



Master of Arts in Counseling

Course Syllabus

Course Information

COUN507 - PROFESSIONAL IDENTITY, FUNCTION & ETHICS
Fall 2016
3 Semester Hours

Location/Date/Time

Room: SB003
Wednesday, 12:30 - 3:10

INSTRUCTOR'S INFORMATION:

Teresa J. Haase, PhD, LPC, ACS

Email: teresa.haase@emu.edu
Office Phone: 540.432.4248/cell 540-421-4078
Office Hours: by appointment

COURSE DESCRIPTION:

This course addresses counselor professional identity formation, ethical and legal issues related to the practice of professional counseling, and components of sound ethical decision making. Students will also explore development of their own personal counselor identity formation. Within this course students will be introduced to the counseling profession and given opportunity to examine current ethical and legal issues related to the practice of professional counseling. The course will provide students with an overview of the historical development of counseling as a profession, discussion of counselor licensure, and an overview of major professional organizations, specialties and credentialing options available to mental health professionals. Discussion of professional mental health codes of ethics relevant to counselors will assist students to explore and articulate the process of ethical decision making within the context of professional counseling.

COURSE GOALS AND OBJECTIVES:

1. In regard to **development of counselor identity and introduction to the profession**

the student will:

- a. be familiar with **library research** utilizing resources related to the practice of professional counseling available in the campus library and generated by professional organizations, including computerized catalogs and databases;
- b. have proficiency with utilization of the *American Psychological Association Style Manual* for writing professional manuscripts;
- c. be able to identify the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (*CACREP 2016* Section 2. F. 1. b., d., m.; Section 5. C. 2. a.)
- d. have an understanding of the history and philosophy of the counseling profession (*CACREP 2016* Section 2. F. 1. a.; Section 5. C. 1. a.)
- e. be able to identify major mental health **professional organizations** related to the practice of professional counseling, their branches, functions, history, and membership policies (*CACREP 2016* Section 2. F. 1. f.; Section 5. C. 2. k.)

f. understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (*CACREP 2016* Section 2. F. 1. e, F. 2. d.; Section 5. C. 2. J. & C.3.e.)

g. understand the procedures and requirements for **counselor credentialing in general and licensure** in the commonwealth of Virginia and/or the state of their intended practice and be able to proceed independently toward licensure if desired (*CACREP 2016* Section 2. F.1. g.; Section 5. C. 2. k.)

h. identify practical ways to advocate for the profession (*CACREP 2016* Section 2. F.1.d.)

i. explore the art of counseling, which embodies concepts such as ambiguity, personal growth, and which draws upon the humanities as a way of knowing others. (*CACREP 2016* Section 2. F. 1. k., l.)

j. review legislation and government policy relevant to clinical mental health counseling (*CACREP 2016* Section 5 C. 2. i.)

k. become aware of the function of record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling(*CACREP 2016* Section 5 C. 2. m.)

l. work with theories, models, and strategies for understanding and practicing consultation (*CACREP 2016* Section 2 F. 5. c.)

Teaching Approach:

In the humanistic tradition, inspired by Carl Roger's work, students use issues and ideas as the basis for exploring the content of the curriculum, and the teacher serves mainly as a facilitator of classroom discussion—rarely "telling" students what they should know, but probing, questioning, hypothesizing, challenging, and reframing their comments in an effort to help them analyze and understand; in addition to transmitting critical pieces of content necessary to our curriculum. This approach focuses on **issues and experiences**, rather than facts and theories and assumes that a body of knowledge consists of questions as well as answers. The essence of this tradition lies in the belief that we are all teachers and that we will learn from one another. Each student's experiential background, value system, worldview, reflections, and knowledge are valuable assets for understanding the course content. A variety of perspectives and opinions will be strongly encouraged.

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

Technology:

- **Please turn cell phones off and please do not text during class as it is disruptive and takes away from the focus of the class.** Inadvertently, we all forget to turn them off and that's okay. If for some reason you need to have your cell phone on, please let me know prior to class.
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:**

Gerig, M. (2014). *Foundations for clinical mental health counseling: An introduction to the profession*. New York: Pearson.

Lunsford, A. (2015). *The everyday writer*. New York: Bedford/St. Martin's

Articles or Chapters distributed by Instructor

Bender, T. (2011). The Mennonite mental health movement and the wider society in the United States 1942 – 1965. *Journal of Mennonite Studies*, 29, p.45.

Birrell, P. (2006). An ethic of possibility: Relationship, risk, and presence. *Ethics and Behavior*, 16(2), pp. 95- 115.

Neukrug, E. (2012). Consultation and supervision. (chapter 8). *The world of the counselor: An introduction to the counseling profession*. Belmont, CA: Brooks/Cole, Cengage Learning.

- **Recommended Reading:**

Cozolino, L. (2004). *The making of a therapist*. New York: W.W. Norton & Company.

Echterling, L.G., et.al. (2007). *Thriving: A manual for students in the helping profession*. Boston, MA: Cengage Learning.

Kottler, J. (2010). *On being a therapist*. San Francisco, CA: Jossey Bass.

Sareyan, A. (1994). *The turning point: How persons of conscience brought about major change in the care of america's mentally ill*. Scottsdale, PA: Herald Press.

Welfel, E. R. (2012). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. NY: HarperCollins.

Course Schedule

Date	Subject	Reading/Assignments Due
8.31.2016	Brief Experiential Overview of Course Competency Portfolio Overview Graduate Writing Overview	
9.7.2016	History of the Profession Credentialing and Licensure Mental Health Legislation (CACREP 2016 Section 2. F. 1. a., g.; Section 5. C. 1. a., k.)	Gerig: Chapters 1, 2 & 5
9.14.2016	Mennonite Roots and Mental Health Guest Speaker: Dr. Rowland Shank Professional organizations Current issues in the Profession (CACREP 2016 Section 2. F. 1. a, k.; Section 5. C. 1. a., k.)	Gerig 11; Bender article; ACA, VCA, AMHCA, NAMI, AACC, NCCA websites
9.21.2016	Boundaries & Containing The Counselor Within (CACREP 2016 Section 2. k., l.) Informed Consent, Notes, Confidentiality Counselor Role and Function (CACREP 2016 Section 2. F. 1. b., d., m.; Section 5. C. 2. a. c., m.)	Gerig: Chapters 6 & 7 Assigned articles DUE: Counselor Within Collage
9.28.2016	Virtue Ethics Personal Ethics Through the lens of Fairytale (CACREP 2016 Section 2. F. i.; Section 5. C. 2. l.)	Birrell Article; <i>Bring a book, story, fairytale you remember from childhood</i> DUE: Decision-making Observation
10.5.2016	Alumni visit (CACREP 2016 Section 2. F. 1. b., d., m.; Section 5. C. 2. a.)	Gerig: 3 & 4
10.12.2016	SELF CARE DAY	
10.19.2016	Ethical Decision Making Models ACA codes (CACREP 2016 Section 2. F. i.; Section 5. C. 2. l.)	2014 ACA Code of Ethics Welfel Decision Making Model
10.26.2016	Record-keeping, third party payments, clinical management, QMHP/LMHP Guest Speakers	Gerig: 10 & 12
11.2.2016	Multicultural considerations Collaboration with Multicultural class (CACREP 2016 Section 2. F. 2. d.; Section 5. C. 2. j.)	Gerig: 9 DUE: Interview with a Professional Counselor
11.9.2016	Spirituality & the Humanities	<i>Your Life is a Poem</i> – Naomi Shihab Nye; <i>The Fragility at the Heart of Humanity</i> – Xavier Le Pichon; <i>The Conversational Nature of Reality</i> – David Whyte; <i>Listening to the World</i> – Mary Oliver; <i>WEB DuBois & the American Soul</i> – Angelou, Alexander, Rampersand (pick 2; bring reflection)
11.16.2016	Consultation, Supervision and Advocacy (CACREP 2016 Section 2. F. 1.e., m.; F..5.c.; Section 5. C. 2. a.)	From Neukrug, Chapter 8
	THANKSGIVING BREAK – No Class	
11.30.2016	Presentation of Ethics Papers	
12.7.2016	Presentation of Ethics Papers	DUE: Ethics Issue Paper
12.14.2016	Informal Summative Review and Closing	DUE: Professional Development/Reading Reflection/Liability Insurance

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

GRADING CRITERIA AND OTHER POLICIES:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. An A and B track is offered in most classes allowing students to complete assignments and reading commensurate with that grade. Students who complete work for a designated grade are not assured that grade as their work is assessed for competence and completeness by the grading professor. Students should be aware that graduate university policy allows two C grades before being dismissed from the program and insufficient completion of the B track requirements may increase their chances of receiving a lower grade.

Course Requirements & Breakdown of Evaluation

1. Participation
2. Library Orientation with Jennifer Ulrich
3. Professional Development
4. Decision Making Self-Observation
5. The Counselor Within Collage
6. Interview of Counseling Professional
7. **Competency for portfolio** –*Ethics Issue/Case Review*

For an A

- Active, engaged participation in each class (will be discussed in class)
- Library Orientation with Jennifer Ulrich
- **12 hours** (*4 related to ethics, advocacy or consultation*) Professional Development (i.e. social, workshop, training); Professional Membership including Liability insurance (by the end of the semester)
- Decision-making self observation
- Counselor Within Collage **with 2 -3 page Reflection**
- Interview of Counseling Professional; 5 – 7 pages (outlined below)
- Ethics Issue/Case Review; **12-15 pages** (outlined below)

For a B

- Active, engaged participation in each class (will be discussed in class)
- Library orientation with Jennifer Ulrich
- 8 hours Professional Development (i.e. social, workshop, training); Professional Membership including Liability insurance (by the end of the semester)
- Decision-making self observation
- Counselor Within Collage
- Interview of Counseling Professional; 5 – 7 pages (outlined below)
- Ethics Issue/Case Review; 8 – 10 pages (outlined below)

Explanation of Course Requirements

- **Professional Development (see form) – 8 hours**

Students are required to attend 8 hours of professional development to include workshops, conferences or trainings, in addition to joining a professional organization. Students may join as many organizations as desired, but one of them must offer liability insurance. (Both ACA and AMHCA offer this insurance.) Opportunities will be discussed in class. Fill out the Verification of Professional Organization form and the and submit by December 9th. Please touch base and let me know what you're thinking of attending.

- **Library Orientation**

Students will be expected to meet in small groups with Jennifer Ulrich, Librarian at Hartzler Library, who will offer an orientation and guidance with research and resources. A sign-up sheet will be distributed on the first day.

- **APA Writing – Paper Topics** (Extensive information regarding these assignments is included at the end of this syllabus)

- Decision Making Self-Observation
- Ethics Issue Review – Literature Review

- **The Counselor Within Reflection and Collage**

See questions below. Create a collage depicting your thoughts and reflections using images, pictures, drawings, symbols, etc. You will be invited to share both your written and your creative reflections.

Optional for A: This 2-3 page statement (*informal writing, APA not required*) should outline your **inner motivations** for choosing the counseling field and your **professional goals**. Answer the following questions as you write.

1. What cultural identities, values, and experiences led you to consider a career in counseling?
2. What are your thoughts about how people change?
3. What counseling settings and or populations think you are interested in serving? Why?
4. What skills do you believe you already possess that will help you in this field? What skills do you hope to gain from this program?
5. What are your expectations for yourself as a counselor?
6. What are your expectations for your clients?
7. What do you hope will be the outcome of your work with clients?
8. What challenges do you foresee yourself dealing with in the counselor role?
9. What would being successful as a counselor look like?
10. In your opinion, is counseling effective? Explain your response.

• Interview of Counseling Professional

Students will interview in person (face-to-face) a mental health professional (**LPC or Resident in Counseling required**) about the role of professionals, changes and important clinical, practical, and ethical issues within the field. (*See attached Interview Protocol and writing instructions*).

You are to write a reaction paper to the interviews, indicating issues that raised awareness for you about the counseling profession, training, the role of the counselor, and current issues within the field. The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interview. We cannot stress enough how important it is not to offer a summary of the interview but your REACTION to it. We are looking for your “inner dialogue” of the interviews. You may discuss the interviews but mostly in context of your reaction to the responses. Please do include the questions from the Interview protocol and any additional questions you created/posed.

You **should** obtain informed consent from the professionals you are interviewing and submit the signed forms to the professor with your assignment. A contract is included in the syllabus for your use.

For an A or B: All of the questions listed in Interview Protocol should be addressed both in the interview and in the paper. Length of paper should be 5-10 pages, should be proofread, and have minimal APA and grammatical errors.

Interview Protocol and Writing Instructions

Protocol: Use these questions as a guide – feel free to ask your own questions as well.

- a. How long has the person been a mental health professional?
- b. Does the mental health professional have a specialization or clinical focus, if so, what is it?
- c. What led him or her to choose a career in the mental health field?
- d. What theory(ies) guide(s) the mental health professionals’ practice?
- e. What is his/her personal theory of how clients change?
- f. What therapeutic techniques/counseling skills does he/she use with clients?
- g. In what ways does the mental health professional utilize multicultural counseling competencies in his/her work?
- h. How does the mental health professional describe the role of a professional counselor?
- i. How does the mental health professional see him/herself as an advocate in the counseling profession?
- j. What does he/she see as current issues that the profession is facing?
- k. What s/he likes most (and least) about their work?
- l. How did his/her training best and least prepare them for the realities of being a mental health professional?
- m. What advice would they offer you as a beginning counselor-in-training?

Please also include a discussion of the impressions you had of the office/environment in which you interviewed the professionals. What was it like? How would it feel to be a client?

The following questions are guides for your own reflection. Please include this reflection in your paper. **Your reflections are to be the majority content for this paper.**

- What did you learn about the counseling profession from your interview?
- What thoughts and feelings do you have about your future career as a counselor?

- **Ethics Issue/Case Review & Presentation**

Students will submit and present to the class a literature that explores an ethical issue. Paper should be in APA format. Possible topics will be distributed in class. Papers will be presented during class.

Professional Behavior

Attendance Due to the interactive nature of this training experience, students are required to attend and actively participate in ALL supervision sessions. Students who anticipate missing internship class or are experiencing difficulties meeting with their site supervisor should contact their faculty supervisor immediately. Supervision is an essential element of the internship experience. Students who miss an internship class or supervision are not able to count internship hours for that week.

Participation. Your full participation is requested. Role-plays and discussion are integral components of this class and require your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others.

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. I see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

I have chosen the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, I encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

University Policies

- **Writing Guidelines:**

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**
Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.
- **Moodle:**
Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.
- **Academic Support Center**
If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.
- **Institutional Review Board:**
All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."
- **Graduate Writing Center:**
Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.
- **Course Extensions and Outstanding Grades:**
For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual

circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>

<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- **Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at [540-432-4148](tel:540-432-4148) or marcy.engele@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

APA Papers Instructions

A. Decision Making Self-Observation (Adapted from Dr. Linda Leitch-Alford, former EMU MAC Associate Professor and PIFE instructor)

As you go about your life this week, observe your own moral decision-making patterns. Write a 3 -5 page paper incorporating the following questions:

1. What moral decisions do you observe yourself being called to make?
2. What in your character helps you identify these situations?
3. What about your internal thinking and moral development assists you in making decisions to act, not act, and/or how to act/react?
4. How do things turn out and how do you feel about the outcome and yourself?
5. Include new insights you realized about yourself.
6. Expand on what was confirmed about yourself.
7. How are these observations, confirmations, insights, realizations, etc. consistent or inconsistent with your internal assumptions about the universe and humankind.

APA evaluation criteria

- a. Meets APA style guidelines, including title page, NO abstract, double spaced, using a running head, page numbers, and reference list if applicable.
- b. Use APA style headings (**two levels**)
- c.

*You will be invited to share your observations in class.

B. Ethics Issue/Case Review & Presentation – See A/B track for page length requirements

Papers should include the following all in APA style formatting:

1. Title Page
2. Abstract
3. Review of the literature: a minimum of *five* references will be acceptable. This section should include the literature you have discovered that supports your thesis.
4. Reference page

APA evaluation criteria

- a. Meets APA style guidelines, including title page, abstract, double-spaced, page numbers and using a running head.
- b. In-text citations and reference list **required**
- c. Use APA style headings
- d. Clarity of thought & expression

Presentation Guidelines –

1. Presentation is engaging, thorough and succinct.
2. Demonstrated ability to convey clear grasp of issue to audience.
3. Presenter is aware of time, maintains awareness of audience, and engages audience.

Contract with Professional

I am a graduate student in the Master of Arts in Counseling Program at Eastern Mennonite University. As an assignment for the course COUNS 507 Professional Identity, Functions, and Ethics, in which I am enrolled, I am required to interview a professional counselor about his/her work. As such, I am requesting your permission to conduct an interview with you.

This interview will include questions about your position, the responsibilities you have, the clients you work with and the kinds of interventions you provide in your work setting. I will use this information to help me better understand the nature of the work in your agency, the roles of a professional counselor, how theory and skills are applied in a clinical/school setting and how you interact with the populations you serve.

In addition, this interview will be summarized into a written report, which will be read aloud to a peer reviewer in class as part of an APA writing workshop. It will then be revised and submitted to my instructor to fulfill the requirement of this assignment. Your professional contact information may be shared with my classmates for future networking. The information you provide will not be used in any ways not stated in this contract.

Before beginning the interview, I will need you to sign this contract stating that you agree to this interview and understand how the information you provided will be used.

I agree to be interviewed.

Printed Name & Credentials: _____

Signature: _____

Educational Background: _____

Job Title: _____

Job Description: _____

Contact information: _____

Date: _____

Interviewer's (Student) Name: _____

Date of Interview: _____

Time of Starting Interview: _____

Time of Ending Interview: _____

Writing Standards – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	<ul style="list-style-type: none"> - shows clarity of purpose - offers depth of content - applies insight and represents original thinking 	<ul style="list-style-type: none"> - shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking 	<ul style="list-style-type: none"> - shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed -uses very effective transitions 	<ul style="list-style-type: none"> -is coherent and logically developed -uses smooth transitions 	<ul style="list-style-type: none"> -is coherent and logically (but not fully) developed -has some awkward transitions 	
Rhetoric and Style <i>(appropriate attention to audience)</i>	<ul style="list-style-type: none"> - is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read 	<ul style="list-style-type: none"> - displays concern for careful expression - uses some variation in sentence structure -may be wordy in places 	<ul style="list-style-type: none"> - displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose 	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	<ul style="list-style-type: none"> - uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> - uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> -uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> - cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style. 	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> - uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader 	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				Grade