



## Syllabus

### EDUA 6318: Multiculturalism and Diversity in Counseling School Counselors Sul Ross State University Summer 2026

#### Instructor:

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#### CATALOG COURSE DESCRIPTION:

Designed to help students develop knowledge, skills, and attitudes needed to provide effective counseling in a multicultural and pluralistic society. Issues addressed include awareness of one's own worldview and that of others; racism, stereotyping, and discrimination; and demographic, community, and family characteristics of various minority groups.

#### REQUIRED TEXTS:

Paul B. Pedersen, Walter J. Lonner, Juris G. Draguns, Joseph E. Trimble, and Maria R. Scharrón-del Río (2016) *Counseling Across Cultures: Seventh edition*, Thousand Oaks, CA: SAGE

American Psychological Association (2020). The publication manual of the American Psychological Association. Seventh Edition. Washington, D.C. American Psychological

**All Students will also be required to purchase a DNA test online.** There are several testing sites available online – Please be aware that your final paper will require information from your testing results. Also be aware that the results of your tests will typically require several weeks' turnaround for results.

#### TEXES STANDARDS:

TEXES standards addressed in this course are:

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

**Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

**Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

| Standard | Description   | Assignment                            | Assessment                     | SLO         |
|----------|---|---------------------------------------|--------------------------------|-------------|
| I. (1)   | the history and philosophy of counseling  | Textbook<br>Chapter 1                 | Quiz<br>Comprehensive<br>Exam  | SLO 1       |
| I.(7)    | environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive<br>exam | SLO<br>1, 2 |
| I.(10)   | the characteristics and educational needs of special populations;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive<br>exam | SLO<br>1,2  |
| I.(16)   | how cultural factors and group membership impact individual students;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive<br>exam | SLO<br>1,2  |
| IV. (1)  | understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners; | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive<br>exam | SLO<br>1,2  |
| IV.(2)   | advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;  | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive<br>exam | SLO<br>1,2  |
| IV. (4)  | take a positive, strength-based approach that builds on commonalities versus differences in all learners;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive<br>exam | SLO<br>1,2  |
| IV. (7)  | understand how family values, group membership, and culture intersect;  | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive<br>exam | SLO<br>1,2  |
| V. (9)   | take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;  | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive<br>exam | SLO<br>1,2  |

## **TEXES COMPETENCIES:**

Student knowledge and application of the four domains and ten competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test-specific and will be addressed when students take the following test. To help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the ten competencies assessed before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

### **DOMAIN I—KNOWLEDGE OF LEARNERS**

**Competency 001 (Human Development and Learning):** Understand theories and processes of human development and learning as well as factors that influence development and learning.

**Competency 002—(Developing a Safe and Supportive School Environment for All Students' Competence):** Understand the role of school counseling to develop school environments that promote a safe and supportive school learning environment, prioritizing respect and safety for all students.

### **DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

**Competency 003 (Guidance):** Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

**Competency 004 (Responsive Services):** Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

**Competency 005 (Individual Planning):** Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

**Competency 006 (Systems Support):** Understand procedures, processes, and strategies for providing systems support.

**Competency 007 (Program Management):** Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

### **DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR**

**Competency 008 (Communication, Consultation, and Collaboration):** Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

**Competency 009 (Professional Practice):** Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

### **DOMAIN IV—ANALYSIS AND RESPONSE**

**Competency 010 (Analysis and Response):** In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

| <b>Domain Competency</b> | <b>Description</b>  | <b>Assignment</b>                                     | <b>Assessment</b>  | <b>SLO</b> |
|--------------------------|---|---|--------------------|------------|
| I.002.A                  | Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas. | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.B                  | Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity.  | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.C                  | Apply knowledge of strategies for helping all students feel welcome; using students' diverse characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect for, affirmation of, and interaction with all students.   | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.E                  | Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.  | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.F                  | Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access.   | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.G                  | Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity.  | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |

**COURSE OBJECTIVES:**

- Compare and contrast various identity development models.
- Differentiate between various multicultural theories in counseling.
- Identify various multicultural issues for different populations.
- Enrich each student's understanding of his/her own identity.
- Encourage each student to evaluate his/her own view of diversity.
- Discuss ethical issues in multicultural counseling.

**Goals of the course:**

1. To review essential topics presented by authors with specialized expertise about those topics.
2. To articulate the generic relevance of multicultural counseling for every counseling relationship.
3. To demonstrate the applications of multicultural counseling skills to others.

**STUDENT LEARNING OUTCOMES:**

The student will be able to:

1. Demonstrate their ability to apply 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 so 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.

**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, even your own previous work; turning in another person's work as one's own; copying from professional works or internet sites without citation.

**AI Policy**

*The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.*

**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 Safe Assignment'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 tells you what you have written is too like another source and you need to make corrections. You may need to change 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:**

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Schwartz-Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832.

Telephone: 432-837-8203; Fax: 432-837-8724.

**PARTICIPATION POLICY:** Since ED 6318 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. For you to remain enrolled in ED 6318, 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." I believe the time is much shorter for summer sessions. I expect students to reply to any of my personal

communications to you to be answered within 24 hours. 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:**

**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 starting 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.**

#### **Cultural Community Engagement Project**

For this assignment you are asked to engage in an activity associated with a multicultural community **in which you do not typically engage**. This can include attending a multicultural community event, spiritual or faith-based activity, volunteering for a community organization, or anything else where cross-cultural experiences would occur. You will write a 5–7-page reflection on the experience and include the following sections in your paper.

**Historical context of the community:** In this section, you will briefly discuss the pertinent historical issues encountered by the community in which you are engaging with for the activity. This can include a myriad of socio-political issues and you are asked to be broad in your discussion.

**Multicultural issues in the counseling context:** In this section, you will discuss the multicultural implications experienced by this community in the context of counseling. This includes issues that counselors should be aware of when working with the community. Discuss how the issues impact the counseling experience for this community and what the counseling profession is doing to move towards social justice and advocacy work.

**Description of the event and its purpose:** Discuss the event you attended and gather information around the purpose of the event. Is the event a celebration? Meant to raise awareness? What do the organizers hope to achieve by holding the event?

**Your experience at the event:** Discuss your experience at the event and what you observed during your attendance. Discuss how the community members interacted with the attendees outside of the community. Explore what you observed about the

**Reflect on how the event influenced your counselor identity:** As a counselor-in-training, discuss how your experience at the event influenced you as a counselor. Did you learn something you didn't know before? How will you incorporate this experience into your work as a counselor?

This paper must be in APA format (seventh edition), 5-7-pages. Please use scholarly resources from the Sul Ross library. A rubric will be used to score this assignment. Due in Module Eight.



### **Cultural heritage identified vs DNA Analysis:**

In this section address you will address information in two parts:

1) Address information you can obtain about your ancestors passed on by word of mouth or family documents. (Note that I am NOT asking for a genealogy here, although you may use that to provide structure for presenting your information).

Questions to be considered are as follows.

- What nationalities are you able to identify?
- What type of work was done?
- What forms of artistic expression were important?
- Were there specific values you can identify (e.g., religion, education, work, food, or family)?
- Were traditional rites or ceremonies important to your ancestors?
- What types of personalities and communication styles can you identify?
- What views were held about diversity?
- In what ways were your ancestors impacted by diversity--gender, nationality, race, or religion?
- Were they native to this country or immigrants from another country?
- Under what circumstances did immigration occur?
- Did the family live in a community in this country with the same nationality (e.g., German community)?
- How did acculturation occur?
- How was the native language treated by the family?
- Did the family move to various locations or remain in the same community across generations?
- Under what circumstances did moving occur?
- How did the social and cultural nature of society at the time influence your ancestors?

2) Address information from your DNA results.

- Identify areas of the DNA results that seem to support the information obtained from ancestors.
- Identify areas that might challenge this information.
- Identify the most surprising results. Identify what areas that may clarify inherit ideas of who you are that you might have had.
- What Ethnicity are you drawn to the most and will you most likely research going forward? What ideas, theories and concepts presented in your textbook now apply to you?

### **Becoming a Sensitive Multicultural Counselor:**

Use this section to examine your personal cultural experience within the context of becoming a sensitive and competent multicultural counselor. Respond to each of the following questions and include additional information as needed.

- How has your decision to become a counselor influenced your views toward cultural diversity?
- How would you describe your cultural identity development at the current time using information from your text and the DNA results?
- How will your communication values and skills impact your role as a competent multicultural counselor?
- Considering the nature of your cultural experience, describe five strengths you will bring to multicultural counseling.
- Within the same context, describe five weaknesses you currently have which could prevent you from being a sensitive multicultural counselor.
- Describe five attitudinal and five knowledge goals for yourself that, if met, would help you develop as a competent multicultural counselor.

**NOTE:** I recognize that some of you may find information requested in this paper to be sensitive in nature. Therefore, the paper will be kept confidential and will be read only by me. It is assumed that information believed to be private to the family will not be included in the paper. While the DNA analysis is intended to enlighten you, members of your family may not well receive the analysis information. So please use the information carefully.

This paper is to be in APA format. 12-point Times New Roman Font, double spaced, with one-inch margins, and title page. Please any references you use (including your DNA analysis.)

If your paper is not in APA format (7<sup>th</sup> edition), it will be returned to you for correction and resubmission. Due in Module Sixteen

**Exams.** There will be a total of five exams.

Read the textbook assignments and **study** the material **PRIOR** to participation.

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

|                               |     |
|-------------------------------|-----|
| DNA/Ancestry Analysis Summary | 10% |
| Discussion Board              | 20% |
| Cultural /DNA analysis paper  | 30% |
| 5 Exams                       | 40% |

Course Grades:

A 91%-100%

B 81 %- 90%

C 71%- 80%

F Below 70%

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

### **CALENDAR OF EVENTS/SCHEDULE/DUE DATES:**

#### **Course Schedule**

**May 27-May 31 will be used to write your Discussion Board Introduction and Response to the SRSU Online Policy in the Discussion Board (post, "I understand and will abide by the online participation policy") BY Sunday, JUNE 1. Additionally, the AI discussion board and Confidentiality agreement form.**

**All assignments are due on Sundays at 11:59 pm (central time).**

**I SUGGEST YOU DO NOT LEAVE EVERYTHING TO THE DUE DATE AND TIME....  
PACE YOURSELF WITH YOUR CHAPTER EXAMS, DISCUSSION BOARDS,  
CULTURAL COMMUNITY ENGAGEMENT PROJECT, DNA PAPER, AND FINAL EXAM!**

**Week 1: June 1-7- All due Sunday, June 8, at 11:59 pm Central Time**

#### **Module One**

**All Due Sunday, June 8, 11:59 pm, Central Time**

Chapter 1 – Effectiveness through Empathy

Chapter 2 – Encounters in Multicultural Context

Chapter 1 & 2 – Discussion Board Posting and Responses

Comprehensive Exam Study Guide

**Module Two****All Due Sunday, June 7, 11:59 pm, Central Time**

Chapter 3 – Assessments of Persons

Chapter 4 – Multicultural Counseling Foundations

Chapters 3 &amp; 4 – Discussion Board Posting

**Exam #1 over chapters 1 – 4****Module Three****All Due Sunday, June 7, 11:59 pm, Central Time**

Chapter 5 – North American Indigenous People

Chapter 6 – Counseling Asian Americans

Chapters 5 and 6-Discussion Board Posting

Read: Hays, D. G., Dean, J. K., & Chang, C. Y. (2007). Addressing privilege and oppression in counselor training and practice: A qualitative analysis. *Journal of Counseling & Development*, 85(3), 317–324. (PDF on course site)

**Week 2: June 8-14- All Due Sunday, June 14, 11:59 pm, Central Time****Module Four****All Due Sunday, June 16, 11:56 pm, Central Time**

Chapter 7 – Black African Ancestry

Chapter 8 – Latino/Latina

Chapters 7 and 8 -Discussion Board Posting and Responses

**Cultural Community Engagement Project - Due 6-15-2025****Module Five****All Due Sunday, June 14, 11:59 pm, Central Time**

Chapter 9 – Counseling Arab and Muslim Clients

Chapter 9 – Discussion Board Posting

**Exam #2 over chapters 5 – 9****Module Six****All Due Sunday, June 14, 11:59 pm, Central Time**

Chapter 10 – Gender

Chapter 11 –Counseling the Marginalized

Chapters 10 and 11 – Discussion Board Posting

Read and Summarize Ratts, M. J., & Hutchins, A. M. (2009). ACA Advocacy Competencies: Social Justice Advocacy at the Client/Student Level. *Journal of Counseling & Development*, 87(3), 269–275

**Week 3: June 15-21- All Due Sunday, June 22, 11:59 pm, Central Time****Module Seven****All Due Sunday, June 21, 11:59 pm, Central Time**

Chapter 12 – Counseling in School

Chapter 13 – People with Marginalized Sexual Identities

Chapter 12 – Discussion Board Posting

**Exam #3 over chapters 10 – 13**

**Module Eight****All Due Sunday, June 21, 11:59 pm, Central Time**

Chapter 14 – International Students  
 Chapter 15 – Counseling Immigrants and Refugees  
 Chapter 14 and 15 -Discussion Board Posting and Responses

**Module Nine****All Due Sunday, June 21, 11:59 pm, Central Time**

Chapter 16 – Survivors of Disaster  
 Chapter 17 – Counseling in Context of Poverty  
 Chapters 16 and 17 -Discussion Board Posting

**Week 4: June 22-June 28- All Due Sunday, June 29, 11:59 pm, Central Time****Module Ten****All Due Sunday, June 28, 11:59 pm, Central Time**

Chapter 18 – Ecology of Acculturation  
 Chapter 18 - Discussion Board Posting

**Exam #4 over chapters 14 -18****Module Eleven****All Due Sunday, June 28, 11:59 pm, Central Time**

Chapter 19 – Health Psychology  
 Chapter 20 – Well Being and Health.  
 Chapters 19 and 20 - Discussion Board Posting

Read and Summarize M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession. *Journal of Multicultural Counseling and Development*, 44(1), 28–48. (PDF on course site).

**Module Twelve****All Due Sunday, June 28, 11:59 pm, Central Time**

Chapter 21 – Family Counseling  
 Chapter 22 – Religion and Spirituality  
 Chapter 21 and 22 – Discussion Board Posting

**Week 5: June 29-July 1- All Due Wednesday, July 1, 2024, 11:55 pm, Central Time****Module Thirteen****All Due Wednesday, July 1, 11:59 pm, Central Time**

Chapter 23 – Drug and Alcohol Abuse  
 Chapter 24 – Group Dynamics  
 Chapter 23 and 24 -Discussion Board Posting

**Module Fourteen****Due Wednesday, July 1, 11:59 pm, Central Time****Exam # 5 over chapters 19 - 24****Module Fifteen****All Due Wednesday, July 1, 11:59 pm, Central Time****Cultural/DNA Analysis paper due at 11:55 pm (central time) – July 1****Comprehensive Exam Study questions due – July 1**

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

| <b>Sub-skill</b>                     | <b>Beginning<br/>1</b>   | <b>Basic<br/>2</b>  | <b>Proficient<br/>3</b>   | <b>Advanced<br/>4</b>   | <b>Exceptional<br/>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 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 highly 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 errors of   | The paper contained some errors   | The paper contained very few errors of  | The paper contained only one or two errors of   | The paper contained no errors of  |              |

| <b>Sub-skill</b>              | <b>Beginning</b><br><b>1</b>   | <b>Basic</b><br><b>2</b>   | <b>Proficient</b><br><b>3</b>  | <b>Advanced</b><br><b>4</b>  | <b>Exceptional</b><br><b>5</b>   | <b>Score</b> |
|-------------------------------|--|--|--|--|--|--------------|
|                               | grammar and spelling.  | of grammar and spelling.   | grammar and spelling.  | grammar and spelling.  | grammar and spelling.  |              |
| <b>References and Sources</b> | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity. | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility. | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites. | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites. | The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites. |              |
| <b>APA Style</b>              | The paper did not use APA style (7 <sup>th</sup> edition).   | The paper was partly based on APA style (7 <sup>th</sup> edition).   | The paper was mostly based on APA style (7 <sup>th</sup> edition).   | The paper was based on APA style (7 <sup>th</sup> edition) with only few exceptions.   | The paper was completely and accurately based on APA style (7 <sup>th</sup> edition).  |              |
| <b>Total Score</b>            |  |  |  |  |  |              |