



History and Systems of Psychology
Educational Psychology 7080
Fall 2024
Wednesdays 5:30-8:00 pm
SAEC 3151

Course Instructor: Channing Cochran, Psy.D.
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Phone Number: (256) 651-0089
Office Hours: Please email instructor to request an appointment to discuss course content.
Class Content: *Canvas* <https://utah.instructure.com>

Required Text:

Schultz, D. P., & Schultz, S. E. (2015). *A history of modern psychology (11th ed.)*. Boston, MA: Cengage Learning.

Welcome to History and Systems of Psychology!

I'm looking forward to teaching this course. My hope is that the course will offer you meaningful and interesting information and will stimulate your critical thinking about a variety of issues relevant to the history of psychology as well as its future directions. My goal is to make this course engaging and informative for you throughout the semester and to design learning activities to expose you to broad survey of psychology's history.

You are my best source of information for improving our course. I certainly welcome your feedback and/or suggestions throughout the semester to improve course content. Please feel free to contact me by email if you have any feedback and/or suggestions to share with me. Please allow 24-72 hours for my response.

General Expectations and Information:

This class will be run similar to a seminar. My hope is that this class will be thought provoking, intellectually and personally fulfilling, and fun! There will be readings, discussions, and assignments to assess your understanding of the course material. I am here to facilitate your learning. Please let me know if there is anything that could support your learning process this semester.

1. It is essential that you become an active learner throughout this course. You are expected to involve yourself personally, take an active role in participating in discussions and activities, and be willing to raise questions based on your readings. Because you are knowledgeable, I expect you to share what you know with each other and with me. I only know a small amount of what there is to be known about the history and systems in psychology. Please feel encouraged to share what you learn, and to let me know what I need to do to promote an environment that allows us to exchange what we know. Meacham has shown, wisdom sits at the confluence of knowledge and doubt. We do best when we acknowledge what we know while simultaneously holding our knowledge as tenuous, temporary, the best we have

for now. I put a lot of importance on course discussions, on the knowledge you share with one another and with me, and the caliber of the work you do, especially for each other.

2. As a psychologist in training, you are expected to approach your classmates and instructor with respect and empathy. Reactions to your peers or course material are understandable and expected, but I ask you to take responsibility for your reactions and own them as yours rather than judge others harshly, shut down, and/or write anyone off for their perspective.
3. I recognize all of you are very busy and may not always have the time to devote to this course fully. Please reach out to me if you know you will not be able to meet certain deadlines and/or if life circumstances come up that interfere with assignment deadlines. I hope to balance flexibility with ensuring competency is met to pass this course.

Course Objectives by Competency (Fouad et al., 2009):

- Professional identity:
 - Students will demonstrate an awareness of key historical events, ideologies, and theoretical developments that have contributed to the field of psychology in its current state
 - Students will be able to engage critically with material so as to begin formulating their own set of questions, opinions, and theoretical stance on major philosophical issues within the field
- Reflective practice:
 - Students will examine and identify ways in which their own intellectual and cultural backgrounds influence how and why they respond to various issues throughout the history of psychology
 - Students will explore the connection between their intellectual heritage and how this impacts their approach to clinical practice, teaching, and research 2
- Ethics:
 - Students will evaluate the ethical views and practices of primary historical figures throughout the history of psychology and consider how these have shaped the current iteration of the APA's code of ethics
- Scientific mindedness:
 - Students will further develop their philosophical approach to science and knowledge
- Individual and cultural diversity-awareness:
 - Students will critically examine and challenge ways that systemic biases have evolved, been perpetuated, overlooked, or mitigated throughout the history of psychology (and continue into the present day)
- Knowledge of the shared and distinctive contributions of other disciplines:
 - Students will gain increased awareness of ways that historical developments beyond the realm of psychology have shaped the field's developmental course

ACTIVITIES AND ASSIGNMENTS

1. **Participation and Professionalism (400 points total):** All students are required to do all the reading for the course. This is an integral component of your participation in the course, and makes the discussions more interesting for everyone. You are expected to participate and engage in weekly discussions from an informed perspective.
 - a. **TWO Weekly Discussion Questions (10 points/week):** Please submit **two** discussion questions each week drawn from previous weeks' assigned reading. Both questions must demonstrate critical thinking and demonstrate significant application to course readings.

You will be responsible for uploading your questions on Canvas by 11:59pm on the Sunday before class on Wednesday. Your questions should reflect insightful and critical thinking about the assigned reading. Questions should aim to promote discussion regarding the readings/videos, as opposed to questions related to facts (e.g., questions you can Google search). Questions will be graded using a 5-point scale: 5 = above average, 3 = average, 1 = below average. Above average questions will be those questions that raise issues of greatest importance, call for analyses beyond the information in the assigned reading, seek to resolve apparent disagreements or conflicting points of view in the readings, and/or raise historiographic concerns.

- b. Responding to Discussion Questions (10 points/week):** You are expected to select and respond to one discussion question (that was not posted by you) each week on Canvas. Similar to discussion questions, responses should be insightful and either expand on the discussion question with further thought, or maybe even challenge, in a respectful way, the discuss question with an alternative perspective. **Responses to a discussion question are due every week by the start of class (i.e., Wednesdays at 5:30pm).**
- c. Facilitating Class Discussion (100 points):** Each of you will sign up to facilitate one class during the semester. Facilitators are expected to review the submitted discussion questions ahead of class and identify themes and connections between discussion questions to present on during class. Facilitators are expected to lead an in-depth discussion about these themes and/or specific discussion questions student facilitators found interesting. Given the size of the class, there will likely be 2 student facilitators each class; therefore, some collaboration between facilitators will be necessary. Facilitators have creative freedom to bring in videos, articles, activities, etc., if they would like to, although this is not necessary.
- d. Quality of participation (100 points):** In addition to submitting weekly discussion questions and facilitating discussions, students are expected to participate in the discussions. Given this class is taught similarly to a seminar course, students must be actively engaged in course content throughout the semester. This includes showing up on time, focusing on course content while in class (as opposed to sending emails, reading the news, etc.), engaging in discussion material in a respectful manner, and submitting assignments on time. Students demonstrating poor course engagement will subsequently earn a reduction in participation points. If you have challenges meeting course expectations then please discuss them promptly with the instructor. One of the best ways to engage in course content is to think about how course content is inter-connected to more current ideas you have examined in other courses. See professionalism rubric toward end of syllabus for additional information.

2. Psychological Lineage (300 points): Upload on Canvas by 12/4 at 5:30pm

Trace your “psychology family” from your current mentors and/or influences related to your research and/or academic/clinical graduate training experiences (at a minimum you will trace your last 10 “ancestors”; if you run into stumbling blocks, trace your heritage back to at least to the 19th century). Create a brief presentation to share electronically with the instructor using audio-visuals (PowerPoint, charts, photos, scanned documents, recordings etc.) to describe an overview of the contributions each person has made to the field of psychology and how you hope to continue those contributions in your own career.

One possible way to trace your lineage is to consider the references found in a published paper from your mentor’s research area then trace it backwards in time to identify a significant historical figure whose thought and work influences your current research and/or professional work. That is, read an important paper cited in the references of the

published work, then identify a paper cited in that work and so on. Another possible way to identify the roots of your current research or clinical work is to ask your faculty mentor to discuss their graduate training and professional history as a psychologist/researcher to identify historical figures who influenced their academic pursuits, research interest and/or clinical experiences.

3. History of Psychology Self-Reflection (300 points): Upload on Canvas by 12/11 at 11:59pm

Self-reflections and other active learning experiences help get beneath the superficial content to think more reflectively about what you are learning. Write a well thought out paper (APA format, 8-12 pages NOT including reference page(s) or a cover sheet, double-spaced) tracing the history of one of the following: 1) your therapeutic orientation, 2) your current influencers/mentors related to your clinical practicums or 3) influential figures related to your current research interests. Your paper will focus on an influential historical figure from one of the above aspects of your graduate training. Your paper should include: (1) a brief biography of the historical person; (2) a description of the historical context in which this individual lived and worked; (3) a description of the important contributions made by this person to the field of psychology; (4) a description about how this individual's contribution impacts contemporary trends in field of psychology, and (5) a description of how this person's thinking influences your own thinking and practice as a scientific researcher and/or mental health clinician.

Canvas System: Announcements, additional readings, and other important materials can be accessed on course website in the e-Campus System: <https://utah.instructure.com/>. You are expected to access the course site daily to receive announcements, such as any changes to the syllabus, etc. **Important:** All course content and procedures are subject to change in the event of extenuating circumstances. Any changes will be announced on Canvas with each student being personally responsible for obtaining any updated information regarding those changes.

Course Grades: Course grades are assigned based on the percentage of points earned (i.e., mastery of the course material), rather than on a curve. Final grades are based on a total of 1000 points.

The breakdown of point percentages and grades associated with total points earned is as follows:

| | |
|--|----------------|
| Participation and Professionalism: Course Discussions/Activities | 400 points 40% |
| Psychological Lineage | 300 points 30% |
| History of Psychology Self-Reflection | 300 points 30% |

Percentage/Points

Grade

| | | |
|--------------|-------------------|----|
| 94%-100% | (940-1000 pts) | A |
| 90%-93% | (900-939 pts) | A- |
| 87%-89% | (870-899 pts) | B+ |
| 84%-86% | (840-869 pts) | B |
| 80%-83% | (800-839 pts) | B- |
| 77%-79% | (770-799 pts) | C+ |
| 74%-76% | (740-769 pts) | C |
| 70%-73% | (700-739 pts) | C- |
| 69% or below | (699 pts or less) | F |

Academic Honesty: You are expected to submit original work and adhere to the academic policies outlined in the University of Utah Student Conduct Code. Any acts of academic dishonesty, cheating or plagiarism, will be reported.

I take plagiarism very seriously. Students who plagiarize typically do so because: 1) they do not understand the material and/or are looking for a shortcut, or 2) they do not understand the material and are afraid to discuss this with the instructor. Any of these scenarios is concerning to me, because I want you to leave this class with a strong overview of the history of psychology. If you copy someone else's work or irresponsibly use technology, including ChatGPT, then you are doing yourself a disservice. If you are having trouble with course content then please discuss this with me and let's work together to improve your situation.

Students caught cheating or plagiarizing will receive zero points for that assignment. This issue is taken seriously and subject to disciplinary action, including possible expulsion from the college.

Students are responsible for authenticating any assignment submitted to an instructor. If asked, you must be able to produce proof that the assignment you submitted is actually your own work. Therefore, it is recommended that you keep draft copies of your work and save documents in multiple places (i.e., USB, uBox, desktop etc.). The inability to authenticate your work, should an instructor request it, is a sufficient ground for failing the assignment.

If a student is caught cheating, the first offense results in a zero score for that assignment, and a record of the event (Academic Dishonest Form) is placed in a temporary file with the Office of the Dean of Students for Academic Affairs. A second offense results in an "E" for the course, notification to the Department Chair, and the student goes before the University of Utah Student Conduct Board. For the detailed policy of the University of Utah regarding the definitions of acts considered to fall under academic dishonesty and possible ensuring sanctions, please see the section on Academic Integrity and Dishonesty in the Graduate School Catalog at: <http://regulations.utah.edu/academics/6-400.php>. Should you have any questions about improper research citations or references or any other activity that may be interpreted as an attempt at academic dishonesty, please see either the instructor before the assignment is due to discuss. As consistent with the university, this course uses TurnItIn software to check for plagiarism.

Social Justice Policy: The University of Utah is committed to social justice. I agree with this commitment and expect a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, gender identity, gender expression, skin color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class. Please advise me and make appropriate arrangement with Disability Services (801-581-5020).

Policy for Incomplete Grades: When a person requests an *incomplete* from an instructor in a course, an agreement for completion of the coursework must be done. Please note that the policy is that the coursework **must** be completed **within the following semester**. An *incomplete* grade ('I') should be given to a student when the instructor believes the coursework is unavoidably incomplete (e.g. due to illness, family emergency, etc.) or a supplementary examination is justifiable. Incomplete grades should not be given to students who have stopped attending class, who have never attended class, or who are trying to improve their grades by being granted additional time to complete the work of the course, particularly students who are earning grades of D or F. Neither should an *incomplete* be given unless the student has contacted the instructor to explain the circumstances of the unavoidable delay or absence. A grade must be recorded each time a student registers for a class. Therefore, should a student be given an incomplete, he/she must not register for the same class in a subsequent semester in order to remove the *incomplete*. If the

student does register for the class again, the original incomplete will automatically become an F. You must make specific arrangements with the instructor as to how and when the work will be completed.

Student Evaluation of Instruction Statement: Effective teaching is a primary mission of the University of Utah. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided later. I very much value feedback and hope to create an environment in which you will feel comfortable talking with me about the course throughout the semester. Feel free to talk with me personally if you would like to share any feedback about the course (e.g., more attention to a certain topic, revisions of the course format, etc.).

Accommodations for Students with Disabilities: Students requesting classroom or testing accommodation must first register with the Dean of Students Office. The Dean of Students Office provides the student with the necessary documentation that the student must give to me in order to request accommodation. I am happy to work with both the student and the Dean of Students Office to develop an arrangement that satisfies the requirements of the course while best accommodating the student's individual needs.

Office Hours: I will make myself available to meet with you by appointment. Please contact me by email (channingcochran89@gmail.com) to request an appointment for discussing questions and/or concerns related to the course. Submitting your request by email is the most effective form of communication to schedule an appointment with me.

Course Policies:

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

- **Assignment Deadlines:** All assignments should be submitted via Canvas (unless otherwise specified) by **11:59pm** on the due date. I prefer that, as a general practice, you submit your assignments by (or before) the deadline. However, I also understand that things come up and flexibility is important. If you are concerned about your ability to meet a deadline, please contact me about this as soon as possible so that I can work with you to make reasonable/appropriate accommodations.
- **Attendance and Participation:** You are expected to attend all classes (e.g., arrive on time, remain present for the entire duration). However, you are all adults with full lives outside of this course, and I understand that you may be unable to attend class at times; please email me when you anticipate being absent. You will be given a participation grade at the end of the semester and not being in class may hinder your ability to meaningfully participate. Please note that this class will be conducted in-person and there will not be a virtual option unless otherwise noted.
- **Food & Drink:** Please feel free to bring food/water to class, I just ask that it is not a distraction to others and you clean up after yourself.
- **Electronic Devices in Class:** Please silence all devices and be sure your use of these in class aligns with how you want to present yourself as an aspiring mental health professional.

Class Schedule and Reading Assignments: Below is an approximate timeline and schedule of coursework and reading assignments. Students are expected to complete readings prior to course discussions to maximize benefit from course content and subsequent discussions.

| Week | Class Date | Course Activity | Reading Assignments |
|---------------|-------------------|--|---|
| Week 1 | 8/21 | Introductions & Review of Syllabus | <i>EDPS 7080 Syllabus</i> |
| Week 2 | 8/28 | Philosophical Influences on Psychology Submit two discussion questions #1 Discussion Facilitator: TBD | <i>Schultz & Schultz Ch. 1&2</i> <i>Video: Rene Descartes (2016)</i> <i>Video: TedTalk (2021)</i> |
| Week 3 | 9/4 | Physiological Influences on Psychology Submit two discussion questions #2 Discussion Facilitator: TBD | <i>Chapter 3</i> <i>Quick (2014)</i> <i>Video: The Dark Side of Phrenology (2022)</i> |
| Week 4 | 9/11 | The New Psychology Submit two discussion questions #3 Discussion Facilitator: TBD | <i>Chapter 4</i> <i>Dimkov (2020)</i> <i>Danziger (1980)</i> <i>Video: Origin of Psychology (2022)</i> |
| Week 5 | 9/18 | Structuralism Submit two discussion questions #4 Discussion Facilitator: TBD | <i>Chapter 5</i> <i>Martin (1940)</i> <i>Silverman (1992)</i> |

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|-----------------------|---|--|--|
| <p>Week 6</p> | <p>9/25</p> | <p>Functionalism:</p> <p>1. Antecedent Influences</p> <p>Submit two discussion questions #5</p> <p>Discussion Facilitator: TBD</p> | <p><i>Chapter 6</i></p> <p><i>Video: Joseph L. Graves Interview (2023)</i></p> |
| <p>Week 7</p> | <p>10/2</p> | <p>Functionalism:</p> <p>1. Development and Founding</p> <p>Submit two discussion questions #6</p> <p>Discussion Facilitator: TBD</p> | <p><i>Chapter 7</i></p> <p><i>Lennox & Rafter (2024)</i></p> <p><i>Video: Functionalism in Psychology (2021)</i></p> |
| <p>Week 8</p> | <p>FALL BREAK!! 10/6-10/13</p> | <p>FALL BREAK - NO CLASS</p> | |
| <p>Week 9</p> | <p>10/16</p> | <p>Applied Psychology:</p> <p>1. The Legacy of Functionalism</p> <p>Submit two discussion questions #7</p> <p>Discussion Facilitator: TBD</p> | <p><i>Chapter 8</i></p> <p><i>Jackson, Jr. (2022)</i></p> <p><i>Video: Should We Get Rid of Standardized Testing (2017)</i></p> <p><i>Video: The Dark History of IQ Tests (2020)</i></p> |
| <p>Week 10</p> | <p>10/23</p> | <p>Behaviorism:</p> <p>1. Antecedent Influences</p> <p>2. The Beginnings</p> <p>3. After the Founding</p> <p>Submit two discussion questions #8</p> <p>Discussion Facilitator: TBD</p> | <p><i>Chapters 9-11</i></p> <p><i>Araiba (2019)</i></p> <p><i>Video: Rosalie Rayner</i></p> |

| | | | |
|----------------|--------------------------------|--|---|
| Week 11 | 10/30 | Gestalt Psychology Submit two discussion questions #9 Discussion Facilitator: TBD | <i>Chapter 12</i> <i>Mungan (2023)</i> |
| Week 12 | 11/6 Election Day 11/5 | NO CLASS | <i>Work on lineage project & final paper</i> |
| Week 13 | 11/13 | Psychoanalysis: <ol style="list-style-type: none"> 1. The Beginnings 2. After the Founding Submit two discussion questions #10 Discussion Facilitator: TBD | <i>Chapters 13 & 14</i> <i>Balsam (2013)</i> <i>Video: "Oral Histories" on Feminine Voices website</i> |
| Week 14 | 11/20 | Continuing Developments in Psychology Submit two discussion questions #11 Discussion Facilitator: TBD | <i>Chapter 15</i> <i>Zhou et al. (2022)</i> <i>Indigenous Leaders in Psychology (2021)</i> <i>Podcast: "History of LGBTQ Psychology from Stonewall to Now"</i> |
| Week 15 | 11/27 Thanksgiving BREAK | NO CLASS | <i>Work on lineage project & final paper</i> |
| Week 16 | 12/4 | Course Wrap-Up and Evaluations Psychological Lineage Highlights Due: Psychological Lineage Presentation/Project <hr style="border-top: 1px dashed black;"/> **History of Psychology Self-Reflection: Due 12/11 by 11:59pm on Canvas** | ----- |

Tips for Success in this Course:

1. **Please decide at the outset whether you have the time for this course or not. You need to choose whether or not you are willing to devote the time and effort needed to meet the expectations of this course.**
2. **Complete the readings.** It will improve and enhance the contributions you make to the online course discussions. It also generates positive learning outcomes for everyone.
3. **Engage in course content with an open mind and be willing to take some risks.** Hopefully, you will challenge yourself to become an active and involved participant.
4. Try to **apply the course content** to your life and the lives of those around you in some way. The more connections you make to your life, the more meaningful the content will become.
5. Be an **active learner**. Participate in course discussions, ask questions freely and engage in the learning process. This is an **independently interactive course** and participation is encouraged and expected.
6. **Don't cheat or plagiarize.** Academic honesty and integrity are fundamental to our mission. ***Cheating, including plagiarism, will result in being dropped or failed from the course and referred to the university*** at large for disciplinary action.
7. Be an ethically **practicing** psychologist in training and **take care of your mind and body**.
8. **Reach out to me** should you have any issues and/or concerns with course-related content and/or your need special accommodations to optimize your learning experience.
9. Check out **Student Orientation to Canvas Guide** here: https://support.tlt.utah.edu/hc/en-us/articles/205654094-Student-Orientation-to-Canvas?mobile_site=trueLinks to an external site.
10. If you have **Canvas-related Questions**, please contact the **help desk by phone** (801-581-6112) **M-F 8am-5pm**, or by **Email** (classhelp.utah.eduLinks to an external site.). For *after-hours and weekend help*, contact Canvas Support by clicking the **Help button** located on the left-side global navigation **within Canvas**.

Counseling and Student Health

At times, the content of this kind of course can elicit personal discomfort as well as curiosity. If you encounter personal issues you would like to explore in further depth, there are several resources available. Some options include:

University of Utah's Counseling Center 801-581-6826 (and 24/7 Crisis Line #: 801-587-3000). Visit their website for more information: <http://counselingcenter.utah.edu/>

There are also several **community mental health providers**, including...

Aspen Grove Counseling (<http://www.aspengrovecounseling.com>)

Swinton and Associates (<http://www.swintoncounseling.com>)

Creative Life Counseling (<http://creativelifeslc.com>)

Red Willow Counseling and Recovery (<http://www.redwillowcounseling.com>)

Pride Counseling (<http://pridecounseling.tv>)

Family Counseling Center (<http://www.familycounselingcenterutah.com>)

Crisis intervention is always available 24/7: Please do not wait until you reach a crisis to talk with someone. Many students have been supported through stressful situations impacting their academic performance. You are not alone, so do not be afraid to ask for assistance.

Veterans Crisis Line or Spanish Language Crisis Line: 988 Crisis Help or Support

Utah Crisis Line: (Huntsman Mental Health Institute): 801-587-3000

Utah Suicide Prevention Coalition: 1-800-273-TALK (8255)

Utah Warm Line: 801-587-1055 (local) or 833-SPEAKUT (toll free) 8am – 11pm daily

National Sexual Assault Hotline: 1-800-656-HOPE (4673)

Rape Recovery Center: 801-467-7273

Professionalism Rubric

| Indicator | | Meets Standard | Does Not Meet Standard |
|-----------|----------------------------------|---|---|
| 1 | Academic Engagement | Individual has demonstrated a pattern of active academic engagement. | Individual has not demonstrated a pattern of active academic engagement. |
| 2 | Timeliness | Individual is consistently current in course-work according to timeline. | Individual consistently falls behind in coursework without informing instructor or providing a cogent rationale. |
| 3 | Respect | Individual demonstrates a pattern of interacting with colleagues and instructor in a respectful manner. | Individual demonstrates a pattern of failing to interact with colleagues and instructor in a respectful manner. |
| 4 | Openness to Discussion | Individual demonstrates receptivity toward mutual discussion and strives to incorporate new knowledge into future work. | Individual does not demonstrate receptivity to mutual discussion and does not incorporate new knowledge into future work. |
| 5 | Quality of Discussion with Peers | Individual strives for constructive and respectful discussion with peers. | Individual does not strive for constructive, and respectful discussion with peers. |
| 6 | Completing Assignments | Individual completes assignments with evidence of critical thought and academic insight. | Individual fails to complete assignments with limited evidence of critical thought and academic insight. |
| 7 | Academic Behavior | Individual actively and consistently engages in the course discussions, activities, and course content. | Individual does not actively and consistently engage in class discussions, activities, and course content. |

Writing Rubric

| Writing Product Factors | 100 - 90 Exceeds Standards | 89 -80 Meets Standards | 79 - 70 Improvement Needed | 69 & below Unmet Standard |
|-----------------------------------|--|---|--|---|
| CONTENT: | | | | |
| Introduction | Attitude is defined; thesis is clearly focused; subject is significant | Thesis is clear; provides direction for essay | Unclear; formulaic; not creative | Introduction is incomplete, ineffective, or missing |
| Idea Development | Interesting; sophisticated; insightful | Clear and thoughtful | Simplistic; uneven in quality; lacking in relevance | Absent or ineffective |
| Supportive Evidence | Detailed; accurate; convincing | Sufficient and accurate | Uneven | Vague, missing, or inaccurate |
| Word Choice | Engaging and powerful choice of words | Appropriate to task | Uneven | Limited, monotonous, inappropriate |
| Conclusion | Extends; connects; comments on topics | Purposeful and perceptive | Summarizes previously stated information | Absent, incomplete, or unfocused |
| ORGANIZATION: | | | | |
| Topic Sentences | Clearly related to thesis; comprehensive; incorporates effective transitions | Comprehensive and logical | Provides bland restatement of thesis; narrow or inaccurate | Absent |
| Paragraph Order | Contributes to an effective argument; reinforces the content | Demonstrates a clear plan | Ineffective or inconsistent | Random |
| Transitions | Effective and varied | Clear and functional | Mechanical | Absent |
| MECHANICS: | | | | |
| Sentence Structure | Complete; varied; interesting | Complete and correct | Variety is present; some errors are evident | Repetitious; fragments and run-ons are frequent |
| Punctuation & Spelling | Error-free | Present but do not interfere with meaning | Careless or distracting | Block meaning |
| Voice | Distinctive; appropriate to task and audience | Clear and authentic | Mechanical, formulaic | Unclear |

Final Grading Scale Rubric

| Points | Letter Grade | Grade Point | Scoring Guide: Criteria |
|----------|--------------|-------------|--|
| 1000-940 | A | 4.00 | Superior performance on <u>all</u> course activities according to rubrics and scores. Superior demonstration of knowledge, skills and dispositions. Superior communication skills. Exemplary performance in participation, initiative and creativity. <u>Superior demonstration of being a competent student and future historian.</u> |
| 900-939 | A- | 3.70 | Outstanding performance on <u>all</u> course activities according to rubrics and scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding communication skills. Outstanding performance in participation, initiative and creativity. <u>Outstanding demonstration of being a competent student and future historian.</u> |
| 870-899 | B+ | 3.30 | Good performance on <u>all</u> course activities according to rubrics and scores. Good demonstration of knowledge, skills and dispositions. Good communications skills. Good performance in participation, initiative and creativity. <u>Good demonstration of being a competent student and future historian.</u> |
| 830-869 | B | 3.00 | Good performance on <u>most</u> course activities according to rubrics and scores. Good demonstration of knowledge, skills and dispositions. Good communication skills. Good performance in participation, initiative and creativity. <u>Good demonstration of being a competent student and future historian.</u> |
| 0-829 | F to B- | 0.0 - 2.70 | Failed performance on course activities according to rubrics and scores. Failed demonstration of knowledge, skills and dispositions. Below average communication skills. Below average performance in participation, initiative and creativity. <u>Failed demonstration of being a competent student and future historian.</u> |