Master of Arts in Counseling
Course Syllabus

Course Information
COUN 537 – FOUNDATIONS IN RESEARCH & PROGRAM EVALUATION:
THEORY, DESIGN, AND FOUNDATIONAL STATISTICS
Spring 2017
2 Semester Hours

Location/Date/Time
Room: SB003
Tuesday, 12:30 – 2:30

INSTRUCTOR’S INFORMATION:
Cheree Hammond, PhD
Email: cheree.hammond@emu.edu
Office Phone: 540.432.4228
Office Hours: by appointment

INSTRUCTOR’S INFORMATION:
Michael Horst, MA, PhD-C
Email: michael.horst@emu.edu
Office Phone: 540.432.4244
Office Hours: by appointment

COURSE DESCRIPTION:
COUN 537 Foundations in Research and Program Evaluation: Theory, Design, and Foundational Statistics will offer a review of the research methods used in counseling and program evaluation. Students will gain experience in research tools such as literature databases, methodology, research paradigms, basic statistics and statistical software such as SPSS, the application of research strategies to program evaluation, and communicating research findings. Building upon the project design and proposal completed in COUN 536, this course culminates in a capstone project, which may be comprised of research, program development or evaluation, advocacy or community outreach.

COURSE GOALS AND OBJECTIVES:
COUN 537 will provide students with an understanding of research methods, statistical analysis, needs assessment, and program evaluation. This course will often assume an orientation focused on practitioner-research strategies (McLeod), which are needs-focused, and the programmatic evaluation strategies used optimize services to meet needs. Students will be able to conceptualize the research process as contiguous with counseling practice, and understand counseling interventions and assessment as applied research.

This includes these CACREP objectives:
1. development of measurable outcomes for clients (CACREP 2.F.5.i)
2. evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j)

Measurable outcomes and evidence-based practice involve a working knowledge of:
1. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP 2.F.7.g) reliability and validity in the use of assessments (CACREP 2.F.7.h)

Practitioner oriented, client centered, research includes the knowledge and skills of:
2. importance of research in advancing the counseling profession, including how to critique research to inform counseling practices (CACREP 2.F.8.a)
3. identification of evidence-based counseling practices (CACREP 2.F.8.b)
4. needs assessments (CACREP 2.F.8.c)
5. development of outcome measures for counseling programs (CACREP 2.F.8.d)
6. evaluation of counseling interventions and programs (CACREP 2.F.8.e)
7. qualitative, quantitative, and mixed research methods (CACREP 2.F.8.f)
8. designs used in research and program evaluation (CACREP 2.F.8.g)
9. statistical methods used in conducting research and program evaluation (CACREP 2.F.8.h)
10. analysis and use of data in counseling (CACREP 2.F.8.i)
11. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j)

Syllabus Disclaimer:
This syllabus is not a contract. The instructors reserve 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:
Cell phones are to be turned off or silenced (silenced, not on vibrate) during class time. If you have a work or life responsibility that requires your cell phone to remain on during class, please speak with the instructors.

Students using laptop computers or iPads 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 and iPads should be closed so as to remove the relational barrier they can create.

PREREQUISITES:
COUN 536

REQUIRED TEXTS AND OTHER RESOURCES:

Required Reading:


Students are asked to select one book from the following list of recommended readings that will support their capstone project. If you are unsure what text would best serve your project please consult either or both faculty members.

Additional readings, such as articles and chapters that will be made available on Moodle, will be assigned in response to class needs.

Recommended Reading

Style Manuals:


Qualitative Research Resources:

Bazeley, P. (2013). Qualitative data analysis with NVIVO. Thousand Oaks, CA: Sage Publications, Inc. (This text will describe the use of computer software in analyzing qualitative data)


Quantitative Research Resources:


Statistics Resources:


See also A statistics primer for EMU MAC students by Michael and A statistics coloring book by Cheree. These resources can’t count as your additional text for this course.

Program Evaluation Resources:


Multicultural Implications in Research:

Course Requirements and Procedures:

**Introduction and Methods Draft:** A draft of the introduction and methods sections of your capstone paper are due on February 13. The introduction to your paper should clearly articulate your research question and present a clear case for the need for your research project by citing recent literature. If you are conducting a community action project, your introduction must articulate the need for your project in the community and reference relevant literature supporting your action project. The methods section of your paper should describe your participants (i.e. number of participants and relevant demographic information), the procedures of your project, and any resources, tools, and instruments used for your project.

**Results and Discussion Draft:** A draft of your results and discussion sections of your capstone paper are due by April 3. The results section of your paper should include all analyses you conducted on your data and the results of those analyses (e.g. memoing, coding, statistical analyses). Your results section will also discuss the conclusions you draw from the results of your analysis of your data. The discussion section of your paper should describe how the results of your project are similar or disparate to the literature on your topic (if your results differ from general findings in the literature, what do you think caused that difference), the implications of your results for the sample/population of your inquiry, applications for the Counseling Profession, and considerations for further research.

**Research Journal:** Each student will keep a research journal throughout the semester. This journal will serve to aid in bracketing, triangulation, and creating a “papertrail” to support robust qualitative research; and will provide a space to detail quantitative procedures which, in turn, will support clarity when conveying quantitative methods and results.

**Mid-Semester Memo:** Each student will meet with one of the instructors for 25 minutes during class on March 13 or March 20 (students will be assigned a day) to discuss their progress on their capstone project. For this advising meeting, students will bring a mid-semester memo (template provided) detailing their progress and directing their advising meeting with the assigned instructor.

**Capstone Practice Presentation:** Each student will present a practice presentation of their capstone project to the class. This practice presentation will be 20 minutes in length (15 minutes of presentation and 5 minutes for questions).

**Capstone Final Paper:** All capstone projects will culminate in a final capstone paper (see attached rubric). This paper will contain introduction, methods, results, and discussion sections (as completed in earlier drafts) detailing your capstone project. A final draft of this paper is due on May 1.

**Capstone Presentation:** Each student will present their capstone project on Wednesday, May 2 during the MA in Counseling Capstone Day. Please be sure to reserve all day for this event. Students may give a
25 minute verbal presentation, a poster presentation, or alternative style of presentation approved by both instructors.

**Attendance Policy:** Due to the interactive nature of this training experience, students are required to attend and actively participate in all class sessions. Attendance and active participation are necessary for mastery of course material. Class periods in COUN 537 will build upon previous class periods, so your attendance in every class meeting is important. Please make a commitment to attend every class punctually. If you know you will be absent, please let the instructors know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email the instructors and let them know you will not be in class.

**Grading Criteria and Other Policies:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction &amp; Methods Draft</td>
<td>9</td>
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<tr>
<td>Results and Discussion Draft</td>
<td>9</td>
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<tr>
<td>Mid-semester Memo for Advising</td>
<td>2</td>
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<tr>
<td>Capstone Practice Presentation</td>
<td>5</td>
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<tr>
<td>Final Capstone Paper</td>
<td>45</td>
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<tr>
<td>Capstone Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Research Journal</td>
<td>5</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

**A/B Track**

Students in COUN 537 who wish to pursue the “B-Track” must notify the instructors and are invited to meet with the instructors about the B-Track parameters.

**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 rubric 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 Federal Office of Human Research Protection defines research as follows:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

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.

Online training through the NIH Office of Extramural Research can be accessed free of charge at the following web address: https://phrp.nihtraining.com/users/login.php. You will need to register an account and complete the training to be successful in COUN 536.

**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 1/2 letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

**Academic Program Policies**

Academic program policies and procedures can be found in the graduate student handbook and in an online catalog of graduate professional policies. Please use the following links for complete and comprehensive information. Please contact either of the instructors if you would like further assistance accessing any 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, Irene Kniss, Title IX Coordinator, can be reached at 540-432-4302 or irene.kniss@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.
### Schedule and Topics:

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading/Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>1/16/18</td>
<td>Welcome; Recruitment Timeline; Building Momentum</td>
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</tr>
<tr>
<td>1/23/18</td>
<td>Memoing</td>
<td>Hesse-Biber &amp; Leavy Ch. 12 (on Moodle)</td>
</tr>
<tr>
<td>1/30/18</td>
<td>Coding I</td>
<td>Take Survey on Joy (on Moodle)</td>
</tr>
<tr>
<td>2/6/18</td>
<td>Statistics in Counseling Research</td>
<td></td>
</tr>
<tr>
<td>2/13/18</td>
<td>Writing Lab/Exchange and final edits for Intro and Methods draft</td>
<td>Introduction and Methods Draft due</td>
</tr>
<tr>
<td>2/20/18</td>
<td>Discussion of Empiricism and Evidence-base in Counseling, Profession, and Politics</td>
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<tr>
<td>2/27/18</td>
<td>Coding II</td>
<td></td>
</tr>
<tr>
<td>3/6/18</td>
<td>Spring Break – No Class</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/13/18</td>
<td>Research Advising/Workshop</td>
<td>Bring Mid-Semester Memo for Research Advising</td>
</tr>
<tr>
<td>3/20/18</td>
<td>Research Advising/Workshop</td>
<td>Bring Mid-Semester Memo for Research Advising</td>
</tr>
<tr>
<td>3/27/18</td>
<td>Coding III</td>
<td>Bring any completed transcripts</td>
</tr>
<tr>
<td>4/3/18</td>
<td>Writing Lab/Exchange and final edits for Results and Discussion draft</td>
<td>Results and Discussion Draft Due</td>
</tr>
<tr>
<td>4/10/18</td>
<td>Developing a Presentation Style/Presentation Development Workshop</td>
<td>Bring ideas and notes for presentation</td>
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<tr>
<td>4/17/18</td>
<td>Practice Presentations</td>
<td>Practice Presentations Due</td>
</tr>
<tr>
<td>4/24/18</td>
<td>Practice Presentations</td>
<td>Practice Presentation Due</td>
</tr>
<tr>
<td>5/1/18</td>
<td>Practice Presentations</td>
<td>Practice Presentation Due Final Capstone Paper and Capstone Presentation Due</td>
</tr>
<tr>
<td>5/2/18</td>
<td>Capstone day! 😊</td>
<td></td>
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</tbody>
</table>

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. Please also note that you are expected to read your supplementary text at your own pace throughout the semester.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>A excellent</th>
<th>B good</th>
<th>C minimal expectations</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Content (quality of the information, ideas and supporting details.) | - shows clarity of purpose  
- offers depth of content  
- applies insight and represents original thinking | - shows clarity of purpose  
- offers substantial information and sufficient support  
- represents some original thinking | - shows clarity of purpose  
- lacks depth of content and may depend on generalities or the commonplace  
- represents little original thinking |                                                                                           |
| Structure (logical order or sequence of the writing) | - is coherent and logically developed  
- uses very effective transitions | -is coherent and logically developed  
-uses smooth transitions | -is coherent and logically (but not fully) developed  
- has some awkward transitions |                                                                   |
| Rhetoric and Style (appropriate attention to audience) | - is concise, eloquent and rhetorically effective  
- uses varied sentence structure  
- is engaging throughout and enjoyable to read | - displays concern for careful expression  
- uses some variation in sentence structure  
- may be wordy in places | - displays some originality but 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 (locating, evaluating, and using effectively the needed information as appropriate to assignment) | - 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 | - 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 | - 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 (appropriate acknowledgment of sources used in research) | - cites sources for all quotations  
- cites credible paraphrases correctly  
- includes reference page  
- makes virtually no errors in documentation style | - cites sources for all quotations  
- usually cites credible paraphrases correctly  
- includes reference page  
- makes minimal errors in documentation style | - 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 (adherence to grammar rules: usage, mechanics) | - uses well-constructed sentences  
- makes virtually no errors in grammar and spelling  
- makes accurate word choices | - almost always uses well-constructed sentences  
- makes minimal errors in grammar and spelling  
- makes accurate word choices | - usually uses well-constructed sentences  
- makes several errors  
- makes word choices that distract the reader |                                                                                           |

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).
Core 8: Research and Program Evaluation  
Research: Capstone

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

<table>
<thead>
<tr>
<th>Category</th>
<th>Criterion</th>
<th>1 (Needs work)</th>
<th>2 (Meet minimum expectations)</th>
<th>3 (Demonstrates competence)</th>
<th>4 (Demonstrates proficiency)</th>
<th>5 (Illustrates mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Content Presentation</td>
<td>Introduction</td>
<td>Introduction lacks clarity and cohesion. Lacks sense of purpose or passion. Does not address the literature.</td>
<td>Attempts to address the literature, but is not cohesive with the project. Minimal purpose or passion.</td>
<td>Introduces the topic clearly, but briefly. Connects the literature to the project briefly. Demonstrates the purpose for the project.</td>
<td>Clear introduction to the topic. Cohesive integration of the literature. Strong statement of purpose.</td>
<td>Clear introduction to the topic that seamlessly integrates the literature with a strong sense of purpose. Student demonstrates an identity of an emerging professional.</td>
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<td></td>
<td>Methods</td>
<td>Methods are sparse or unclear.</td>
<td>Attempts to describe methods and the rationale for using those methods clearly.</td>
<td>Clearly describes methods and the rationale for using the chosen methodology.</td>
<td>Clearly articulates methods and rationale for methods with an appreciation for the audience’s level of understanding.</td>
<td>The chosen methodology is shown to be filling a method gap in the literature or the presenter discusses why the methodology should be used, supported by the literature. Presenter appreciates the composition of the audience.</td>
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<tr>
<td></td>
<td>Results</td>
<td>Results are sparse or unclear.</td>
<td>Results are described but lack complexity or depth.</td>
<td>Results are adequately covered.</td>
<td>Results are described, their complexity and depth are explored.</td>
<td>The relevancy of the results to the work of the counselor and or the experience are brought to life for the audience.</td>
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<tr>
<td></td>
<td>Discussion</td>
<td>Relevance of the results are unclear</td>
<td>Connections between the findings and the</td>
<td>Connections between the findings and the</td>
<td>Discussion ties the findings together in a way that</td>
<td>Discussion is thought-provoking, inspires</td>
</tr>
<tr>
<td>Content</td>
<td>Paper</td>
<td>Introduction</td>
<td>Literature are not well described.</td>
<td>Literature are adequately discussed</td>
<td>Illuminates further what is known and what is still left to be uncovered.</td>
<td>Questions and further inquiry.</td>
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<td>Content</td>
<td>Methods</td>
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<td></td>
<td>Discussion</td>
<td>Relevance of the results are unclear or poorly formulated.</td>
<td>Connections between the findings and the literature are not well described.</td>
<td>Connections between the findings and the literature are adequately discussed</td>
<td>Discussion ties the findings together in a way that illuminates further what is known and what is still left to be uncovered.</td>
<td>Discussion is thought-provoking, inspires questions and further inquiry.</td>
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<tr>
<td>2) Synthesis Paper</td>
<td>Makes clear connections across relevant topics</td>
<td>Relationship between ideas is not clearly articulated</td>
<td>While several ideas are connected, other ideas are not well integrated</td>
<td>Ideas and their connections are made clear</td>
<td>Implications of the ideas discussed are made clear</td>
<td>Ideas, their implications and relationship are clearly articulated</td>
</tr>
<tr>
<td>Synthesis Presentation</td>
<td>Makes clear connections across relevant topics</td>
<td>Relationship between ideas is not clearly articulated</td>
<td>While several ideas are connected, other ideas are not well integrated</td>
<td>Ideas and their connections are made clear</td>
<td>Implications of the ideas discussed are made clear</td>
<td>Ideas, their implications and relationship are clearly articulated</td>
</tr>
<tr>
<td>3) Rhetoric Paper</td>
<td>Written with a coherent, clear structure that supported the review</td>
<td>Poorly conceptualized, haphazard</td>
<td>Structure and grammatical errors jeopardize the ideas presented</td>
<td>Some coherent structure; few grammatical errors or spelling flaws</td>
<td>Strong structural outline, free of grammatical errors or spelling flaws</td>
<td>Well developed, coherent and free of grammatical errors or spelling flaws</td>
</tr>
<tr>
<td>Followed APA v. 6</td>
<td>Does not follow APA for citation management, paper style, etc. Makes many errors.</td>
<td>Conveys a hint of knowledge regarding APA format, makes several errors in documentation style</td>
<td>Makes a valiant attempt to follow APA for citation management, paper style, etc.</td>
<td>Cites sources for all quotations and usually cites, makes minimal errors in APA format and style</td>
<td>Makes virtually no errors in APA documentation.</td>
<td></td>
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</table>