



## **Syllabus**

**ED 5314: Personality and Counseling Theory**  
**Clinical Mental Health Counselors**  
**Sul Ross State University**  
Spring 2021

### **Instructor:**

Nate Smith, MS, LPC, PhD Candidate  
Instructor, Counselor Education  
College of Education and Professional Studies

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**Office Number:** 970.260.4218 (cell); you're welcome to call/text me. (Please identify your name and course when texting.)

### **Emergency Phone:**

**Office Location:** Education, MAB 309C C-115, 432 837-8170

**Office Hours:** Monday- Thursday 9-11am (online)

### **COURSE PREREQUISITES**

**CATALOG COURSE DESCRIPTION:**A study of human personality dynamics as related to counseling theory and practice, emphasis on modern humanistic and phenomenological theories as they apply to counseling and developmental guidance. 3 semester hours

### **REQUIRED TEXTS:**

- Seligman, L. W., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (4th ed.). Upper Saddle River, NJ: Pearson.
- American Psychological Association (2009). *The publication manual of the American Psychological Association*. Sixth Edition. Washington, D.C. American Psychological Association.

**CACREP REQUIREMENTS FOR CLINICAL MENTAL HEALTH COUNSELING**  
**Counseling and Helping Relationships**

	<b>CACREP Standard</b>	<b>Activity</b>	<b>SLOs</b>
II.F.5.a.	Theories and models of counseling	Chapters 2-19 Readings & Discussion Boards; Chapter Quizzes; Final Exam Paper	1, 2
II.F.5.b.	A systems approach to conceptualizing clients	Chapter 18 Reading and Discussion.	1,3
II.F.5.c.	Theories, models, and strategies for understanding and practicing consultation		
II.F.5.d.	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships		
II.F.5.e.	The impact of technology on the counseling process		
II.F.5.f.	Counselor characteristics and behaviors that influence the counseling process		
II.F.5.g.	Essential interviewing, counseling, and case conceptualization skills		
II.F.5.h.	Developmentally relevant counseling treatment or intervention plans		
II.F.5.i.	Development of measurable outcomes for clients		
II.F.5.j.	Evidence-based counseling strategies and techniques for prevention and intervention	Read & Summarize (Baker, 2012), (Sexton, 1999), (Generali, Foss-Kelly, & McNamara, 2013)	1, 3
II.F.5.k.	Strategies to promote client understanding of and access to a variety of community-based resources		
II.F.5.l.	Suicide prevention models and strategies		
II.F.5.m.	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Discussion Boards; Chapter Quizzes; Final Exam Paper	1, 2, 3

II.F.5.n.	Processes for aiding students in developing a personal model of counseling	Final Exam Paper	1, 3
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Standards for Clinical Mental Health Counseling (CMHC) track	CACREP Standard	Activity	SLOs
CMHC: V.1.b.	Theories and models related to clinical mental health counseling	Chapters 2-19-Reading & Discussion Questions.	
CMHC:V.3.b.	Techniques and interventions for prevention and treatment of a broad range of mental health issues.	Chapters 2-19-Reading and Discussion Questions.	

### **COURSE OBJECTIVES:**

The student will be able to:

1. Describe key concepts of various historical and contemporary counseling theories.
2. Identify and/or explain the impact of various counseling theories as related to personal and professional mental wellness.
3. Recognize the need for acting proactively and collaboratively regarding client challenges and drawing from a variety of counseling theories to apply appropriate interventions.
4. Understand how human development, socio-cultural, and environmental factors shape the nature of the counseling relationship and applied theories.
5. Recognize the impact that professional, ethical, and legal issues have on the selection and utilization of various counseling theories.

### **STUDENT LEARNING OUTCOMES:**

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

**COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

**DISTANT LEARNING STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**TECHNOLOGY REQUIREMENTS:**

Since the Counselor Education Program is a predominately web delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, youtube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

**ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

**SAFE ASSIGN:**

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note

highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

## **ADA (Americans with Disabilities Act)**

### **SRSU DISABILITY SERVICES:**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

**ATTENDANCE POLICY:** You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically "excuse" the absence. In addition, SRSU policy states that "An absence is defined as nonattendance in fifty minutes of class" and that "instructors will drop a student from a course when the student has a total of nine absences." Missing an entire weekend format class will cause you to be dropped from the course.

**PARTICIPATION POLICY:** Since ED 5314 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 5314, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

## **COURSE REQUIREMENTS:**

### **Assignments**

A schedule of assignments is attached to this syllabus. Complete chapter reading and study the material PRIOR to the date for which assignments are due. Discussion board questions and objective quizzes over the assigned readings will be given.

A final written research paper will be due, see course schedule for due date.

### **Final Exam Paper:**

#### **Instructions for Your Final Paper:**

1. Choose three major theories (you may use pages 457 through 470 as a guide)
2. Describe each theory in detail
3. Contrast and compare the theories you chose
4. Based on your own personality and counseling style, which theory or theories do you prefer to use? And explain in detail why.

Follow APA style for citations and reference entries. (See the APA writing instructions/format information, use the APA writing manual and [apastyle.org](http://apastyle.org) will be helpful. You must have a minimum of 2 reliable sources listed on your References page. Do not use unreliable web sites, dictionaries, Wikipedia, encyclopedia's, etc...

Your textbook will be the primary source for this paper, but you are also required to locate a professional, peer-reviewed journal article to supplement the information you offer in your paper.

Make sure that second source is a peer-reviewed, professional journal. You can go to the following URL for the Sul Ross library:

<http://www.sulross.edu/library/databases.php>

This will take you to an Alphabetical List of Databases. Students, I suggest you use either Academic Search Complete or PsycINFO (my personal favorite) to find an article that addresses the theory or theories of your choice. Be sure to limit your search to full text articles (not abstracts, which are just summaries). Check the box for "peer-reviewed journals." Enter whatever theory you choose into the search box; for example, cognitive therapy. You should find quite a number of articles on any theory or theories you choose. You might want to limit your search to the last 10 years or so, as those articles will be more current. If you have trouble finding anything, that is when you phone the Sul Ross librarians. They are a graduate student's best friends.

By the way, remember to use APA style for the correct form for a journal article reference entry (it's different than for your book), and also include citations for your text and the journal article.

If you chose one journal article in addition to your text, that will be sufficient. If so, you will have two entries on your References page (the last page of your document), and you will have several citations in the body of your paper. Remember if you directly quote the author, word for word, you must use quotations and provide the page number. If you put the authors information into your own words, you must cite the source you borrowed the information from. If the information is not 100% originally created from you, you must cite a source. Otherwise, this can lead to plagiarism.

The paper should contain a title page (with your name, the course number, the date, the instructor, and the title of your paper), the body of your paper (from 8-9 pages), and a separate

References page. Number all pages, beginning on the first page (title page). Your total paper should therefore total a minimum of 10 pages, including title page and References page.

Writing Style. APA writing format is required. Written assignments must be typed using one-inch margins, 12-point type, and double line spacing; have all pages beginning with the title page numbered; and be edited for spelling, punctuation, and grammar. Papers with multiple errors and/or high (over 10%) similarity report (SafeAssign) will receive a reduction in grade.

Writing Programs: Smarthinking and SafeAssign

You must submit the Smarthinking report along with your submitted developmental studies. Simply copy and paste the report to the bottom of your paper and then submit. You will not receive credit for your paper if the Smarthinking report is not attached.

Turnaround time on tutorial reports is typically 24 hours. Do not wait until the night before the due date to write your paper. You will not have time to receive your paper back and make suggested revisions.

### **EVALUATION/GRADING POLICY:**

**GRADING:**     **A=100-91%**     **B=90-81%**     **C=80-71%**     **D=70-61%**

Chapter Quizzes	35 %
Discussion Boards	25 %
Final Exam Paper	40 %
Total.....	100%

Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

### **SCHEDULE/DUE DATES:**

Course Schedule
<b>All Assignments are due by the following Sunday at 11:59pm (CST) that it is assigned.</b>
Module 1: 1/11-1/17
<b>Introductions and Introduction to Evidenced Based Treatments</b>
Post "Introduction" on Discussion Board:
Post "Participation Policy" agreement on Discussion Board:
Read and summarize the following: (PDF's are available on the course site)

- Baker, S. (2012, December). *A new view on evidence based practice. Counseling Today.*
- Sexton, T. L. (1999). *Evidence-based counseling: Implications for counseling practice, preparation, and professionalism. ERIC Clearinghouse on Counseling and Student Services.*
- Generali, M.M. Foss-Kelly, L.L, McNamara, K. (2013). Barriers to evidenced-based counseling practice: A counselor educator training model. VISTAS.

### Module 2: 1/18-1/24

#### Context of Effective Therapy and Overview of Background-Focused Treatment Systems.

Chapters 1 and 2-Discussion Board Postings

Chapters 1 and 2-Discussion Board Response

Quizzes: Chapters 1 and 2

### Module 3: 1/25-1/31

#### Psychoanalysis and Adlerian

Chapters 3 and 4-Discussion Board Postings

Chapters 3 and 4-Discussion Board Response; Quizzes: Chapters 3 and 4

### Module 4: 2/1-2/7

#### Post Freud and Brief Psychodynamic

Chapters 5 and 6-Discussion Board Posting

Chapters 5 and 6-Discussion Board Response; Quizzes: Chapters 5 and 6

### Module 5: 2/8-2/14

#### Overview of Emotion-Focused Treatment Systems and Person Centered

Chapters 7 and 8-Discussion Board Postings

Chapters 7 and 8-Discussion Board Response; Quizzes: Chapters 7 and 8

### Module 6: 2/15-2/21

#### Existential and Gestalt Therapy

Chapter 9 and 10-Discussion Board Postings; Chapter 9 and 10 -Discussion Board Response; Quiz: Chapter 9 and 10-

### Module 7:2/22-2/28

#### Emerging Approaches Emphasizing Emotions and Sensations and Overview of Thought-Focused Treatment Systems

Chapters 11 and 12-Discussion Board Postings; Chapters 11 and 12-Discussion Board Response; Quizzes: Chapters 11 and 12

### Module 8: 3/1-3/7

#### Rational Emotive Behavior Therapy and Cognitive Therapy

Chapters 13 and 14-Discussion Board Postings; Chapters 13 and 14-Discussion Board Response; Quizzes: Chapters 13 and 14-



<b>Module 9: 3/8 -3/14</b>
<b>Overview of Action-Focused Treatment Systems and Behavior/Cognitive Therapy</b>
Chapters 15 and 16-Discussion Board Postings; Chapters 15 and 16-Discussion Board Response; Quizzes: Chapters 15 and 16
<b>Module 10:3/15-3/21</b>
<b>Reality Therapy and Family Systems Approach</b>
Chapters 17 and 18-Discussion Board Postings; Chapters 17 and 18-Discussion Board Response; Quizzes: Chapters 17 and 18
<b>Module 11: 3/22-3/28</b>
<b>Integrative Therapies and Solidifying Understanding of Treatment Systems</b>
Chapters 19 and 20 Discussion Board Postings; Chapters 19 and 20 -Discussion Board Responses; Quiz: Chapter 19 and 20-
<b>Module 12: 3/29-4/4</b>
<b>Gloria and Albert Ellis</b>
Watch the following video and write a summary:
<a href="https://www.youtube.com/watch?v=odnoF8V3g6g">Gloria and Albert Ellis:https://www.youtube.com/watch?v=odnoF8V3g6g</a>
<b>Module 13: 4/5-4/11</b>
<b>Gloria and Carl Rogers</b>
Watch the following video and write a summary:
<a href="https://www.youtube.com/watch?v=24d-FEptYj8">Gloria and Carl Rogers: https://www.youtube.com/watch?v=24d-FEptYj8</a>
<b>Module 14:4/12-4/18</b>
<b>Gloria and Fritz Pearls</b>
Watch the following video and write a summary:
<a href="https://www.youtube.com/watch?v=8y5tuJ3Sojc">Gloria and Fritz Pearls: https://www.youtube.com/watch?v=8y5tuJ3Sojc</a>
<b>Module 15:4/19-4/25</b>
Final Paper Due Thursday Midnight (NO EXCEPTIONS!)
<b>Module 16: 4/26-5/2</b>
Finals Week No Final Exam for this class

**SPRING 2021**

**\*ALL CLASSES IN ALL FORMATS WILL BE ONLINE (UNLESS DESIGNATED SPECIAL FORMAT) ON JANUARY 11TH. COURSES TAUGHT FACE TO FACE WILL BEGIN JANUARY 11TH IN AN ONLINE DELIVERY MODE, THEN REVERT TO THEIR FACE TO FACE FORMAT ON JANUARY 25TH.**

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|---------------------------------|---|
| January 8, Friday               | <ul style="list-style-type: none"> <li>• Payment deadline for students who pre-registered, 4 p.m.</li> <li>• Residence Halls: New resident Move-In, 10 a.m-4 p.m.</li> <li>• Last day for students to register in Education block courses</li> </ul>  |
| January 9-10, Saturday & Sunday | <ul style="list-style-type: none"> <li>• Residence Halls: Move-In 10 a.m.-4 p.m.</li> </ul>   |
| January 10, Sunday              | <ul style="list-style-type: none"> <li>• Regular registration ends</li> </ul>   |
| January 11, Monday              | <ul style="list-style-type: none"> <li>• First day of classes, 16 week and 1<sup>st</sup> 8 week term</li> <li>• Newcomer's Luncheon, 12:00pm</li> <li>• College and departmental meetings TBA by college/departments</li> <li>• Faculty and Staff Meeting, 3:30 p.m., location TBD</li> <li>• Late registration and schedule changes begin</li> <li>• Residence Halls: 5 p.m. deadline to Move-In for spring housing assignment</li> </ul> |
| January 14, Thursday            | <ul style="list-style-type: none"> <li>• Last day for late registration and schedule changes</li> </ul>   |
| January 18, Monday              | <ul style="list-style-type: none"> <li>• Martin Luther King, Jr. holiday (no classes)</li> </ul>  |
| January 19, Tuesday             | <ul style="list-style-type: none"> <li>• Last day to drop 1<sup>st</sup> 8 week course without creating an academic record</li> </ul>   |
| January 22, Friday              | <ul style="list-style-type: none"> <li>• Submit thesis to committee chair</li> </ul>  |
| January 27, Wednesday           | <ul style="list-style-type: none"> <li>• Twelfth class day, 16 week term</li> <li>• Last day to drop a 16 week term course without creating an academic record</li> </ul>   |
| January 29, Friday              | <ul style="list-style-type: none"> <li>• Summer and fall class schedules due to the college deans</li> </ul>  |
| February 2021                   | <ul style="list-style-type: none"> <li>• Curriculum Changes - President to the Texas State University System Board of Regents Meeting</li> </ul>  |
| February 4, Thursday            | <ul style="list-style-type: none"> <li>• Last day for students enrolled in Education block courses to drop a course and receive a 'W'</li> <li>• Academic Evaluation: Annual Report of Teaching/Job Performance, Scholarly/Artistic Activities; Form FE-3 submitted to chairs</li> </ul>  |
| February 5, Friday              | <ul style="list-style-type: none"> <li>• Summer and fall class schedules to the University Registrar</li> </ul>   |

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| February 11-12, Thursday & Friday | <ul style="list-style-type: none"> <li>• Texas State University System Board of Regents meeting at TBD</li> </ul>   |
| February 12, Friday               | <ul style="list-style-type: none"> <li>• Annual Report on Teaching/Job Performance; Form FE-3 submitted to the college deans</li> <li>• Tenure and promotion review: Applications, dossiers and recommendations from the college dean and from College Review Committee to the Promotion and Tenure Council</li> <li>• Last day for students enrolled in 1st 8 week courses to drop a course and receive a 'W'</li> <li>• Submit thesis to committee members</li> </ul> |
| March 2021                        | <ul style="list-style-type: none"> <li>• Curriculum Changes: approved changes to THECB; University Registrar implements changes into banner; changes effective fall 2021</li> <li>• CATALOG: fall 2021-spring 2022 made available online</li> </ul>   |
| March 5, Friday                   | <ul style="list-style-type: none"> <li>• Tenure and promotion review: applications, dossiers and recommendations from the Promotion and Tenure Council to the Joint Council on Faculty Affairs</li> <li>• Annual Report on Teaching/Job Performance; submitted to the Provost</li> <li>• Final exams, 1st 8 week term</li> </ul>  |
| March 8-12, Monday - Friday       | <ul style="list-style-type: none"> <li>• Spring Break. No Classes.</li> </ul>   |
| March 15, Monday                  | <ul style="list-style-type: none"> <li>• Final grades for 1st 8 week term students submitted by noon</li> <li>• Mid Semester, 16 week term</li> <li>• Classes begin, 2nd eight week term</li> </ul>   |
| March 17, Wednesday               | <ul style="list-style-type: none"> <li>• Last day for schedule changes, 2nd eight week term</li> </ul>  |
| March 22, Monday                  | <ul style="list-style-type: none"> <li>• Last day to drop 2nd 8 week course without creating an academic record</li> </ul>  |
| March 26, Friday                  | <ul style="list-style-type: none"> <li>• Submit signed hard copy and electronic copy of thesis to the Thesis Coordinator in the College of Graduate Studies</li> <li>• Tenure and promotion review: Applications, dossiers and recommendations from the Joint Council on Faculty Affairs to the Provost</li> </ul>  |
| March 29, Monday                  | <ul style="list-style-type: none"> <li>• Last day for instructor initiated drop for excessive absences. Must reach the college dean's office by 4 p.m. on March 29th</li> </ul>   |

- April 1, Thursday
- University/Community Meal on the Mall (SRSU Birthday April 3, Saturday, celebrate April 1, Thursday)
  - Last day to withdraw from the 16 week course/term with grade of 'W'. Drops must be processed and in the University Registrar's Office by 4 p.m.
  - Last day to apply for August graduation without a late fee
  - Last day to apply for December graduation without a late fee
- April 2, Friday
- Good Friday holiday (no classes)
- April 5, Monday
- Academic Evaluation: completion of student appraisal of faculty (Form FE-2) for spring (to be completed 4/05-5/7)
- April 8, Thursday
- Tenure and promotion review: applications, dossiers and recommendations from the Provost to the President (recommendations will be included in the May Texas State University System Board of Regents meeting)
- April 12, Monday
- Last day for students enrolled in 2<sup>nd</sup> 8 week courses to drop a course and receive a 'W'
- April 16, Thursday
- Submit electronic copy of revised thesis to the Thesis Coordinator in the College of Graduate Studies
- April 19, Monday
- Honors Convocation, 7 p.m., Marshall Auditorium
- April 23, Friday
- Submit PDF copy of the thesis to ProQuest for review and online submission
- April 28, Wednesday
- Last class day before finals, 16 week term
- April 29, Thursday
- Dead day, 16 week term
- April 30, May 3-5, Friday, Monday - Wednesday
- Final Examinations - end of term, 16 week term
- May 5, Wednesday
- Final Examinations - end of term, 2<sup>nd</sup> 8 week term
- May 6, Thursday
- Final grades for graduating students due; grades must be submitted by noon
- May 7, Friday
- Spring Commencement, Pete P. Gallego Center, 7 p.m.
  - Residence Halls: Close at noon for non-graduates or extended residents

May 8, Saturday

- Residence Halls: Close at noon for everyone except director approvals
- Spring Commencement Del Rio Civic Center, Del Rio, TX, 3:30 p.m.

May 10, Monday

- Final grades for continuing students due; grades must be submitted by noon

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:**

<b>Sub-skill</b>	<b>Beginning 1</b>	<b>Basic 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>	<b>Exceptional 5</b>	<b>Score</b>
<b>Integration of Knowledge</b>	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
<b>Organization and Presentation</b>	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
<b>Focus</b>	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
<b>Level of Coverage</b>	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
<b>Grammar/ Spelling</b>	The paper contained numerous	The paper contained some errors	The paper contained very few	The paper contained only one or	The paper contained no errors of	



