+ = 78.33%    C = 75.00%    C- = 71.67%    D+ = 68.33%    D = 65.00%
- c. Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, I will informally evaluate the quality, quantity, and appropriateness of your oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, I will use my subjective judgment of this behavior in the determination of borderline final grades.

#### **CODE OF ACADEMIC INTEGRITY:**

The existence of Marian College as an academic community is based on the assumption of mutual integrity shared by its students and faculty. The following violations of this assumption weaken the College's sense of community and produce students and alumni whose inferior knowledge and moral standards tarnish the image of the College and defraud those who rely upon their abilities and honesty.

1. **Cheating**: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. (The term academic exercise includes all forms of work submitted for credit or hours.)
2. **Plagiarism**: Representing the words or ideas of another as one's own in any academic exercise. (Please refer to the plagiarism statement that appears in this syllabus for an expanded explanation of this academic crime.)
3. **Multiple Submission**: Submitting the same or essentially the same assignment in two or more courses without the prior permission of the respective instructors.
4. **Fabrication**: Falsifying or inventing any information or citation in an academic exercise.
5. **Misuse of Materials**: Abusing or unauthorized possessing of academic materials from the library or any campus location.
6. **Misrepresentation**: Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the specific requirements of an assignment or course.
7. **Facilitation of Academic Dishonesty**: Helping another student to violate any provision of this code.

I will maintain a classroom atmosphere that minimizes the occurrence of academic dishonesty and maximizes its detection if it does occur. You are encouraged to support this atmosphere by avoiding acts of academic dishonesty, discouraging such acts in others, and informing me of such acts if they occur. The procedures and sanctions that will be imposed if this code is violated are explained in the Marian College Code of Student Rights and Responsibilities that is provided to all Marian students upon their admission to the College. Additional copies of this publication are available in the office of the Dean for Student Affairs.

#### **ATTENDANCE POLICY:**

Because the mission of the College is to provide students with a quality education, class attendance is considered essential. You are expected to attend all scheduled class meetings because absence results in the loss of instruction and classroom interaction. I will ask you to either (a) withdraw from the course or (b) accept a failing grade if your total class absences (excused or unexcused) exceed 20% (i.e., nine or more) of the course meetings. Absences are excused for reasonable causes including documented illnesses, a death in the immediate family, and participation in college events (e.g., intercollegiate sports, theatrical or musical productions, or field trips).

Unexcused absences include, but are not limited to, leaving early for vacations or participation in athletic practices or practice games. You are responsible for informing me in advance of your absence, providing me with appropriate documentation, and making up any work you missed to the best of your ability after consultation with me. Work missed due to unexcused absence cannot be made up. You should enroll in only those courses you are willing and able to attend. I am sympathetic toward legitimately serious or emergency situations that may cause class absence, but I urge you to minimize your unexcused absences so that you do not exceed the 20% limit. You are responsible for marking the attendance sheet at the beginning of each class, and you are also responsible for all information presented in class, regardless of your attendance.

**EXPECTATIONS:**

1. I have the following expectation of you.
  - a. To be present, punctual, prepared, and attentive during each class.
  - b. To be willing and able to participate positively and constructively in class.
  - c. To understand and abide by the procedures, regulations, and schedules described in this syllabus.
  - d. To behave in the dignified and respectful manner of a mature and responsible college student.
2. You can have the following expectations of me.
  - a. To be present, punctual, prepared, and enthusiastic during each class.
  - b. To be genuinely concerned about your ability to perform well in this class.
  - c. To remain faithful to the procedures, regulations, and schedules described in this syllabus.
  - d. To behave in the dignified and respectful manner of a professor of psychology.

## EXAMINATION SCHEDULE

<u>Date</u>	<u>Chapters</u>	<u>Topics</u>
January 22	1 + 21	Theories, Systems, and the Future
February 1	2 + 3	Greek Philosophers and Patristic Scholars
February 10	4 + 5	Modern Philosophers and Physiology
February 19	6 + 7	Wundt and Structuralism
March 3	8 + 9	James and Functionalism
March 19	10 + 11	Associationism plus Hormic and Dynamic Psychology
March 29	12 + 13	Early and Later Behaviorism
April 7	14 + 15 + 16	Gestalt, Field, and Cognitive Theories
April 19	17 + 18	Freud and Psychoanalysis
April 28	19 + 20	Humanistic and Existential Psychology
May 7 (8:30 a.m.)	1 - 21	Comprehensive Final Exam

## HISTORICAL ANALYSIS PAPER SCHEDULE

<u>Date</u>	<u>Assignment Due</u>	<u>Days to Complete</u>
January 27	Title and Abstract	15
February 15	Annotated Bibliography and Detailed Outline	19
March 15	First Draft	28
April 5	Second Draft	21
April 23	Completed Paper	18
Total Days		101

**The schedule and procedures in this course are subject to change in the event of extenuating circumstances.**

# YOUR INSTRUCTOR'S MODEL OF CRITICAL THINKING

- a. **THE DEFINITION OF CRITICAL THINKING:** Critical thinking results from a combination of the exercise of a set of cognitive **skills** and a commitment to a group of **attitudes** that enables an individual to decide what to believe and how to act.
- B. **THE SKILLS OF A CRITICAL THINKER**
1. **RETENTION**
    - a. definition ☞ the ability **to remember** specific information
    - b. required tasks ☞ to remember facts, principles, and steps in sequences.
    - c. in psychology ☞ to acquire and retain specific psychological terms, definitions, facts, principles, and sequences
    - d. questions it helps to answer ☞ Who, what, where, and when?
    - e. sample question ☞ What is the definition of psychology?
  2. **COMPREHENSION**
    - a. definition ☞ the ability **to understand** the meaning of material
    - b. required tasks ☞ to explain, translate, or interpret to a new form or symbol system
    - c. in psychology ☞ to grasp the meanings of basic psychological principles, concepts, methods, and theories
    - d. questions it helps to answer ☞ "How and why does this happen?"
    - e. sample question ☞ Why is Wilhelm Wundt known as the founder of empirical psychology?
  3. **ANALYSIS**
    - a. definition ☞ the ability **to separate** complicated wholes into their parts and organizational relationships
    - b. required tasks ☞ to divide complicated concepts into their component parts and explain how these parts are related to each other
    - c. in psychology ☞ to break down complex psychological principles, theories, and methods into their parts and relationships
    - d. questions it helps to answer ☞ "Of what is this complex whole composed and how are its parts related to each other?"
    - e. sample question ☞ Describe Freud's three major parts of the personality and explain how they interact.
  4. **SYNTHESIS**
    - a. definition ☞ the ability **to combine** separate parts into new and creative wholes
    - b. required task ☞ combine previously learned material in order to produce new ideas
    - c. in psychology ☞ to produce unique and creative psychological ideas, solutions, hypotheses, and theories
    - d. questions it helps to answer ☞ "What new ideas or conclusions can you reach on the basis of what you have learned?"
    - e. sample question ☞ Use the results of empirical research to answer the question: "Does watching violent television cause children to behave more aggressively?"
  5. **APPLICATION**
    - a. definition ☞ the ability to use learned material **to solve** "real-life" problems
    - b. required task ☞ to use concepts, principles, and theories to find solutions to problems
    - c. in psychology ☞ to use psychological principles and methods to change behaviors and mental processes
    - d. questions it helps to answer ☞ "How can this problem be solved?"
    - e. sample question ☞ How can parents use extinction to decrease tantrums in their children?
  6. **EVALUATION**
    - a. definition ☞ the ability **to judge** the value of material for a given purpose
    - b. required tasks ☞ make judgments, rate ideas, and accept or reject materials based on valid criteria
    - c. in psychology ☞ to identify and use valid criteria and methods during the processes of assessment, diagnosis, and research in order to distinguish between fact and fiction, education and propaganda, relevant and irrelevant information, and rational and irrational beliefs about psychology
    - d. questions it helps to answer ☞ "Determine the validity of a principle, theory, or method."
    - e. sample question ☞ Use the criteria discussed in class to discuss the usefulness of Piaget's theory of development.

### C. **THE ATTITUDES OF A CRITICAL THINKER**

1. Critical thinking requires hard work, persistence, and careful planning.
2. Errors provide valuable feedback, and knowledge of their causes is a foundation for future success.
3. Terms and issues must be clearly defined before they can be discussed meaningfully and productively.
4. Psychology is inextricably intertwined with other academic disciplines (e.g., philosophy, biology, and mathematics).
5. For every major issue, there are many different points of view, and all sides of an issue must be investigated thoroughly before a conclusion is reached. To be perceived as intellectually responsible, individuals must make every effort to understand the perspectives of those with whom they disagree.
6. An attitude of healthy skepticism is a valuable tool, especially when confronted with slanted, selective, prejudiced, or self-justifying information.
7. The assumptions of a theory, tradition, or belief must be analyzed carefully and understood completely before it can be either accepted or rejected.
8. It is perfectly acceptable--and often highly desirable--for individuals to change their beliefs, values, or behaviors if presented with sufficient empirical evidence or logical justification to do so.
9. Those with whom we agree are not always right, and those with whom we disagree are not always wrong. When disagreeing, it is best to do so in an agreeable manner (i.e., disagreements should produce constructive discussions, not arguments).
10. There are no simplistic, dogmatic explanations of complex phenomena. It is often necessary to look beyond obvious, common sense, or traditional answers to arrive at valid conclusions.
11. Many theories can be used to explain phenomena. The theory an individual chooses to embrace is dependent upon that individual's unique set of academic, cultural, spiritual, methodological, professional, and personal values.
12. Many methods of investigation can be used to study phenomena (e.g., experiments, correlational studies, naturalistic observations, or case studies). The appropriateness of a particular method is determined by a careful determination of its purpose and the individuals, situations, and ethical principles involved.
13. Learning is a life-long process which can occur in the absence of any formal educational process (i.e., critical thinkers learn from their teachers, but they can also learn by themselves long after their formal education has ceased).

=====

The definition and attitudes included in this model of critical thinking are the author's original work. The skills of a critical thinker are based on the results of the author's empirical research, classroom experience, and Bloom, Englehart, Furst, and Krathwohl's (1956) taxonomy of cognitive educational objectives.

Bloom, B. S., Englehart, M. D., Furst, E. J., & Krathwohl, D. R. (1956). Taxonomy of educational objectives: Cognitive domain. New York: McKay.

# GUIDELINES FOR WRITING A PAPER IN APA STYLE

## a. GENERAL GUIDELINES

1. Papers are to be word-processed with one inch margins left-right and top-bottom.
2. A cover sheet should conform to the sample contained in this syllabus.
3. Use centered headings to separate primary sections of a paper and left-justified, underlined headings for secondary sections.
4. Use the spell- and grammar-checkers in your word processor to help you proofread.
5. Keep a hard copy of your paper and save it on a least two disks. Do not submit a paper unless you have a copy.

## B. HOW TO CITE REFERENCES IN THE BODY OF a PAPER

1. The last name of the author(s) and the year of publication of a reference are inserted in the body of a paper at appropriate points to give credit for ideas other than your own. This may be done in the following ways:
  - a. If an author's name appears in a sentence, cite the year in parentheses:
    - 1) LaGrange (1995) found that . . .
    - 2) Wittekind, Hingtgen, Gheen, and Appleby (1993) found . . . (first citation)
    - 3) Wittekind, et al. (1993) also found . . . (subsequent citations)
  - b. Otherwise, both the name and the year appear in parentheses:
    - 1) . . . has been found (Camp & Appleby, 1992).
    - 2) In a recent study of memory (Plascak-Craig, 1991), it was found that . . .
  - c. If different authors are cited at the same point, use the following alphabetical format:
    - 1) Recent studies (Adams, 1987; Camp, 1986; Wittekind, 1989) have shown . . .
2. If a paper includes a direct quote from a reference, enclose the quote in quotation marks and cite the source including the author, year, and page number:
  - a. "Dreams reveal facets of an individual's personality" (Wittekind, 1989, p. 43).
  - b. Wittekind (1989, p. 43) stated that, "Dreams reveal facets of an individual's personality."

## C. HOW TO CITE REFERENCES IN THE REFERENCE SECTION

### 1. Books

Adams, R. W. (1977). Leaving academia. Phoenix, AZ: Liberation Press.

### 2. Journal Articles

Carlson, C. W. (1984). The power of advertising. Consumer Psychology, 17, 62-69.

### 3. Magazine Articles

Camp, L. D. (1992, June). How to raise a son. Psychology Today, 56-59.

### 4. Articles or Chapters in an Edited Book

Hingtgen, J. N. (1986). Opera-induced deafness. In O. Wittekind & M. LaGrange (Eds.), Musical psychology (pp. 239-252). New York: Academic Press.

### 5. Material from the Internet

Gates, W. (1999). Millennium madness. Journal of Software Insanity, 23, 124-129. Available: <http://insite.palni.edu/WebZ/FETCH : sessi... tml/fulltext.html>.

Note: An ampersand (&) is used to connect multiple authors in the reference section and within parentheses in the body of a paper.

--- These guidelines are a modified version of those written by Dr. Michael Stevenson of Ball State University. -

--



# PLAGIARISM

## a. WHAT IS PLAGIARISM?

1. Definition: "Presenting someone else's ideas as your own, whether deliberately or accidentally" (Fowler, 1986, p. 501).
2. Plagiarism is derived from a Latin word meaning "kidnapper" (Fowler, 1986, p. 570).
3. Forms of plagiarism
  - a. "The use of another's writing without proper use of quotations marks. Do not, under any circumstances, copy onto your paper a direct quotation without providing quotation marks and crediting the source" (Lester, 1967, p. 47).
  - b. "The borrowing of a word or phrase, the use of an idea, or the paraphrasing of material if that phrase, idea, or material is not properly introduced and documented. Also included in plagiarism is the mere rearrangement of phrases from the original into a new pattern" (Lester, 1967, p. 47).
  - c. It is also plagiarism to "take, buy, or receive a paper written by someone else and present it as your own" (Corder & Ruszkiewicz, 1985, p. 633).
  - d. Another form of academic dishonesty that is related to plagiarism is collusion, which is defined as "collaboration with someone else in producing work you claim to be entirely your own" (Corder & Ruszkiewicz, 1985, p. 633).

## B. HOW PLAGIARISM CAN BE AVOIDED?

1. Acknowledge all borrowed material by introducing or following the quotation or paraphrase with the name of the authority from whom it was taken.
2. Enclose all quoted materials within quotation marks, even single words and phrases.
3. Make certain that all paraphrased material is written in your own style and language.
4. Provide a bibliographic entry for every source that appears in a written work.
5. Be certain that all written work you submit is your own. You may (and in some cases should) ask others to review your work, but "any changes, deletions, rearrangements, or corrections should be your own work" (Corder & Ruszkiewicz, 1985, p. 633).

## C. WHY IS PLAGIARISM WRONG?

1. It is a criminal offense (i.e., the theft of intellectual property) and can result in fines and/or imprisonment.
2. It is academically dishonest and can lead to serious sanctions from the college.
3. It undermines the academic integrity and ethical atmosphere of the college.
4. It violates the mission of Marian College to emphasize "a respect for knowledge."
5. It involves a passive learning process that obstructs the acquisition and understanding of meaningful academic material.
6. It stalls or retards intellectual, moral, and social development.
7. It violates and disables the process of critical thinking.
8. It promotes feelings of lowered self-esteem in those who believe they must practice it to survive academically.
9. It violates the code of ethics of the American Psychological Association.
10. It produces alumni whose inferior knowledge, abilities, and moral standards tarnish the public image of the college and lower the perceived value of a Marian College degree in the eyes of those who evaluate current Marian College students who are seeking employment or admission into graduate school.

## References

- Corder, J. W., & Ruszkiewicz, J. J. (1985). Handbook of current English. Glenview, IL: Scott, Foresman.
- Fowler, H. R. (1986). The Little, Brown handbook. Boston: Little, Brown and Company.
- Lester, J. D. (1967). Writing research papers: A complete guide. Glenview, IL: Scott, Foresman.

**THE PAST, PRESENT, AND FUTURE OF INTELLIGENCE TESTING**

**Joanne C. Smith**

**Submitted in Partial Fulfillment of the Requirements of  
PSY 375 History of Psychology  
Dr. Drew Appleby, Instructor  
Marian College  
Spring Semester 1998**

# HISTORY OF PSYCHOLOGY MINI-LECTURE REVIEW SHEET

Presenter: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Evaluate the presenter on each of the following characteristics of an effective speaker by placing a number from the following scale on the line to the left of each characteristic: 3 = true 2 = somewhat true 1 = untrue

## The **presenter**:

- \_\_\_\_\_ dressed appropriately for a formal presentation
- \_\_\_\_\_ distributed a clear outline of the lecture
- \_\_\_\_\_ gave a clear introduction to the lecture that previewed its major points
- \_\_\_\_\_ used a visual aid(s) which helped the audience understand the lecture
- \_\_\_\_\_ maintained eye contact with individual members of the audience
- \_\_\_\_\_ spoke to her/his audience (i.e., did not simply read from notes)
- \_\_\_\_\_ did not speak too rapidly
- \_\_\_\_\_ did not talk "down to" or "above" the audience
- \_\_\_\_\_ spoke in a pleasant voice (e.g., did not speak in a monotone)
- \_\_\_\_\_ appeared to fully understand the material being presented
- \_\_\_\_\_ used appropriate examples to explain difficult and/or abstract concepts
- \_\_\_\_\_ was enthusiastic and appeared to enjoy the topic she/he was presenting
- \_\_\_\_\_ did not exhibit distracting body movements (e.g., fidgeting, foot shuffling, or grimacing)
- \_\_\_\_\_ did not exhibit distracting verbal behaviors (e.g., excessive "ahs" and "ums" or nervous laughter)
- \_\_\_\_\_ appeared confident, relaxed, and natural
- \_\_\_\_\_ was organized and easy to understand
- \_\_\_\_\_ was concise (i.e., did not ramble or digress)
- \_\_\_\_\_ gave a clear summary of the presentation that reviewed its major points
- \_\_\_\_\_ was able to "think on her/his feet" (i.e., could answer audience questions adequately)
- \_\_\_\_\_ managed time effectively (i.e., the presentation was neither too short nor too long)

Describe the **strengths** of this presentation.

Offer **suggestions** the presenter can use to **improve** future presentations.

# GRADING CRITERIA

## HISTORICAL ANALYSIS PAPER

- a. \_\_\_\_\_ **CONTENT** (Total = 59 points)
1. \_\_\_\_\_ Far Past Section (Total = 15 points)
    - a. \_\_\_\_\_ Have you traced this topic's history from the Ancient Greeks to 1879? (10)
    - b. \_\_\_\_\_ Have you cited appropriate references? (3)
    - c. \_\_\_\_\_ Have you summarized this section thoroughly and provided a transition to the next section? (2)
  2. \_\_\_\_\_ Recent Past Section (Total = 15 points)
    - a. \_\_\_\_\_ Have you traced this topic's history from 1879 to 1979? (10)
    - b. \_\_\_\_\_ Have you cited appropriate references? (3)
    - c. \_\_\_\_\_ Have you summarized this section thoroughly and provided a transition to the next section? (2)
  3. \_\_\_\_\_ Present Section (Total = 15 points)
    - a. \_\_\_\_\_ Have you traced this topic's history from 1979 to 1999? (10)
    - b. \_\_\_\_\_ Have you cited appropriate references? (3)
    - c. \_\_\_\_\_ Have you summarized this section thoroughly and provided a transition to the next section? (2)
  4. \_\_\_\_\_ Future Section (Total = 14 points)
    - a. \_\_\_\_\_ Have you speculated (in an informed manner) about the future of your topic from 1999 to 2019? (10)
    - b. \_\_\_\_\_ Have you cited appropriate references? (3)
    - c. \_\_\_\_\_ Have you summarized this section thoroughly ? (1)
- B. \_\_\_\_\_ **ORGANIZATION** (Total = 15 points)
1. \_\_\_\_\_ Notebook (3): Does it contain all five stages of your paper in their correct chronological order?
  2. \_\_\_\_\_ Abstract (2): Does it contain a clear explanation of all four parts of your paper?
  3. \_\_\_\_\_ Headings (3): Do your headings correspond exactly to your outline?
  4. \_\_\_\_\_ Introduction (3): Does it clearly communicate the basic purpose and contents of your paper?
  5. \_\_\_\_\_ Summary and Conclusions (4): Does it clearly reiterate the main points of your paper and explain what you \_\_\_\_\_ have learned from writing it?
- C. \_\_\_\_\_ **STYLE** (Total = 15 points)
1. \_\_\_\_\_ Title Page (2): Does it conform exactly to the model contained in your syllabus?
  2. \_\_\_\_\_ Body (8): Is your paper written in correct APA style?
  3. \_\_\_\_\_ References (5): Are all the references cited in your paper included and in correct APA style?

D. \_\_\_\_\_ **PRECISION** (Total = 11 points)

1. \_\_\_\_\_ Accuracy (6): Is your spelling, grammar, punctuation, and capitalization correct?
2. \_\_\_\_\_ Appearance (5): Is the appearance of your paper professional?

\_\_\_\_\_ = **TOTAL POINTS** (Total Possible = 100 points)