



PSY 240/Critical Thinking and Writing in Psychology

Jeanne M. Slattery, Ph.D.

2-3:15pm MW 121 Harvey Hall

Office Hours: 9-10 MWF, 1-2 M, 2-3 R

<http://blackboard.clarion.edu>

Office: 232 Harvey Hall

Office Phone: 393-2254 or 393-2295

Home Phone: 226-5205

e-mail: jslattery@clarion.edu

<http://psy1.clarion.edu/jms/index.html>

Life's scoring system works like this: one point each time you learn something, two points each time you learn something no one else knows, three points when you learn something you thought you knew was wrong. – George Schwelle

A mind once stretched by a new idea never regains its original dimension. – Oliver Wendell Holmes

Ask and be a fool for five minutes, fail to ask and remain a fool forever. – Chinese proverb

What is critical thinking? Lewandowski (2004) said that critical thinking is the process of thinking independently, not just memorizing or stating what someone else has written or said. It requires doing more than just "reporting." Critical thinking means evaluating and critiquing information and figuring out how different ideas fit together.

You might be asking, "Why does this matter to me? I just want to be a therapist when I grow up..." (As though being a therapist is "just" anything, and you don't have to be as bright, thoughtful, incisive, hard-working, etc., as people in any other discipline that operates in large part through the operations of the mind.) Whether you want to be a researcher or a practitioner, critical thinking skills are essential to our discipline and our ability to function effectively within the field (Belar, 2000).

What will we learn in this course?

This sophomore level course was designed to make you a much stronger student in Psychology and will significantly contribute to your later success in our department and the field. This course earns a Writing flag (W) to reflect its emphasis on developing strong writing skills. Course objectives include learning to:

1. Observe the world accurately and objectively;
2. Think critically about the world – both the psychological literature and everyday experience;
3. Read research articles accurately, being able to abstract their essential ideas and understand their implications;
4. Write clearly, concisely, and objectively using APA format, the standard of our field;
5. Perform more strongly in college; and
6. Prepare for careers and graduate school.

Obviously, these are big goals. I hope to get the ball rolling to help you become life-long learners who are excited by the world around you, yet skeptical about the explanations you have been given.

How will we meet these goals?

This course, relative to many courses at this level, focuses more on learning and practicing skills than information. As a result, relative to other courses, there will be less emphasis on tests and more on written assignments. Notice that these assignments are often broken up so that earlier assignments or quizzes prepare you for later ones. I want you to succeed in this class and later ones. The following describes the specific steps we will take to get there.

Grades and assignments will be posted on Blackboard <<http://blackboard.clarion.edu>>. You may be able to get by without going to Blackboard, but your life will probably be easier because of Blackboard.

Text and readings. We will be using Mitchell, Jolley & O'Shea (2004) *Writing for psychology*. This is a helpful resource that you should keep and use throughout your Psychology career. APA style is required in several other courses within our department; mastering its style will probably help you earn a consistently higher grade in your later papers both here and in graduate school.

In addition, you will read a series of articles throughout the semester to help you develop your thinking within the field and your ability to read professional articles in the field, which admittedly are initially difficult, but an expected skill within the major. These can be found either on the web, in PsycArticles or under the Readings button on Blackboard; their location can be found after the reference in the reference list.

Finally, we will be using the Psychology Department Advising site under the Organizations tab on Blackboard. While this will be especially useful as we discuss careers and graduate school, it will also be helpful at other points in the semester. It will behoove you to explore it early and often!

Critical thinking problems. I will be posting critical thinking problems on Blackboard weekly throughout the semester. Some will be relatively easy; others will be fairly difficult. I won't give you any that I couldn't get first! You must turn in at least six over the semester within a week of their posting, with both (a) an answer, and (b) a description of how you found the answer. If you turn in more than six problems, I will give you up to two points extra credit per question correctly answered. In each case you will earn one point for the answer, another for your explanation. Your work should be your own. Your first opportunity:

My cousin has had four children, all girls. She is pregnant again. Assuming that there is nothing biasing her reproductive abilities, what do you think her next child will be? Justify your conclusion. (2 pts.)

Discussion papers. Complete nine discussion papers on the assigned articles. These assignments will serve two purposes: first, they will give you a first-hand view of original research and writing in Psychology, as well as some popularized summaries; and second, they will support you during our discussions of the research on marriage and families. Please respond concisely (2 pp. max), but clearly to each set of questions.

Three weekly papers will be worth 10 pts each. The next five will be worth 20 pts, the last one forty. Your lowest grade (either one 20 pt or two 10 pt paper) will be dropped. Papers will be graded on completeness, thoughtfulness, originality, and quality of writing (proper grammar, sentence structure, organization, etc.). Papers that do an average job will receive 7 of 10 points. Papers of exceptional quality and thoughtfulness will receive 8-10 points out of 10. Obviously, poorly organized and written papers will earn fewer than 7 points. All must be posted to Turnitin. Late papers will not be accepted.

What's the evidence? We are going to use two columns published in *Forbes.com* as springboards for our critical thinking about course ideas. The Course Wiki on Blackboard is set up something like this:

IS MARRIAGE GOOD FOR...?					
Men		Women		Children	
Pro	Con	Pro	Con	Pro	Con

Our job this semester is to begin looking at the evidence supporting each of these positions. Perhaps you'll find evidence – in your readings, out-of-class research, or other courses – that children raised in two parent families are physically healthier than those raised in single parent families. Perhaps this is different for African American families than for EuroAmerican families. Perhaps women do better in certain kinds of relationships and look better in some ways, but not others. It all goes on the board!

Not all evidence is the same, however. You can change your font color when you're posting. Please post using a font color that matches the kind of evidence that you're using, as described below. Also, please sign your post. You can use your evidence in your final paper.

Green – Values (1 pt.)
Red – Anecdote (1 pt.)
Blue – Empirical research or psychological theory (3 pts., please add the citation)

You will earn one point for green and red posts, three for blue (empirical research). You will get fewer points if you choose the wrong color font or if the evidence fails to address the question. Ideas are first come, first serve, although if more than one article publishes data addressing the same issue, each can earn points. The same sort of anecdote given by/for a different person does not earn credit. You may also earn credit for thoughtful, meaningful comments on other students' cards. Comments like "I agree" or "Good point" do not earn credit, although may be appreciated by the authors. I will periodically update your grades on Blackboard and will let you know when I do. This assignment will be available for posting until the Friday of the second to last week of classes (4/27).

While I talk here about "marriage," I'm really referring to all committed relationships, both married and living together, committed and open, heterosexual and people identifying as LGBTQQI¹. Nonetheless, we can expect differences across categories – women may experience committed relationships differently than men, lesbians differently from heterosexual women. We will look at some of these differences throughout this course.

Quizzes. We will have two short take-home quizzes during the semester on (a) APA format for references and citations, and (b) using the library. Each pulls together the ideas we've been working on in class and is worth 50 pts. You may work in groups of two on these quizzes, but must identify your partner.

Literature review. This short paper (about five pages, not including cover page and references) should explore psychological ideas, and include *at least* seven journal references. I have broken the assignment into small pieces. Take advantage of this and work on it throughout the semester. Show yourself what you can do!

Your paper must be peer reviewed before it is turned in; your classmate will earn up to 5 points for this feedback. This should help you write a stronger paper and help your classmate learn to recognize the relative strengths and weaknesses of papers. Sample excellent papers from previous semesters are on file in my office. Check them out!

Additional Information about this assignment is available on Blackboard. The rubric I will use to respond to your paper – and that I expect you will refer to throughout the semester – is at the end of the syllabus.

I will not read papers that do not meet professional writing standards of spellchecking, grammar checking, organization, and presentation of references. If these are not met, I will return your paper with a 10% penalty and ask you to rewrite it.

Career and graduate school portfolio. Throughout the semester we will be talking about developing as psychologists, people who carefully observe and critically think about the world. At the end of the semester we will be pulling together packets of information on you and your relative strengths and weaknesses as a future psychologist, possible career options or graduate schools you might apply to, and what you can do to work towards your goals. This is a collection of ideas and short papers rather than a traditional "paper." Like your literature review, your portfolio will be peer reviewed before it is turned in. Additional information about this assignment is available on Blackboard. My rubric is at the end of this syllabus.

Class participation. Your ability to be actively involved in class will determine the degree to which you and your classmates learn. I expect that you will come to class regularly, read the material carefully before class, and actively assist in your classmates' learning. As class participation is an essential part of this class, you will lose 3 pts. per class (about 1% of your final grade) after your second missed class *for any reason*. In other words, you have two free absences; use these wisely. In the Spring of 2006, only 26% of the class lost any points for nonattendance.

What is plagiarism?

Students in the Psychology Department and at Clarion University are expected to maintain a high standard of

¹ Gay, Lesbian, Bisexual, Transgendered, Queer, Questioning, Intersexual

honesty in their academic work. Academic dishonesty includes plagiarism or cheating on assignments, examinations, or other academic work, or without prior approval of the instructor, submitting work already done for another course. Students shall avoid all forms of academic dishonesty, including, but not limited to:

1. Plagiarism—the use of another’s words without attribution or without enclosing the words in quotation marks. Plagiarism may also be defined as the act of taking the ideas or expression of ideas of another person and representing them as one’s own - even if the original paper has been paraphrased or otherwise modified. A close or extended paraphrase may also be considered plagiarism even if the source is named.
2. Collusion—collaborating with another person in preparation of notes, themes, reports, or other written work offered for credit unless specifically permitted by the instructor.
3. Cheating on an examination or quiz—giving or receiving information or using prepared material on an examination or quiz.
4. Falsification of data —manufacturing, falsification of information, including providing false or misleading information, or selective use of data to support a particular conclusion or to avoid conducting actual research.

Clarion University has a license agreement with Turnitin.com, a service that helps prevent plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that papers may be submitted to Turnitin.com. While student privacy is protected, papers submitted to Turnitin do become source documents in Turnitin's reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin is subject to the Terms and Conditions of Use posted on Turnitin's website. Clarion University is committed to preserving academic integrity as defined by the Academic Honesty Policy: <http://www.clarion.edu/judicial/ahonesty.htm>

What is my lateness policy?

Major papers, projects and quizzes turned in after the due date will receive a 10% penalty. *Late discussion papers will not be accepted as they are designed to prepare for our discussion.* I do not accept late Critical Thinking Problems.

How will grades be earned?

The following points can be earned throughout the semester (less three points per absence beyond two).

<u>Task</u>	<u>Worth</u>	<u>Total</u>
Critical thinking problems (6+)	2 pts. each	12+
What’s the evidence?	1-3 pts. each	10+
Quizzes (2)	50 pts. each	100
Short discussion papers (3)	10 pts. each	30
Longer discussion papers (5)	20 pts. each	100
Final Noer/Corcoran	40 pts	40
Lit review topic	1 pt.	1
Three references	1 pt.	1
Reference page for lit review	5 pts.	5
Outline of lit review	5 pts.	5
Literature review	100 pts.	100
Peer reviews (2)	5 pts. each	10
Career and graduate school portfolio	50 pts.	<u>50</u>
Total		464

Note: Two short or one longer discussion paper will be dropped, making the effective total **444**. Your total earned can be compared with the following scale:

<u>Grade</u>	<u># of points earned</u>	<u>%age earned</u>
A	400 and up	90 - 100%
B	355 - 399	80 - 89%
C	311 - 354	70 - 79%
D	266 - 310	60 - 69%
E	265 and down	less than 60%

I do not expect that a certain number students will fail and I would be happy if the class received only As and Bs. To meet this goal I will be happy to help you when you need help. If you want additional help, make an appointment with the Academic Support Center (2249). If you have test anxiety or if this course raises issues that you want to work on, call the Counseling Center (2255).

Let me state the obvious...

I'm going to state the obvious so I don't have to say it again. Except for emergencies, cell phones have no place in class. If I see you texting, your phone is mine. If you need to study for another class, do so, but not during our class. Don't cheat, be unethical, dishonest, or otherwise get yourself in trouble. *But*, be interested, curious, questioning and observant. If you have questions or comments about anything, talk to me. This is your class and mine; I want to make sure it runs as well as possible for all of us. I want to make sure you learn as well as possible.

Tentative Schedule of Events

	Written assignments	Readings
1/17-1/22	<i>What is Psychology? What do we want you to gain from this course?</i> <ul style="list-style-type: none"> • Read Murray/Dittman (1/17) • Corcoran/Noer response due (1/22) 	Dittman (2002) Murray (2002)
1/19-1/24	<i>Thinking critically about the world</i> <ul style="list-style-type: none"> • Read Smith (1/24) 	Mitchell et al.: Ch. 5 Smith (2002)
1/26-2/5	<i>Reading/understanding journal articles, recognizing different styles of writing</i> <ul style="list-style-type: none"> • Read Jordan & Zanna (1/31) • Simmons et al. response due (2/5) • Possible topics for literature review (2/7) 	Corcoran (2006) Noer (2006) Jordan & Zanna (1999) Simmons et al. (2005) Mitchell et al.: Chs. 1-2
2/7-2/12	<i>Learning to study and take tests effectively</i>	Mitchell et al.: Ch. 4
2/14-2/26	<i>The world at your fingertips: Using APA style and the library</i> <ul style="list-style-type: none"> • Find article on marriage/family from online source (2/19) • APA format take home quiz due (2/21) • Literature review: Reference page (3 articles) due (2/26) 	
2/28-3/19	<i>Becoming a skeptical (not cynical) reader</i> <ul style="list-style-type: none"> • Hagedoorn et al. (2006) due (2/28) • Willoughby et al. response due (3/5) • Library scavenger hunt take home due (3/7) • Reference page draft due (3/19) 	Mitchell et al.: Chs. 4.2, 5 Hacker (n.d.) Willoughby et al. (2006)
3/9-3/28	<i>A picture is worth 1000 words: Interpreting figures and tables</i> <ul style="list-style-type: none"> • National Center on Addiction and Substance Abuse/Bush response due (3/21) 	National Center on Addiction and Substance Abuse (2006) Bush (2006)
3/28-4/4	<i>Is what you see what you get? Accurate & useful observations</i> <ul style="list-style-type: none"> • Literature review: Developed outline due (4/2) • Rhoades et al. response due (4/4) • Literature review: Draft due to peer reviewer (4/11) • Literature review due (4/16) 	Mitchell et al.: p. xi., Chs. 2, 3, 6, 7 Rhoades et al. (2006)
4/11-5/4	<i>Planning towards the future: Graduate school</i> <ul style="list-style-type: none"> • Last available posting date for <i>What's the evidence</i> (4/27) • Graduate school portfolio: Draft due to peer reviewer (4/30) • Graduate school portfolio due (5/2) • Second Noer/Corcoran response (5/4) • Final discussion, Michelle's Café (5/9, noon) 	Arnold & Horrigan (2002) Fischer & Zigmond (2000) Norcross et al. (2005) Psychology Advising Organization Bb site

Readings

- Arnold, K. L., & Horrigan, K. L. (2002, Fall). Gaining admission into the graduate program of your choice. *Eye on Psi Chi*, 7, 30-33. Retrieved on January 1, 2005, from http://www.psichi.org/pubs/article.asp?article_id=174
- Bush, G. W. (2006, September 22). Family day 2006. *National Center on Substance Abuse at Columbia University*. Retrieved December 30, 2006, from <http://www.casafamilyday.org/PDFs/FDwhitehouse06.PDF>
- Corcoran, E. (2006, August 23). Counterpoint: Don't marry a lazy man. *Forbes.com*. Retrieved December 29, 2006, from http://www.forbes.com/home/2006/08/23/Marriage-Careers-Divorce_cx_mn_land.html
- Dittman, M. (2002, July/August). Study ranks the top 20th century psychologists. *Monitor on Psychology*, 28-29. Retrieved December 31, 2004, from <http://www.apa.org/monitor/julaug02/studyranks.html>
- Fischer, B. A., & Zigmond, M. J. (2000). Getting into graduate school: An instruction manual. *Research and Training Opportunities at the National Institutes of Health*. Retrieved May 5, 2006, from <http://www.training.nih.gov/careers/careercenter/admisstips.html>
- Hacker, D. (n.d.). Tips for evaluating documents. *Research and documentation online*. Retrieved May 6, 2006, from <http://www.dianahacker.com/resdoc/tips.html>
- Hagedoorn, M., Van Yperen, N. W., Coyne, J. C., van Jaarsveld, C. H. M., Ranchor, A. V., van Sonderen, & Sanderman, R. (2006). Does marriage protect older people from distress? The role of equity and recency of bereavement. *Psychology and Aging*, 21, 611-620.
- Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press. Retrieved August 5, 2005, from <http://arts.uwaterloo.ca/~sspencer/psych253/readart.html>
- Murray, B. (2002, July/August). What psych majors need to know. *Monitor on Psychology*, 80-81. Retrieved December 31, 2004, from <http://www.apa.org/monitor/julaug02/psychmajors.html>
- National Center on Addiction and Substance Abuse at Columbia University. (2006). *The importance of family dinners III*. Retrieved December 30, 2006, from <http://www.casacolumbia.org/absolutenm/articlefiles/380-Family%20Dinners%20III%20Final%20report.pdf>
- Noer, M. (2006, August 23). Point: Don't marry career women. *Forbes.com*. Retrieved December 29, 2006, from http://www.forbes.com/home/2006/08/23/Marriage-Careers-Divorce_cx_mn_land.html
- Norcross, J. C., Kohout, J. L., & Wicherski, M. (2005). Graduate study in psychology: 1971-2004. *American Psychologist*, 60, 959-975. (PsycArticles)
- Rhoades, G. K., Stanley, S. M., & Markman, H. J. (2006). Pre-engagement cohabitation and gender asymmetry in marital commitment. *Journal of Family Psychology*, 20, 553-560. (PsycArticles)
- Simmons, R. A., Gordon, P. C., & Chambless, D. L. (2005). Pronouns in marital interaction: What do "you" and "I" say about marital health? *Psychological Science*, 16, 932-936. (BB)
- Smith, R. A. (2002). *Challenging your preconceptions: Thinking critically about psychology* (2nd ed.). Belmont, CA: Wadsworth. (Bb)
- Willoughby, B. L. B., Malik, N. M., & Lindahl, K. M. (2006). Parental reactions to their sons' sexual orientation disclosures: The roles of family cohesion, adaptability, and parenting style. *Psychology of Men and Masculinity*, 7, 14-26. (PsycArticles)

Track your grades here:

Crit Thinking Problems	Discussion Papers	Quizzes	Lit Review
(2)	Corcoran/Noer I (10)	APA format (50)	Topic (1)
(2)	Jordan/Zanna (10)	Lib Scav (50)	3 references (1)
(2)	Finding an article (10)		Reference pg (5)
(2)	Hagedoorn (20)		Outline (5)
(2)	Willoughby (20)		Peer review (5)
(2)	NCASA/Bush (20)		Lit Review (100)
(2)	Rhoades (20)		
(2)	Corcoran/Noer II (10)		Career and Grad School Portfolio
(2)			Peer review (5)
(2)			Portfolio (100)

Evidence: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 (cross off as you earn points)

Discussion questions

In one to two pages of text, respond to the following questions. Please cite your ideas using APA format and provide a reference page. For the purposes of these papers your references do not need to be on a separate page (to save trees), but remember that they will have to be for your final paper, your final, and papers you do for other courses.

Due 1/22: Read Noer (2006) and Corcoran's (2006) articles posted on Forbes.com. What are their arguments? the kinds of data that they use to support them? Who do you agree with? What do you think about their arguments? Why? (10 pts.)

Due 1/31: Describe how you have previously approached reading a journal article. Now read Jordan and Zanna (1999). How do their recommendations differ from your own behavior? Why? Are you going to read articles differently in the future? If so, how? (10 pts.)

Due 2/5: Read Simmons, Gordon, & Chambless (2005). How do they define marital health? Do you agree with their definitions? How else could you define marital health? Do you think this would make a difference in their findings? (20 pts.)

Due 2/19: Find at least one article on marriage or related ideas on PsycArticles or other online database (e.g., Ebsco) and be prepared to briefly summarize it for the class. No write-up is required; you will receive ten points for being able to summarize it. (This could also become a post on our Wiki.)

Due 2/28: Hagedoorn et al. (2006) look at the association between marital status and psychological distress; most writers report that married people experience less distress. However, Hagedoorn et al. argue that a variety of variables may influence this, including age and equity of the marriage. They discuss several theories that might explain the marriage advantage. Briefly summarize each. How do the data in this study address these three explanations? (20 pts.)

Due 3/5: Willoughby, Malik and Lindahl. (2006) look at the interaction between family structure and the coming out process for gay men. Read the Method and Study Limitations sections of their article closely to get an understanding of how they assessed these processes. What do you think of how they approached answering their questions? What would you have done differently to address the limitations they identified? (20 pts.)

Due 3/21: The National Center on Addiction and Substance Abuse (2006) reported that children who regularly ate family dinners with their parents were less likely to have a variety of negative outcomes. Work your way through the figures in this article and summarize the results. Although the article looks long, it's an easy read.

Having read and thought about this article, what do you think of President Bush's (2006) proclamation? Have he and his staff done a good job in interpreting and applying the data reported by the National Center on Substance Abuse (2006)? (20 pts.)

Due 4/4: Rhodes, Stanley, and Markman (2006) describe the relationships between living together and commitment to the relationship. What do they find? Obviously their data is correlational; they cannot assign their participants to groups. How do they try to exclude confounds? Are there other things that you think they should look at? (20 pts.)

Due 5/4: Read Noer (2006) and Corcoran (2006) again. Using (and citing) the evidence that we've pulled together this semester, as well as other evidence that you've found, what do you think of their arguments? Is marriage good for men/women? When? In what ways? Please cite and reference your ideas, using a strong cover page, header, and other ideas learned in this course. Your paper should be no more than four pages of text and can focus on whatever aspects you want (e.g., Is it good for gays and lesbians? Children? When is it good? When does it work best? What about divorce?). Please attach a copy of your first paper on Noer and Corcoran. (40 pts.)

Grading of Graduate School Portfolio

	Excellent (A)	Good (B)	Ok (C)	Not college work (D-E)
Self-Analysis (10 pts.)	Self-analysis is insightful and takes a broad, but in-depth focus, recognizing your real strengths and weaknesses (and strengths in weaknesses, as well as weaknesses in strengths). Presents a meaningful plan to meet future goals.	Self-analysis recognizing your strengths and weaknesses, although this is not meaningfully tied to the proposed field. Presents a plan to meet goals, but this might not be realistic.	Unanalyzed list of adjectives describing your strengths and weaknesses. Plan is unrealistic.	A list of Barnum statements that do not help me understand you better.
Background Information (10 pts.)	Material on proposed field and at least three graduate programs is included. Rather than only being xeroxes, material is summarized and analyzed, comparing it to your strengths and weaknesses, your needs and situations.	Information is relevant, but minimally digested.	Information is relevant, but not digested.	Information is not relevant to goals.
Personal Statement (10 pts.)	Two page statement outlines your interest in the field and why they may be especially interested in you. It is well-written and makes your case well.	Statement outlines your interest in the field and why schools may be especially interested in you.	Statement is awkward and superficial description of your interest in graduate school.	Statement is disorganized or off-track.
Résumé (10 pts.)	Résumé is attractively presented, with information well-organized and complete. "Irrelevant" experiences are, when appropriate, framed in terms of their relevance to the proposed field.	Résumé is ok, although could be better proofed and presented.	Résumé is awkward, weakly organized, or does not use the formatting tools of word processor to attractively present resume.	Résumé is disorganized and superficial. Poorly proofed.
Technical Style (10 pts.)	Portfolio is logical, clear, and nicely organized. Spelling, grammar, etc. has been well-proofed.	Portfolio is organized and logical, but could use another proofing.	Portfolio has numerous mistakes, but there is a conscientious effort to understand the proposed field.	Portfolio is illogical, poorly proofed, and poorly researched. Not performed at a college level.

Grading of Literature Review

	Excellent (A)	Good (B)	Ok (C)	Not college work (D-E)
Quality of Research	Five or more <u>primary</u> sources, probably (although not necessarily) drawn from PsycArticles. These are central resources on the area (e.g., Bandura in a discussion on self-efficacy), rather than weaker reviews of the research.	Research is not the central research done on field, but is related to the research question. Or, worse, paper is based on secondary sources such as college texts or popular sources.	Uses professional web pages (unless it is a primary resource, i.e., statistics drawn from the Center for Disease Control).	Uses nonprofessional web pages.
Demonstrated Understanding of Research	Five or more <u>primary</u> sources are used to understand research. These are well-organized and integrated, rather than sequentially presented. Strengths and weaknesses of research are understood. A strong thesis is presented, although the research is described in appropriate "grays."	One of the following problems: (a) research relies on secondary sources, (b) understanding or use of research is superficial; (c) research is described sequentially rather than organized and interrelated; (d) strengths and weaknesses of research are not understood; (e) thesis is not clearly identified.	At least <i>two</i> of these problems exist.	At least <i>three</i> of these problems exist.
APA style	APA style is accurately used. Sources are clearly and completely cited throughout paper using APA style. Quoting is appropriate and well-documented. References are complete and accurate. Cover page uses APA format.	APA style is generally used appropriately.	APA style is poorly used.	Sources are not cited and referenced.
Technical Style	Paper is logical, clear, and nicely written. Spelling, grammar, etc. has been well-proofed.	Paper is organized and logical, but could use another proofing.	Paper has numerous mistakes, but there is a conscientious effort to understand the research area.	Paper is illogical, poorly proofed, and poorly researched. Not performed at a college level.