

# Middle Childhood & Adolescence

Hum Dev 332 – 183 (SIS#:10677)

Fall 2011

ONLINE

## **PROFESSOR:**

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## **COURSE DESCRIPTION:**

This course is a survey of the portions of the lifespan from middle childhood through adolescence and emerging adulthood. It is designed to help you become familiar with the various physical, cognitive, and socioemotional components involved in understanding human development during middle childhood through adolescence. This also includes an understanding of the various contexts in which youth develop, such as family, peer groups, school, and work. Students will also learn about how scientists and researchers study child and adolescent development and the theories they use to guide their research. A final goal of this course is to encourage students to think critically about this period of the lifespan, the information that is known about this developmental period, and how this applies to students' experiences, other classes and arenas outside academics.

**LEARNING OUTCOMES:** By the end of the course, students will have demonstrated an understanding of:

1. empirical research on child and adolescent development and related issues;
2. how family, peer, school, and work contexts affect the transition into middle childhood and adolescence;
3. how human development occurs as a result of the interaction of the physical, social, emotional, and cognitive systems; and
4. the vital importance of studying children and adolescents to better understand adulthood.

This course is also designed to address each of the five Departmental Learning Outcomes (See:

<http://www.uwgb.edu/humdev/about/outcomes.asp>)

## **REQUIRED TEXT:**

Steinberg, L. (2011). *Adolescence*. (9<sup>th</sup> Edition). New York: McGraw-Hill.

## **SUPPLEMENTAL READING POSTED ON D2L:**

Blume, L. B., & Zembar, M. J. (2007). *Middle childhood to middle adolescence: Development from ages 8 to 18*. Upper Saddle River, NJ: Pearson.

Drysdale, M., & Rye, B. (2009). *Taking Sides: Clashing Views in Adolescence*. (2<sup>nd</sup> Edition). New York: McGraw-Hill Contemporary Learning Series.

## **COURSE FORMAT:**

The following includes some of the materials posted on D2L: Powerpoint notes to guide students through the highlights of each chapter; video clip links to illustrate class concepts; and handouts including the syllabus. The D2L discussion board and quiz function will also be used. Notes and activities will be available on a weekly basis to ensure that students move at an equal, but swift pace. The syllabus includes dates for text readings, activities, quiz dates, and due dates for assignments. All assignments are **DUE BY 11:55PM THE DATE THAT THEY ARE DUE.**

**EVALUATIONS (395 points total):****(1) Reading/Finding Research** (45 points/11 percent)

PURPOSE: 1) Practice finding/reading peer-reviewed research, which students must do for other assignments in this course; 2) create a 'library' of course-related research in D2L for future use in this course. The two related assignments include: 1) posting a peer-reviewed journal article with a summary of findings on the D2L discussion board and 2) responding to two classmates' articles/summaries on the D2L discussion board. Instructions for each assignment are discussed in more detail on page 5. Due dates are noted in the Course Calendar.

**(2) Group Discussion Board Debates** (90 points/23 percent)

PURPOSE: 1) Respectfully discuss multiple sides of a controversial topic in adolescence; 2) think critically and challenge yourself to think differently than you already do on a controversial topic; 3) learn what research says about controversial topics in adolescence. Students will be assigned to discussion board groups at random (~5 students/group) and asked to participate in FIVE discussions/debates over the course of the semester. The entire class of students will vote on their top 5 most intriguing 'debate' topics during the first week of class and these will be the 'debate' topics that each group will discuss for the semester (see due dates in Course Calendar). Each student in the group will be in charge of presenting the facts for each side (support/oppose) of one debate topic (50 points) and all students in the group will be responsible for contributing to the discussion of each topic (10 points for each topic, ONE lowest score will be dropped = 40 points total for discussion). Further details for this assignment are given on pages 6 and 7 of the syllabus.

**(3) Movie / Book Review** (70 points/18 percent)

PURPOSE: 1) Review all course material; 2) apply course material to media portrayals of adolescents; 3) examine myths/stereotypes of adolescents in the media. Each student is required to complete a written report applying the materials discussed in the course to a movie or book of their own selection. Instructions for this assignment are discussed in more detail on pages 8-11. Each report is worth 70 points. Due dates are noted in the Course Calendar. **Papers should be turned in via the dropbox in .doc, .docx, or .rtf format by 11:55PM the day that they are due.**

**(4) Quizzes** (110 points/28 percent)

PURPOSE: 1) Keep students on track by completing one chapter per week; 2) ensure that students understand the material. Students will complete a 10 point multiple choice quiz for each chapter as well as for the literature search step-by-step notes (14 quizzes total). Quizzes will become available Wednesdays at 6AM and must be completed by 11:55PM Friday nights each week that a chapter is covered (see Course Calendar). Students will have 15 minutes and ONE attempt to complete each 10 question quiz (the only exception is the literature search quiz which will allow 60 minutes for the 10 questions). The THREE lowest quiz scores will be dropped from the students' grade at the end of the semester, for a total of 110 points possible. Given the time constraint, it is advised to review the covered material thoroughly before beginning the quizzes.

**(5) Short Assignments** (80 points/20 percent)

PURPOSE: 1) Apply class concepts to real-world situations; 2) critically think about class concepts. Over the course of the semester, 10 short assignments will be posted under 'Content' randomly at the Professor's discretion. Students should respond to each assignment and turn them in via the dropbox (in .doc, .docx, or .rtf format) by 11:55PM on Friday night of the week that they are posted (exact due dates and assignment instructions will be posted on each individual assignment when it is posted). Each assignment is worth 10 points and the TWO lowest scores will be dropped from the final grade.

**SUMMARY OF EVALUATIONS (due by 11:55PM):**

Peer-reviewed journal article/summary posting – Sept. 23	25 points possible
Responses to TWO classmates' posted article/summary – Sept. 30	20 points possible
Movie/book review – December 12	70 points possible
Chapter quizzes	110 points possible
Group discussion/debate postings - Presenter	50 points possible
Group discussion/debate postings - Discussant	40 points possible
Short assignments	80 points possible
<b>TOTAL POINTS POSSIBLE</b>	<b>395</b>

**COURSE POLICIES:****ACADEMIC HONESTY**

Students are expected to complete their own work. Cheating and plagiarism **will not be tolerated** on exams or any assignments, and will be directly confronted and handled according to the procedures defined in the UWGB student handbook (see [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/pdfs/uws014.pdf](http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf)).

**LATE ASSIGNMENTS**

Late assignments will be penalized one letter grade per day late (Example: A would become a B within the first 24 hours late, A would become a C between 24-48 hours late, etc.). In the event of a documented emergency or University function, assignments will be accepted without penalty as long as the Professor was notified **BEFORE** the assignment due date.

**ATTENDANCE**

Although students will not be physically attending class, to be successful in this Internet-based course, students should plan to **log-in** to the course on D2L **DAILY**.

**ACCOMMODATIONS**

If you need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 920-465-2841 in room 1700, Student Services Building, or contact the office using the online contact form at: <http://www.uwgb.edu/ds/contact/index.asp> for information regarding available options. Reasonable accommodations can be made unless they alter the essential components of the class.

**EVALUTATION CONCERNS**

If a student feels that he/she has been evaluated unfairly or inaccurately, the student should provide the Professor with a written argument addressing why the evaluation was unfair or inaccurate in order to address the concern within 48 hours of the grade being posted. The written argument should be based on facts and be sent via e-mail. Where applicable, the student should also attach the document with the portions that he/she feels was graded unfairly or inaccurately highlighted. For example, if the Professor took points off of a paper for omitting a requirement, the student should highlight the portion of the paper that contains the requirement and attach it to the e-mail that describes the concern.

**GRADING SCALE**

A: 92.5% +	C: 72.5 – 77.4%
AB: 87.5 – 92.4%	CD: 67.5 – 72.4%
B: 82.5 – 87.4%	D: 59.5 – 67.4%
BC: 77.5 – 82.4%	F: 0 – 59.4%

**COURSE CALENDAR (BZ = Blume & Zembar – supplemental readings)**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment Due</b>
1	9/6-9/9	Introduction Biological Transitions	Introduction; BZ Pg. 34-39 Ch. 1; BZ Pg. 63-71, 80-88	Chapter 1 quiz due <b>Sept. 9 by 11:55PM</b> Complete debate topic survey <b>by Sept. 9 at 11:55PM</b>
2	9/12-9/16	Cognitive Transitions Research/Literature Search	Ch. 2; BZ Pg. 98-106; 112-115 Notes posted under 'Content'	Literature Search AND Chapter 2 quizzes due <b>Sept. 16 by 11:55PM</b>
3	9/19-9/23	Social Transitions	Ch. 3; NO BZ Pg.	Chapter 3 quiz due <b>Sept. 23 by 11:55PM</b>  Journal article/summary posting; Topic Presenter List due <b>Sept. 23 by 11:55PM (Discussion Board)</b>
4	9/26-9/30	Families	Ch. 4; NO BZ Pg.	Chapter 4 quiz due <b>Sept. 30 by 11:55PM</b>  Responses to article posting due <b>Sept. 30 by 11:55PM (Discussion Board)</b>
5	10/3-10/7	Peer Groups  Group debate #1	Ch. 5; BZ Pg. 188-192	Chapter 5 quiz due <b>Oct. 7 by 11:55PM</b>  Debate #1 presenter post arguments by <b>11:55PM on Tuesday, October 4;</b> Responses due <b>October 7 by 11:55PM</b>  Sign-up for movie/book (for movie/book review paper) by <b>October 7 at 11:55PM (Discussion Board)</b>
6	10/10-10/14	Schools  Group Debate #2	Ch. 6; BZ Pg. 194-195	Chapter 6 quiz due <b>Oct. 14 by 11:55PM</b>  Debate #2 presenter post arguments by <b>11:55PM on Tuesday, October 11;</b> Responses due <b>October 14 by 11:55PM</b>
7	10/17-10/21	Achievement	Ch. 12; BZ Pg. 144-150	Chapter 12 quiz due <b>Oct. 21 by 11:55PM</b>
8	10/24-10/28	Work & Leisure  Group Debate #3	Ch. 7; NO BZ Pg.	Chapter 7 quiz due <b>Oct. 28 by 11:55PM</b>  Debate #3 presenter post arguments by <b>11:55PM on Tuesday, October 25;</b> Responses due <b>October 28 by 11:55PM</b>
9	10/31-11/4	Identity  Group Debate #4	Ch. 8; BZ Pg. 133-144	Chapter 8 quiz due <b>Nov. 4 by 11:55PM</b>  Debate #4 presenter post arguments by <b>11:55PM on Tuesday, November 1;</b> Responses due <b>Nov. 4 by 11:55PM</b>
10	11/7-11/11	Autonomy	Ch. 9; BZ Pg. 151-153; 167-177	Chapter 9 quiz due <b>Nov. 11 by 11:55PM</b>
11	11/14-11/18	Intimacy	Ch. 10; BZ Pg. 178-179	Chapter 10 quiz due <b>Nov. 18 by 11:55PM</b>
		<b>THANKSGIVING</b>		
12	11/28-12/2	Sexuality  Group Debate #5	Ch. 11; NO BZ Pg.	Chapter 11 quiz due <b>Dec. 2 by 11:55PM</b>  Debate #5 presenter post arguments by <b>11:55PM on Tuesday, November 29;</b> Responses due <b>Dec. 2 by 11:55PM</b>
13	12/5-12/9	Psychosocial Problems	Ch. 13; BZ Pg. 154-156;187-188	Chapter 13 quiz due <b>Dec. 9 by 11:55PM</b>
14	12/12-12/14	Over-flow week		Movie/book review due <b>Monday, December 12 by 11:55PM</b>

## ASSIGNMENT DESCRIPTIONS

### 1. Peer-reviewed journal article & summary – 25 points (Due Sept. 23 by 11:55PM on Disc. Board)

Each student will be asked to post a peer-reviewed journal article (as a PDF file attachment) which discusses a topic from within an assigned chapter (see document under ‘Content’ on D2L for your assigned chapter) in the Steinberg textbook related to adolescence on the D2L discussion board. Along with attaching the peer-reviewed article, the key results of the study described in the article should be posted in bullet-format along with how the result connects to the assigned text topic. In other words, the post should include at least THREE bullets (brief sentences IN YOUR OWN WORDS), each describing a key result from the study in the article and how that result connects to the assigned text topic. The full APA citation should also be included in the post. **PLEASE SEE THE GRADING CRITERIA AND EXAMPLE BELOW.** Students must post a summary to post responses.

How to find and read peer-reviewed articles will be covered during the second week. The following are suggested journals in which to find a peer-reviewed article (must be less than 5 years old!!!)

- *Journal of Research on Adolescence*
- *Child Development*
- *Developmental Psychology*
- *Journal of Youth and Adolescence*
- *Journal of Marriage and Family*
- *Journal of Early Adolescence*
- *Psychological Bulletin*
- *American Psychologist*

### 2. Responses to TWO classmates’ posted articles/summaries – 20 Points (Sept. 30 by 11:55PM)

In the period after students post a peer-reviewed journal article and a bullet-format summary of results, students must respond to TWO of their classmates’ summary postings on D2L. In the ONE PARAGRAPH responses (at least 5 sentences), students should react to the results as well as identify how the results may inform people who work with infants and children (this may be professionals, parents, childcare providers, etc.). Some possible questions to consider or ideas to ponder when writing responses include:

- What relevance does this article’s topic have for future professionals in the areas of education or family services?
- Are the results contrary to what has been taught in class? If so, what are they and why are they controversial?
- How can the results of the article provide help to future professionals?

**NOTE: Can NOT respond to a classmate’s posting that already has 2 responses; therefore, the sooner you complete this portion of the assignment, the more choice you will have in postings!!!**

### Grading Criteria for Peer-Reviewed Article & Summary

	Criteria	Points Possible
<b>Format</b>	PDF file article attached	2
	APA style reference – no errors ***See example in Research notes	3
<b>Summary</b>	3 primary results described in own words	10
	EACH result clearly connected to class content ***Do not only say, ‘Chapter ___ discusses depression.’ This is not connecting the findings to class content!	10
<b>Total</b>		<b>25</b>

**NOTE:** Responding to two classmates’ postings is an additional 20 points (10 points per post). Be sure to include at least 5 sentences in your responses (see syllabus page 5 for further details).

## Example of Peer-Reviewed Article & Summary

- Result #1 was \_\_\_\_\_. This finding connects to chapter (insert the chapter number that you were assigned) because \_\_\_\_\_.
- Result #2 was \_\_\_\_\_. This finding connects to chapter \_\_\_\_ because \_\_\_\_\_.
- Result #3 was \_\_\_\_\_. This finding connects to chapter \_\_\_\_ because \_\_\_\_\_.

APA style citation written at bottom of summary (see “Reading Research Notes” under D2L Content for an APA style example).

Article in PDF format attached.

### **3. Group Discussion Board Debates – 90 Points** (Topic dates to be announced; do in group disc. board)

The focus of the debates is to allow students the opportunity to discuss both sides of a controversial topic in middle childhood or adolescence. Each student will complete a survey in D2L during the first week of class to determine the top 5 most intriguing topics from a list provided by the instructor (the topics come from *Taking Sides* by Drysdale & Rye). Approximately 5 students will be randomly assigned to groups in the discussion board, with whom you will discuss the debate topics.

Each individual in the group will be ‘in charge’ of posting both sides of the argument for ONE debate topic. To get acquainted with your group members, groups will first discuss who is ‘in charge’ of each of the five topics. Upon determining who is ‘in charge’ of what topic, the group will post a ‘topic presenter list’ by **Sept. 23 at 11:55PM** in the designated discussion board (no group member will earn points for his/her debate if the Prof. does not receive this list). Specific debate due dates will not be announced until after this process is complete.

#### **Instructions for Presenters:**

Presenters may use the materials from the *Taking Sides* book (the chosen chapter topics will be posted under ‘Content’) to prepare for the debate posting. Presenters must also include at least one peer-reviewed journal article to support EACH SIDE (1 article to support the yes side AND 1 article to support the no side) of their debate topic. The article CANNOT be one that is cited within the *Taking Sides* chapter. Presenters should use ONE single-spaced page to summarize support for each side of the debate (total of TWO, single-spaced pages). Within the summary, facts from the posted *Taking Sides* chapter as well as from the peer-reviewed journal articles should be highlighted in bullet-format. In other words, rather than writing paragraphs, use bullet points so the supporting points are easy to read. Complete sentences should be used within each bullet point, however. Presenters MUST include citations within each bullet point to give credit to the original source of information; therefore, an APA style list of references should also be included at the end of the two page summary. Finally, presenters should copy/paste their summary directly into the group discussion board. This post is due by 11:55PM on TUESDAY of each week that a debate is assigned (see Course Calendar and D2L announcements for the specific dates for each topic). The following is an outline of all of the components that presenters should include to earn up to **50 points**:

- ONE single-spaced page to support the yes side in bullet format, complete sentences within each bullet (from *Taking Sides* chapter AND at least ONE peer-reviewed article)
- ONE single-spaced page to support the no side in bullet format, complete sentences within each bullet (from *Taking Sides* chapter AND at least ONE peer-reviewed article)
- Cite sources within bullet points AND include an APA style list of references at the end of the summary
- Copy/paste the summary and reference list directly into the discussion board post
- DUE by 11:55PM on Tuesday of each week that a debate is assigned.

<b>Each presenter will be graded on the following criteria:</b>	<b>Points Possible</b>
<b>Preparation and Knowledge of Both Sides of the Issue</b> <ul style="list-style-type: none"> <li>• Was the individual's position on each side of the topic clear?</li> <li>• Did the individual include information from TWO peer-reviewed journal articles?</li> <li>• Was an equal amount of 'time' spent on each side of the topic?</li> </ul>	<b>30</b>
<b>Quality and Content of the Two-Page Summary</b> <ul style="list-style-type: none"> <li>• Is it presented in bullet format?</li> <li>• Is it pasted directly into the discussion board?</li> <li>• Are complete sentences used?</li> <li>• Is it easy to read/understand?</li> </ul>	<b>10</b>
<b>APA Style References</b> <ul style="list-style-type: none"> <li>• Are the sources cited within the bullet points in APA style?</li> <li>• Is the reference list in APA style?</li> <li>• Are all cited sources listed in the reference list?</li> </ul>	<b>10</b>
<b>Total:</b>	<b>50</b>

### **Instructions for Discussants:**

**ALL group members** (including the presenter) are responsible for participating in a discussion about each debate topic. Each group member will earn up to 10 points for each topic and the LOWEST one grade will be dropped (total of 40 points possible). The following components should be included in each group members' discussions:

- State which side of the debate you support more and give **THREE** reasons why (position statement)
- Respond to two of your group members' position statements – in each response, list one reason why you agree with their position **AND** one reason why you disagree with their position (NOTE: You will be arguing for and against each topic, so you will be arguing against how you really feel!)

### **Courtesy request:**

The purpose of these debates is to have students investigate a controversial topic. Though everyone is entitled to their opinion about these topics, these opinions need to be stated in a respectful manner that is mindful of the fact that not everyone may agree with your position. To avoid instigating an emotional battle, it is advised that all participants stick to the facts relevant to the issue instead of any stereotypes or biases associated with it.

**Passion and conviction are encouraged in these discussions, but it must be done in a tactful and professional manner.**

### **4. Movie/book Review – 70 points** (Due December 12 by 11:55PM via dropbox)

Each student must choose one movie or book that features children or adolescents (ages 8-21). This assignment requires that students apply the information they learned in class and in the textbook to the characters in the movie or book. All students should sign-up for the movie/book that they want to use on the appropriate discussion board (multiple students can select the same movie or book). **All students MUST have prior approval on their selection (Due by October 7 on Disc. Board).** Any changes made to the recorded selection must also be approved by the Professor. The grading criteria are specified in the rubric below.

Papers must be written in APA format with 1" margins, 12 point font (Times New Roman or Arial), double spaced, and include within text citations and a reference list. If all criteria are followed for an 'A' paper in the rubric below, paper length will range between 5 and 6 pages (plus title and reference pages) for a **TOTAL** of 8 pages.

**Suggestions for movies (others are allowed with approval):**

Sixteen Candles	Pretty in Pink
Breakfast Club	One Crazy Summer
Napoleon Dynamite	Mean Girls
Stand by Me	Scream
Ferris Bueller's Day Off	Thirteen
Dead Poet's Society	Rebel Without a Cause
Sisterhood of the Traveling Pants	Thirteen Going on Thirty

Clueless  
Girl Interrupted  
10 Things I Hate About You  
Grease  
The Virgin Suicides  
Can't Hardly Wait  
Dazed and Confused

**Suggestions for books (others are allowed with approval):**

The Outsiders	The Adventures of Tom Sawyer
Lord of the Flies	Running With Scissors: A Memoir
Catcher in the Rye	Are You There God, It's Me Margaret

Little Women  
The Chocolate War

**SEE RUBRIC ON NEXT PAGE**

	<b>A - B</b>	<b>BC to CD</b>	<b>D - F</b>	
	<b>10 9</b>	<b>8 7 6 5</b>	<b>4 3 2 1 0</b>	<b>/10</b>
<b>Introduction:</b>	Gave the title and date of the movie or book. Provided a brief overall summary of the movie or book (be brief – <b>no more than one page</b> ). Described how the adolescents were portrayed in the movie or book ( <b>at least 3 sentences</b> ).	Did not give title or date. Summary of movie or book is between 1 and 1.5 pages. Brief description of how adolescents were portrayed ( <b>less than 3 sentences</b> ).	Did not give title or date. Summary of movie or book is over 1.5 pages. No description of how adolescents were portrayed.	
	<b>30 29 28 27 26 25 24 23 22</b>	<b>21 20 19 18 17 16 15 14</b>	<b>13 12 11 10 9 8 7 6 5 4 3 2 1</b>	<b>/30</b>
<b>Connection to Class:</b>	Discussed <b>three</b> developmental issues (identity, autonomy, etc.) addressed in the book or movie. Gave <b>three</b> examples of how family, peers, school, or work/leisure influenced the adolescents in the movie or book. Discussed <b>two</b> major theories about adolescence (Erikson, Freud, etc.) that were addressed in the movie or book. Described ways that the movie or book used myths, misconceptions, stereotypes, and exaggerations about adolescence.	Discussed <b>two</b> developmental issues (identity, autonomy, etc.) addressed in the book or movie. Gave <b>two</b> examples of how family, peers, school, or work/leisure influenced the adolescents in the movie or book. Discussed <b>one</b> major theory about adolescence (Erikson, Freud, etc.) that was addressed in the movie or book. Briefly described ways that the movie or book used myths, misconceptions, stereotypes, and exaggerations about adolescence.	Did not address two or more of the statements for the ‘Connection to Class’ portion of the paper.	

	<b>15 14 13</b>	<b>12 11 10 9 8 7 6</b>	<b>5 4 3 2 1 0</b>	<b>/15</b>
<b>Reflection:</b>	Explained <b>two</b> positive and <b>two</b> negative messages that might be conveyed to adolescents who watch this movie or read this book. Described how your view of the movie or book changed based on this assignment ( <b>at least 3 sentences</b> ). Gave your overall reaction to the movie or book ( <b>at least 3 sentences</b> ).	Explained <b>one</b> positive and <b>one</b> negative message that might be conveyed to adolescents who watch this movie or read this book. Described how your view of the movie or book changed based on this assignment ( <b>less than 3 sentences</b> ). Gave your overall reaction to the movie or book ( <b>less than 3 sentences</b> ).	Did not address two or more of the statements for the 'Reflection' portion of the paper.	
	<b>5</b>	<b>4 3 2</b>	<b>1 0</b>	<b>/5</b>
<b>References:</b>	The citations and references follow APA style. Citations clearly delineate the sources used from your own work. All statements needing a reference contain one.	APA style is occasionally broken or inconsistencies exist between citations and references. It is difficult at times to determine what your work is and what is from other sources. Some statements are not backed up with a citation.	Frequent errors in APA style are present in citations or references. Citations do not give proper credit to sources. References or citations wholly inadequate for the paper.	
	<b>5</b>	<b>4 3 2</b>	<b>1 0</b>	<b>/5</b>
<b>Writing Organization/Flow:</b>	The ideas are arranged logically. Transitions used. Reader can follow the line of reasoning.	The ideas are mostly arranged logically. No headings and not enough transitions are used. Reader can mostly follow reasoning.	The writing lacks organization or transitions. Reader has difficulty following reasoning.	
	<b>5</b>	<b>4 3 2</b>	<b>1 0</b>	<b>/5</b>
<b>APA Style:</b>	Headings used; 12 pt. Times New Roman font; double spaced; 1-inch margins; title page and header used	Missing 1-3 items listed in the column to the left.	Missing all of the items or all but 1 item from the column two to the left.	
<b>TOTAL</b>				<b>/70</b>