

University of North Texas at Dallas
COUN 5580 Family Counseling
Spring 2018
SYLLABUS

Department of Counseling and Human Development		School of Education and Human Services	
Instructor Name:		Amy McCortney, Ph.D., LPC-S	
Office Location:		Building 1, 301J	
Office Phone:		214.477.9907	
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Office Hours:		M, R 3:00-5:00 p.m.	
Virtual Office Hours:		W, F noon-3:00 p.m.	
Classroom Location:		Dal2 Rm. 337	
Class Meeting Days & Times:		Thursdays 5:00-6:50 p.m.	
Course Catalog Description:		Students will study the application of family systems theories to the study of family dynamics, family development, and the resolution of family conflict.	
Prerequisites:		N/A	
Required Text:		<ul style="list-style-type: none"> • Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). <i>Family therapy: An overview</i>. (9th ed.). Boston, MA: Cengage. • Classnotes, readings, and powerpoints on Blackboard website. 	
Recommended Text and References:		<ul style="list-style-type: none"> • American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. • Dattilio, F.M., Jongsma, A.E., & Edwards, S.D. (2010). <i>Family therapy treatment planner</i> (2nd ed.). Hoboken, NJ: John Wiley & Sons. 	
Access to Learning Resources:		<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p> <p>UNT Help Desk: Phone: 972-780-3626 Email: http://web3.unt.edu/helpdesk/service Walk-in: Founders Hall Rm. 127 CITC Help Desk website: http://www.unt.edu/helpdesk/index.htm.</p> <p>Blackboard Learn: <i>If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard, your primary step should be to contact the ITSS Help Desk rather than this professor. The ITSS Help Desk offers phone, email and walk-in support:</i> Student Resources information: http://webct.unt.edu including how and where to download the current correct version of Java (1.5.0_07).</p>	
Course Goals or Overview:			
		3 hrs. The goal of this course is to demonstrate an understanding of principles and models of family systems, concepts of wellness and maladjustment leading to appropriate counseling conceptualization and interventions, within a legal and ethical counseling framework; as well as a focus on promotion of optimal family functioning.	
Learning Objectives/Outcomes:		At the end of this course, the student will	

SLO	Student learning Objective	CACREP Standard	Assignment
1	Discuss the history, philosophy, and trends in marriage, couple, and family counseling.	A.1	Midterm exam
2	Discuss the ethical and legal considerations specifically related to the practice of marriage, couple and family counseling	A.2	Ethics quiz
3	Know the roles and functions of marriage, couple, and family counselors, professional organizations and preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling	A.3, 4	Ethics quiz
4	Understand a variety of models and theories of marriage, couple, and family counseling	A.5	Midterm exam Final exam
5	Understand family development and various family-related issues, as well as the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households	A.6, 7	Midterm exam
6	Demonstrate the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling	II.G.B.1	Ethics quiz Final exam
7	Demonstrate the ability to select models or techniques appropriate to couples' or families' presenting problems	II.G.B.2	EBT Treatment plan
8	Understand issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society	C.1	Transgenerational quiz Genogram project
9	Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning	C.3	Final exam
10	Identify preventive, developmental, and wellness approaches in working with couples and families such as premarital counseling, parenting skills training, and relationship enhancement	D.1	EBT Treatment plan
11	Use systems theories to conceptualize issues in marriage, couple, and family counseling, and to identify means of implementing treatment, planning, and intervention strategies	D.2,3	EBT Treatment plan
12	Understand how living in a multicultural society affects couples and families	E.1	Homework #2
13	Recognize societal trends and treatment issues related to working with multicultural and diverse family systems, and understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems	E.2,3	EBT Treatment plan
14	Understand how to critically evaluate research relevant to the practice of marriage, couple, and family counseling, and know evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling	G.1,3	EBT Treatment plan

Tentative Class Schedule

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by email, Blackboard notification, and in-class notification.

	Activity	Readings	Deadlines
1/18	Introduction; class orientation; introduction to family systems		Sign in and introduce yourself on the Q&A discussion board!
1/25	Family patterns and concepts/diversity	Ch. 1; Fishbane (2007)- 1st 10 pages; Landau (2007); Rutter (1999); Smith (1999)	"Rules & roles" due 1/31 midnight
2/1 <i>online</i>	Histories of systems theories	Ch. 5; Cullin (2006); Kaslow (2010)	"Future effective adult" due 2/7 midnight
2/8	The family lifecycle	Ch. 2	
2/15 <i>online</i>	Structural models	Ch.10; Mendez et al. (2014); Ramisch et al. (2009); Vetere (2001)	Quiz due 2/21 midnight
2/22	Transgenerational models	Ch. 8; Daud et al. (2005)	Quiz due 2/28 midnight
3/1 <i>online</i>	Strategic models	Ch. 11; Coyne & Biglan (1984); Nelson & Figley (1990)	Quiz due 3/7 midnight
3/8	Genogram review; Problem identification	Butler (2008); Belous et al. (2012)	Plan genogram interviews
3/15	<i>Spring break</i>		
3/22 <i>online</i>	Midterm exam		
3/29	Role play		
4/5 <i>online</i>	Social construction models	Dallas & Urry (1999); Suddeath et al. (2017)	Quiz due 4/11 midnight
4/12	Role play		
4/19 <i>online</i>	Basics of treatment planning	DJD 1 & pp. 19-27; P et al. 5; Tuerk et al. (2012)	
4/26	Role play		Genogram due
5/3	Ethical and legal issues	Ch. 6; Hare-Mustin (1980); Nestor et al. (2011); Patten et al. (1991)	Quiz due 5/9 midnight Treatment plans due
5/10	Final exam		SETE evals; tk20 due

Homework assignments and major projects are **always due Wednesday midnight**, unless otherwise indicated.

Please note: Instructor may alter schedule of events as necessary or as mandated by class needs.

Online/Hybrid Course Outline

This tentative schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class, via class email, or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

This course is designed as a hybrid course with lessons conducted both synchronously (face-to-face) and asynchronously (online). Class time is 40 hours plus at least 25 hours in reading and assignments. Therefore, the student should plan his or her time commitment accordingly; lesson dates and required due dates are noted on the tentative schedule below.

The course requires assignments that **must** be completed by the **set deadlines** indicated in bolded red in order to be successful. In other words, you can work ahead to accommodate for religious, family, or work obligations; however, you must have the specific class completed by the set deadline.

It is highly recommended that students schedule time as follows: (a) 2 to 3 hours to read textbook chapters and posted articles for each module before starting the module, (b) 4-hour blocks of time to complete each module, and (c) approximately 10 hours to complete each major assignment.

Course Evaluation Methods

ATTENDANCE, PARTICIPATION, & PREPARATION:

To be successful in this course, students must be able to retain and apply information in a practical manner; it is essential that students come to class prepared to discuss the assigned readings. Careful preparation will facilitate understanding of lectures and successful completion of in-class and hybrid exercises. Readings from the textbook are always required. Supplemental required readings are available via **Blackboard**.

Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness. Participation is best manifested by readiness and *active* participation in class discussion. It may be helpful to jot down thoughts or questions during your reading time, and bring these to class to stimulate discussion. ...there are no "stupid" questions or observations. Appropriate class behavior and participation consistent with that of graduate students is expected. **Students are therefore expected to refrain from all inappropriate behavior including but not limited to: passing notes, sleeping, text-messaging, surfing the internet, emailing, and working on other material during class time.** To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected. Inappropriate behavior or low participation will result in one-on-one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.

Absences in **excess of one excused absence** and/or **chronic tardiness** will affect the final grade in the course, and could result in a failing grade and the need to repeat the course. When possible, any absences should be discussed with the instructor in advance; and while it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points per incident if they (a) miss more than one class meeting for other than a *documented* emergency reason (death in family, hospitalization, major or severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or this professor. Additional missed classes or chronic tardiness will result in another 5% deduction. Students are still responsible for all material and assignments covered on days they are absent.

HOMEWORK & ACTIVITIES

Regular practice/experiential exercises will be completed during class or before the next class. These may include quizzes, brief essays, and/or experiential activities (e.g., expressive arts, sandtray, communication activities, brief interviews of family members, interviews of counseling professionals proficient in parenting and family therapy, etc.). Weekly homework on Blackboard is a regular assignment that must be completed; this homework carries the same expectations and due date requirements as does any in-class work. Homework which is not completed by the due date **will receive an automatic 0**, and there will be no "make-ups" or deadline extensions provided.

TREATMENT PLANNING AND EVIDENCE-BASED TECHNIQUES (EBT) PROJECT

Students will develop and enact a family treatment plan, complete with an evidence-based family intervention. The treatment plan should be professionally written and identify objectives for improved family functioning, which relate to at least one evidence-based intervention. This EBT will be developed into a descriptive document distributed to classmates, and will be demonstrated during class.

GENOGRAM (FINAL) PROJECT

Students will complete a comprehensive visual genogram of their family-of-origin, using appropriate and accepted genogram symbols and identifying relationship and emotional dynamics. An accompanying paper is required to detail family dynamics and their impact on the student, and how these phenomena affect the student in areas of personal and professional growth as a future counselor. The paper will be written in APA style, fully cited, and must be a minimum of 10 pages of text. Detailed requirements of this project are provided on Blackboard. **Prepare well in advance to complete any necessary family interviews and research in order to adequately complete this project.**

Students are required to use professional and online resources in supporting discussions of family dynamics; sources must be cited, and references must be included on the handouts (see "Format guidelines" above). "Lay" or nonprofessional resources (such as online encyclopedias, Wikipedia, or publications like Psychology Today) are not accepted at the graduate level; potential alternative resources should be confirmed with this instructor well in advance.

MIDTERM & FINAL EXAMINATIONS

Two non-comprehensive examinations are required for this course. Exams may include objective questions

(true/false, multiple-choice, short-answer) and case vignettes which require the application of class learnings to questions.

Student performance evaluation criteria and procedures:

Assignment	Weight
Participation & preparation	10%
Homework/activities	10%
Treatment plan/EBT	20%
Genogram: Final Project	20%
Midterm exam	20%
Final exam	20%

Course grading scale:

- 90-100: A
- 80-89: B
- 70-79: C
- 60-69: D
- 0-59: F

Students must achieve a grade of B or higher in order to pass Masters-level classes.

Grade of Incomplete

- A student may receive a grade of I (Incomplete) if at least 30 percent of the course requirements have been completed with passing grades, but for some documented and justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.
- If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.
- For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Tk20:

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assignments must be uploaded into the Tk20 system for instructors to assess.

CLASS GUIDELINES

Overview of requirements:

1. Attend and participate in all class discussions and activities
2. Complete assigned readings prior to class
3. Complete in-class and homework assignments, activities, and experiential exercises

4. Successfully complete one EBT treatment plan and demonstration; complete one personal family genogram
5. Successfully complete one midterm and one final examination

OVERARCHING REQUIREMENTS:

Due dates and deadlines:

Students are responsible for submitting assignments on the date indicated on the syllabus. Major assignments (not including homework) will be considered late if not received by beginning of class on the date required and will receive an automatic deduction of 5 points. Major assignments will receive a deduction of 5 pts/day they are late. Those assignments that are more than 3 days late will not be accepted, and the student will be assigned a 0. When necessary, students may submit assignments early or via email.

Format guidelines:

Unless otherwise indicated, formal papers or assignments should be written in accordance with APA style. . Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. Specifically, assignments should:

1. Contain an APA-style cover page and reference page
2. Be typed, double-spaced , with 1" margins, and in 12-point Times New Roman font
3. Contain citations and references correctly formatted according to the *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as such.

The instructor will be happy to consult regarding content and style of papers.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters

of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake are solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students will be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information. Assignments submitted to Turnitin in this course are expected to meet a requirement of 30% or less of duplicated information.

Additional Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for all information provided on Blackboard.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Absences in **excess of one excused absence** and/or **chronic tardiness** will affect the final grade in the course, and could result in a failing grade and the need to repeat the course. When possible, any absences should be discussed with the instructor in advance. Students are responsible for all material and assignments covered on days they are absent. More than one absence may require repeating the course.

A student missing more than one class may, at the instructor's discretion:

- receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
- receive a failing grade for the course
- drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at [Academic Calendar 2016-17](#) then consult with the Assistant Director if they believe this option is a possibility.)

Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness. Appropriate class behavior and participation consistent with that of graduate students is expected. Students are expected **to refrain from all inappropriate behavior including but not limited to: passing notes, sleeping, text-messaging, surfing the internet, emailing, and working on other material during class time. To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected.** Inappropriate behavior or low participation will result in one-on-one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Written communication with this professor should also follow the guidelines of netiquette; "social media" or text message-type communications will not receive a response.

Racial, ethnic, sexual, religion, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Writing/format guidelines:

Unless otherwise indicated, formal papers, including volunteer summaries, should be written in accordance with APA style. Specifically, *unless otherwise indicated by rubric or template*, assignments should:

5. Contain an APA-style cover page
6. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman font
7. Contain citations and references **correctly formatted** according to the *APA Publication Manual* (6th ed.) guidelines
8. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as is.
9. Demonstrate proper grammar, punctuation, spelling, and minimal/no typographical errors.

Due dates and deadlines:

Students are responsible for submitting assignments on the date indicated on the syllabus. Major assignments will be considered late if not received by class on the date expected. (Quizzes and discussion boards not submitted by deadline **will receive an automatic 0.**) When necessary, students may submit assignments early or via email.

In order to be fair to students who submit their major assignments on time, students who submit their major assignments late for other than a documented emergency reason (family death, hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

Inclement Weather and Online Classes: Online and hybrid classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled. On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>

- [https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student/040 Browser Support for SP 13](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13)
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

APPENDIX A.
Online discussion rubric

	Excellent performance	Good performance	Fair performance	Poor performance	Does not meet standard
	10	8	6	4	0
Quality and critical analysis in posts	Student responses were thoughtful, original, or demonstrated excellent comprehension; uses relevant terminology; no more than 10% of posting is quotation, with proper citations where necessary	Postings display an understanding of the concepts and correct use of terminology, with proper citation where necessary.	Postings repeat or summarize an understanding of basic information, but do not consider alternative ideas or connect ideas, no citations or use of outside sources	Postings are minimal and show little depth or evidence that materials were completed or understood; postings are brief or are personal opinions, without supporting evidence	Student did not post a response, or an original response; or merely expresses agreement, compliments, or thanks
Quantity of posts	Student posts frequently, and contributed multiple responses above the requirement	Student posts frequently, and contributed several responses above the requirement	Student posts occasionally and met the minimum required number of interactions	Student posted, but did not meet the minimum required number of interactions	Student did not post any response
Interaction with classmates	Student responds consistently throughout the discussion period; extends discussion by including new ideas, resources, or personal experiences; demonstrates a rich, meaningful contribution to others' posts	Student responds consistently throughout the discussion period; contributes well to ongoing conversation; makes affirmative remarks to others' posts	Student responses were correct and relevant to others' remarks; contributes but may not enrich discussion; responses are made within the last 2 days of the discussion period	Student responses were shallow or superficial (e.g., agrees or disagrees); does not extend discussion; responses are made in the last day of the discussion period	Student did not post any response; responses are irrelevant
Professional communication	Student responses are free of spelling, punctuation, and grammatical errors, and facilitate ease of communication	Student responses contain are mostly free of spelling, punctuation, and grammatical	Student responses contain some spelling, punctuation, and grammatical errors that	Student responses contain frequent spelling, punctuation, and grammatical	Student responses contain numerous spelling, punctuation, and grammatical

		errors, and generally facilitate ease of communication	can distract the reader	errors that can distract the reader	errors; style does not facilitate effective communication
Online etiquette	Student responses show respect and sensitivity to peers' gender, racial/ethnic background, sexual orientation and religious beliefs	Student responses show respect and interest in the views of others	Student responses show interest in the views of others but occasionally lack sensitivity	Student responses show lack of sensitivity for the views and experiences of others	Student responses show disrespect for the views and experiences of others

APPENDIX B.
Writing and style rubric

CRITERION	Excellent	Good	Fair	Poor	Does not meet standard
	10	8	6	4	0
APA Writing Requirements	Correct APA style in-text citations used throughout document; no instances of plagiarism.	Some APA style in-text citations used in the document.	Limited or no APA style in-text citations used throughout document OR Citations are incorrect.	Citations clearly incorrect.	No APA style in-text citations used throughout document, when required.
Paper Length	Page requirement exceeded with quality content.	Minimum requirement meet with quality content.	Page minimum barely met; could have benefitted from longer length.	Requirement not met OR alteration attempts were visibly noticeable in paper.	Requirement not met, and poor content.
Grammar, Punctuation & Spelling	Rules of grammar, usage and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.	Few grammatical errors, but sentences could be clearer and more precise.	Paper contains some grammatical, punctuation and spelling errors OR structure is rhythmic/choppy. Language lacks clarity or includes the use of undefined jargon, or conversational tone.	Paper contains numerous grammatical, punctuation, and spelling errors. Language uses undefined jargon or conversational tone.	Paper contains multiple, frequent errors and these detract from professional or academic communication of content.
Organization	Information is very organized into well-constructed paragraphs. Each paragraph has an introductory sentence, at least 3 details and a concluding sentence.	Information is organized in paragraphs; each has an introductory sentence, at least 3 details and a concluding sentence. Paragraph transitions are logical.	Information is organized into paragraphs but the information is not detailed. Each paragraph has an introductory sentence, with 2 or less details and a concluding sentence. Paragraph transitions do not flow.	Information is not well organized into paragraphs with introductory sentences, details or concluding sentences. Lack of structure detracts from the message of the writer.	Organization is lacking or confusing to the reader; content does not flow OR does not meet requirements of the paper.
APA	Reference	Reference	Reference page	Reference	Reference

Reference Page	page contains more than required academic reference (3) and text reference. Follows APA guidelines of components: double space, 12 pt. font, hanging indent.	page contains: 3 total but one less of academic resource or text reference. Follows most APA guidelines of components: double space, 12 pt. font, hanging indent.	contains insufficient number of academic resources, or non-academic internet search. Many errors of APA guidelines: double space, 12 pt. font, hanging indent.	page not included OR did not adhere to APA guidelines, containing multiple errors.	page not included as required.
TIMELINESS Normal late policy applies.					