

**Eastern Michigan University  
Department of Special Education  
Winter 2013**

**Instructor:** Rhonda V. Kraai, Ed.D., CCC-SLP Assistant Professor  
**Course Time:** Monday, 5:00-8:30  
**Course Location:** Porter 103  
**Office Location:** Porter 128H  
**Telephone:** 734-487-2740  
**Email:** [rkraai@emich.edu](mailto:rkraai@emich.edu)  
**Office Hours:** Monday - 3:00-4:00; Wednesday – 1:00-2:00; Thursday –11-12:00. Available by email everyday until 9:00 p.m. Other hours available by appointment.

**Course Number and Title**

SPCI 557 Cognitive Impairment: Nature, Needs and Issues 3 semester hours

**Course Description**

Investigation of the nature and causes of cognitive impairment. Addresses preventive aspects as well as the inherent social, legal and moral issues; current practices and emerging trends in school and society.

**Prerequisites**

SPGN 251 Education of Exceptional Children or SPGN 510 The Exceptional Child in the Regular Classroom

**EMU Program Theme**

Inquiry, Advocacy, and Leadership in education for a diverse and democratic society.

**Specific Outcomes to be Accomplished by the Course**

Students will:

1. Become conversant with the relationship of past practices and contributions and the manner in which they effected the development of current trends and programming as well as the transitions in thinking and practice.
2. Examine the biomedical and sociobehavioral variables which are attributed to the etiological factors in cognitive impairment.
3. Explore the contemporary issues which have emanated from development in research, medicine, education, law and society.
4. Analyze current practices/approaches which attempt to accommodate the needs of the cognitively impaired.
5. Gain an interest in the welfare of people with disabilities – a recognition of society’s challenge to help them realize their potential.

**Academic Service Learning and Outcomes to be Accomplished by the Course**

Academic Service Learning combines a two-pronged approach which includes active participation of students performing a service in the community (educational) along with the making of deep connections to content material discussed in class and in course readings. Benefits include the reflection of contributing to a greater good, as well as gaining skills from the experience they can use in understanding their chosen profession.

Students will:

1. Learn to assist in the schools' mission to educate students socially, academically, and emotionally.
2. Apply principles from the course to their AS-L placement experiences by reflecting on the experience in written form as well as discussions in class and online.
3. Gain an understanding about people with cognitive disabilities and his/her life experience perspective by creating a product with the student that will be a reflection of their experience with you this semester.

## Text

Required: Kauffman, J.M., & Hallahan, D.P. (2005). *The Illusion of Full Inclusion: A Comprehensive Critique of a Current Special Education Bandwagon*. (2<sup>nd</sup> ed.) Pro-ed:

## Additional Readings May Include:

- Cahill, S. & Mitra, S. (2008). Forging collaborative relationships to meet the demands of inclusion. *Kappa Delta Pi Record*, 44, 149-151.
- Carlson, D. & Dorfman, D. (2007). *Investigative report regarding the "Ashley Treatment."* Seattle, WA: Washington Protection and Advocacy System.
- Disability Rights Advocates (2001). *Forgotten crimes: The holocaust and people with disabilities*. Oakland, CA: Author.
- Downing, J. & Peckham-Hardin, K. (2007). Inclusive education: What makes it a good education for students with moderate to severe disabilities? *Research & Practice for Persons with Severe Disabilities*, 32, 16-30.
- Giangreco, M. (2007). Extending inclusive opportunities. *Educational Leadership*, 64(5), 34-37.
- Giangreco, M. & Broer, S. (2005). Questionable utilization of paraprofessionals in inclusive schools: Are we addressing symptoms or causes? *Focus on Autism and Other Developmental Disabilities*, 20, 10-26.
- Gunther, D. & Diekema, D. (2006). Attenuating growth in children with profound developmental disability. *Archives of Pediatric and Adolescent Medicine*, 160, 1013-1017.
- Inclusion International (2009). *Better education for all: When we're included too, a global report. People with an intellectual disability and their families speak out on education for all, disability and inclusive education*. London: Author.
- Lakin, C. & Hewitt, A. (2009). Milestones on the road home. *TASH Connections*, 35(4), 10-16, 9.
- Michigan Protection and Advocacy Service (2009). *Safe and protected? Restraint and seclusion remain unregulated and underreported in Michigan Schools*. Lansing, MI: Author.
- Michigan State Board of Education (2004). *Revised administrative rules for special education*. Available on web at <http://www.michigan.gov.org>
- Self-Advocates Becoming Empowered (n.d.). *People First Language: The Basics*. Kansas City, MO: Author.
- Piechura-Couture, K., Thchenor, M., Touchton, D., Macisaac, D., & Heins, E. (2006). Co-teaching: A model for educational reform. *Principal Leadership*, 6(9), 39-43.
- Sapon-Shevin, M. (2008). Learning in an inclusive community. *Educational Leadership*, 66(1), 49-53.
- Smith, P. (1999). Drawing new maps: A radical cartography of developmental disabilities. *Review of Educational Research*, 69 (2), 117-144.
- Smith, P. (2010). Introduction: Whatever happened to inclusion? The place of students with intellectual disabilities in education. In P. Smith (ed.) *Whatever happened to inclusion? The place of students with intellectual disabilities in education* (pp.1-21). New York: Peter Lang.
- Smith, P. (2010). Trends for including students with intellectual disabilities in general education classrooms. In P. Smith (ed.) *Whatever happened to inclusion? The place of students with intellectual disabilities in education* (pp.23-42). New York: Peter Lang.
- United States Holocaust Memorial Museum (n.d.). *Handicapped: Victims of the Nazi EPA, 1933-1945*.

Washington, DC: Author.

Villa, R., Thousand, J., Nevin, A., & Liston, A. (2005). Successful inclusive practices in middle and secondary schools. *American Secondary Education*, 33, 33-50.

## Evaluation

Assignment	Due Date	Points
Weekly Online Discussion over <i>Illusion of Full Inclusion</i> Book		5 each
Field Reflection 1		15
Field Reflection 2		15
Field Reflection 3		15
MI Definition of CI		5
Teaching Presentation		25
Final Project Topic		5
Final Project		30

**1. Class Attendance and Participation:** Participation is critical for this class – creation of an active learning community can't happen without it. Therefore, you are expected to attend all class meetings AND to be an active participant in our discussions. Attendance will be taken at each class session. Attendance will be taken into consideration when figuring your final grade should it fall on the border of two possible grades. Participation means that you are actively engaged in discussion and activities in class (even if you're not vocally contributing), speaking respectfully, listening, and attentive. Participation also means that you read all reading assignments for each class. Finally, participation means respecting other class participants. There are no make-up in-class activities when you miss class.

You may bring your laptop for specially designed activities for the computer, however your laptops will remain closed unless directed by the professor. Also, the classroom is a **Text Free Zone**, so be sure to store your cell phones away (not on the table) during class time. Two notices of texting during class will result in a **2-points** reduction in your final grade and **1 point** for each time after that.

All assignments are due at the beginning of class. Late assignments will be accepted, however at a 5% deduction of the total points of the project per day.

**2. Online Discussion Board:** Each week, a chapter from Kauffman's Book, *The Illusion of Full Inclusion* will be discussed online on the EMU Online class website. Each student will take a turn at posting a discussion topic based upon a Chapter in the book and will manage the discussion for the week. The discussion manager can earn a possible **10 points** and each participant can earn a possibility of **5 points** per week. Each participant must post a minimum of two (2) times to the discussion for the week. The discussion manager responds to each post and is responsible for keeping the discussion moving forward and on point.

**3. Academic Service Learning Reflections (AS-L) 1, 2, 3:** Students will spend time with a person who has a cognitive impairment providing educational or social opportunities. The type of experience will be based upon the needs of the student and field experience placement. These field experiences can occur in at least three different kinds of classrooms. Classroom types can include:

- Inclusive (students with cognitive impairments learning alongside students without disabilities)
- Resource Room/Separate Class (students with cognitive impairments learn alongside students with other disabilities and/or cognitive impairments)
- Center-based/Special School (students with cognitive impairments learn in schools for only students with disabilities)
- An afterschool program for students at HighPoint at the WISD.

Students must spend no less than 20 hours total. It is recommended that students spend time with people labeled as having cognitive impairments across the age range, including elementary, high school, and age 18-26.

Students must submit at least three AS-L Reflections, describing their experiences in this setting. AS-L Reflections must be a minimum of 3 pages, double-spaced, with no obvious ESWE (Edited Standard Written English) errors. **Pre-clinical Student Observation Forms** (the yellow forms) **must be completed and signed by the cooperating teacher in your classroom.**

These AS-L Reflections must include:

- a) Date(s) and time(s) spent
- b) Description of the setting(s)
- c) Activities in which you participated
- d) What you saw/heard/learned
- e) What you felt you contributed to the student/classroom
- f) Your reactions, including emotional
- g) Tie this experience explicitly to readings/class discussion

**4. MI Definition of CI:** Write, in your own words, the Michigan Department of Education's definition of Cognitive Impairment. All elements must be included. This should be no less than one page, double-spaced, with no obvious ESWE (Edited Standard Written English) errors.

**5. Teaching Presentation:** Each student will plan a teaching activity based upon a topic list provided by the professor. The activity should last 30 minutes (**absolutely no longer – points will be subtracted for being over time!**). Activities should be interactive and include visual elements. Think about teaching an idea/method/product to this class of graduate students. Evaluation will be based on the Presentation Rubric. Creativity is highly valued!

**6. Final Project:** With the help of one of the students at your AS-L site, you will create a product which tells the story of the life of a particular student at one of your placement sites. The product should tell about the life of this particular student. Contents of the product should be similar to an autobiography of the student with a cognitive disability. Topics like: strengths, weaknesses, hopes, dreams, plans, hobbies, friends, activities should be included in the product. Whatever form of product you choose, it should tell the story of this student's life as they choose to share.

Final products could take the form of:

- |            |           |   |
|------------|-----------|---|
| -quilt     | -video    | -short story                              |
| -website   | -song     | -poetry collection                        |
| -sculpture | -drawing  | -photographs (with captions/descriptions) |
| -brochure  | -painting |   |

But don't limit yourself to this list – creativity is highly valued! Stretch the boundaries of what you know how to do, and try something new.

You will present your product to the class with a formal presentation that chronicles:

1. What product you created
2. Why you choose that method
3. Why you chose your project partner
4. What was the process you used to create it?
5. What you learned from this project
6. What did your project partner (the student) learn?
7. Your evaluation of the process and whether you would do anything different?

This presentation should be at least 15 minutes in length.

**7. Final Project Topic:** Students will submit their intended final project topic and proposed medium in writing. The topic can be in the form of a statement or a question. Include enough information about the topic so that it is clear. Also be clear about the relation of the topic to people labeled as having cognitive impairments. Please include how you plan to proceed with the project such as: timeline of activities for completion.

### Grading

A	100-95	A-	94-90		
B+	89-86	B	85-83	B-	82-80
C+	79-76	C	75-73	C-	72-70

Should a student's grade fall between 2 grades at the final calculation, attendance will be considered in making final grade determination.

### Student Responsibility

- You are preparing to become professionals, with substantial responsibility for students and families. Professionals take their responsibilities seriously, meeting deadlines, showing up for work, and doing their job. If you work in this class as if it were a real job, then you'll do fine.
- Provide the instructor with an email account. Use this when corresponding by email with the instructor
- Access <http://www.emuonline.edu> to obtain syllabus, course readings, and other information.
- Turn projects in on the due date. Projects and /or papers turned in late will be penalized 5% of the total grade for each day late. **NO PAPERS OR PROJECTS WILL BE ACCEPTED AFTER THE FINAL CLASS DAY AND TIME, WITH NO EXCEPTIONS.**
- Come to class and participate. Should a student's grade fall between 2 grades at the final calculation, attendance will be considered in making final grade determinations.
- Be prepared for class! Students are expected to have done the readings, bring the text to every class, and bring paper, something to write with, and excitement about the topic.
- As professionals, standard written English grammar, spelling, punctuation, organization and neatness are important. Be sure to "spell-check" and proofread carefully. It's not necessary to use report covers and the like, but securely stapling materials is. All of these will be taken into account when grading.
- Create a learning community based on mutual respect and care. This class frequently involves sharing personal values, beliefs, attitudes, and ideas.

### Professor Responsibility

- Respond to writing and other assignments promptly (within one week), and evaluate them appropriately using rubrics.
- Keep class and grade records.
- Be available for discussion with students outside of class, through a variety of communication tools, in a variety of ways, at a variety of times.
- Keep confidences as requested by students and required by ethical and professional standards.
- Prepare a variety of learning activities for classes, and facilitate them.
- Come to all classes, and be prepared for them.
- Challenge students to explore, think, evaluate, and be creative.

### Classroom Conduct

Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the *Office of Student Judicial Services (SJS)* for discipline. Examples of inappropriate classroom conduct include repeatedly

arriving late to class, using a cellular telephone, or talking while others are speaking. You may access the Code online at [www.emich.edu/sjs](http://www.emich.edu/sjs).

### Academic Integrity

Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you're doing would be considered academic dishonesty, consult with the instructor.

The Department of Special Education is committed to academic integrity as a means to promote ethical development, personal accountability and an exceptional learning environment. Therefore, within the Department of Special Education, an act of academic dishonesty may result in failure of the assignment at issue, or, removal from a field experience, practicum, student teaching or internship site, or, failure of the course, or, dismissal from the program. An allegation that a student has committed an act of academic dishonesty will be handled by the faculty member, in consultation with the student's Program Area, and the Department Head. Pursuant to the University policy governing acts of academic dishonesty, if the student denies the allegation, the faculty member may refer the case to the *Office of Student Judicial Services* for an investigation and formal findings before assigning the academic penalty.

### Religious Holidays

Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. Students are to provide advance notice to the instructor in order to make up work, including examinations that they miss as a result of their absence from class due to observance of religious holidays. If satisfactory arrangements cannot be made, the student may appeal to the head(s) of the department(s) in which the course(s) is/are offered.)

### Student Supports

At any point in the semester, if you encounter any difficulty in this course, or feel you could be performing at a higher level, please consult with me, or the department head, or the Dean of the College of Education (310 Porter). You may also find help through one of EMU's **free** support services (see those mentioned below). **If you need course adaptations or accommodations because of a disability, please make an appointment to discuss the needed accommodations with me as soon as possible.**

<p><i>For tutoring and study skills help:</i>  <b>Holman Learning Center</b>            G04 Halle Library            487-2133  <a href="http://tlc.emich.edu/">http://tlc.emich.edu/</a></p>	<p><i>For help with writing assignments:</i>  <b>The Writing Center</b>            115 Halle Library            487-0694  <a href="http://www.emich.edu/public/English/writing-center/">http://www.emich.edu/public/English/writing-center/</a></p> <p><b>Academic Projects Center</b>            104 Halle Library  <a href="http://www.emich.edu/apc/">http://www.emich.edu/apc/</a></p>
<p><i>For help with math:</i>  <b>Math Lab</b>            220 Pray-Harold            487-4474  <a href="http://www.math.emich.edu/facilities.html">http://www.math.emich.edu/facilities.html</a></p>	<p><i>For help with personal issues:</i>  <b>Counseling Services</b>            313 Snow Health Center            487-1118  <a href="http://www.emich.edu/uhs/counseling.html">http://www.emich.edu/uhs/counseling.html</a></p>
<p><i>For disability-related assistance:</i>  <b>Students with Disabilities Office</b>            240 Student Center            487-2470  <a href="http://www.emich.edu/access_services/index.html">http://www.emich.edu/access_services/index.html</a>  <b>CATE Lab</b></p>	<p><b>COE Counseling Clinic</b>            135 Porter Building            487-4410  <a href="http://www.emich.edu/coe/clinics/counseling/index.html">http://www.emich.edu/coe/clinics/counseling/index.html</a></p>

120 Porter Bldg. 487-1419 <a href="http://www.emich.edu/coe/cate/">http://www.emich.edu/coe/cate/</a>	<b>Psychology Clinic*</b> 611 W. Cross 487-4989 <a href="http://www.emich.edu/psychology/dept-psychologyclinic.html">http://www.emich.edu/psychology/dept-psychologyclinic.html</a> *sliding fee scale
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If you wish to be accommodated for your disability, EMU Board of Regents policy #8.3 requires that you first register with the *Students with Disabilities Office*. Students with disabilities are encouraged to register promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.

### **The Writing Center**

The University Writing Center (115 Halle Library) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. Students should bring a draft of what they're working on and their assignment. The UWC opens for the Winter 2012 semester on Tuesday, Jan. 17 and will close on Monday, April 23.

The UWC also offers small group workshops on various topics related to writing (e.g., Reading in College: Tips and Strategies; Incorporating Evidence; Revising Your Writing). Workshops are offered at various times **Monday** through **Friday** in the UWC. To register for a workshop, click the link from the UWC page for the type of workshop you wish to attend (<http://www.emich.edu/english/writing-center>).

The UWC also has several satellite sites across campus—in Pray-Harrold for any student attending classes in that building; in Marshall and Porter for CHHS students; and in Owen for COB students. The Pray-Harrold satellite is located in room 521 and is open for drop-in writing consultations from 10 a.m. to 2 p.m. Monday through Thursday. The Owen satellite is in room 100 (the former COB bookstore) and is open for drop-in writing consultations Monday 3 p.m. to 6 p.m.; Tuesday, 12 p.m. to 6 p.m.; Wednesday 11 a.m. to 2 p.m.; and Thursday 3 p.m. to 6 p.m. Locations and hours for the Marshall and Porter satellites will be posted on the UWC web site in early January - <http://www.emich.edu/english/writing-center>.

The Academic Projects Center (116 Halle Library) offers one-to-one consulting for students on writing, research, or technology-related issues. The APC is open 11 a.m. to 5 p.m. **Monday through Thursday for drop-in consultations**. Additional information about the APC can be found at <http://www.emich.edu/apc>. Students visiting the Academic Projects Center, or any of the satellite locations of the University Writing Center, should also bring with them a draft of what they're working on and their assignment sheet.

### **F and J International Students**

The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the *Office of International Students*, 229 King Hall within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding.
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another school

Prior permission from OIS is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)



- Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the *OIS* at 487-3116, not your instructor.

**Course Schedule SPCI 557 Winter, 2013**

<b>Date</b>	<b>Readings/Topics</b>	<b>Assignment Due</b>
#1 1/9	Review Syllabus; Teaching Presentation sign-up; Online Discussion sign-up	
1/16	<b>No Class – MLK Day</b>	
#2 1/23	Chapter 1 Community Integration and Interdisciplinary Systems	<b>Online Discussion Week #1</b> Teaching Presentation #1
#3 1/30	Chapter 2 Historical and Cultural Origins	<b>Online Discussion Week #2</b> Teaching Presentation #2
#4 2/6	Chapter 3 Definition, Classification and Prevalence	<b>MI Definition of CI</b> <b>Online Discussion Week #3</b> Teaching Presentations #3 & #4
#5 2/13	Chapter 4 Assessment of Cognitive Impairment	<b>Online Discussion Week #4</b> Teaching Presentation #5
#6 2/20	Chapter 5 Characteristics of Cognitive Impairment	<b>Field Reflection 1</b> <b>Online Discussion Week #5</b> Teaching Presentation #6
2/27	<b>No Class</b>	<b>Winter Break</b>
#7 3/5	Chapter 6 Genetic and Infectious Influences	<b>Final Project Topic</b> <b>Online Discussion Week #6</b> Teaching Presentation #7
#8 3/12	Chapter 7 Biological and Psychosocial Influences and Prevention	<b>Online Discussion Week #7</b> Teaching Presentations # 8 and #9
#9 3/19	Chapter 8 Related Developmental Disabilities	<b>Field Reflection 2</b> <b>Online Discussion Week #8</b> Teaching Presentations #10 and #11
#10 3/26	Chapters 9 and 10 (2 separate discussions and leaders) Early Intervention	<b>Online Discussion Week #9</b> Teaching Presentation #12
#11 4/2	Chapters 11 and 12 (2 separate discussions and leaders) Behavioral and Cognitive Intervention	<b>Online Discussion Week #10</b> Teaching Presentation #13
#12 4/9	Chapters 13 and 14 (2 separate discussions and leaders) Educational Issues	<b>Online Discussion Week #11</b> Teaching Presentations #14 and #15
#13 4/16	Chapter 15 Family, Social Life and Work	<b>Online Discussion Week #12</b> Teaching Presentations #16 and #17 <b>Field Reflection 3</b>
#14 4/23	Chapter 16 and 22 (2 separate discussions and leaders) <b>Final Project Presentations</b>	<b>Online Discussion Week #13</b>
#15 4/30	<b>Final Project Presentations</b>	<b>5:30 – Final Exam Time</b>

**Presentation Rubric**

Student \_\_\_\_\_

	<b>Not Quite</b>	<b>Well Done</b>	<b>Super</b>
<b>Organization</b> Presentation is organized and clearly articulated with an introduction, main discussion, and conclusion.	Some parts of the presentation are not clearly articulated or presented.	All elements are included and clearly identified.	All elements are clearly presented and well integrated in the presentation.
<b>Coherence</b> All parts fit together to create a meaningful representation. There is a clear focus, and an identifiable theme, structure, or graphic that ties the presentation together.	Presentation of information is disjointed, flow of information is not smooth, connections are not clear.	Information presented is clearly connected with smooth and logical transitions.	All parts of presentation fit smoothly together to create a whole that clearly represents the work and the presenter.
<b>Presentation Medium</b> Media used in the presentation directly support the content and assist in the audience's appreciation. They are professional in appearance and easily understood by the audience.	There is not a good match between the presentation content and materials used. Materials are not professional in appearance.	Materials support the content well and are professional in appearance.	Materials add to the appreciation and understanding of the presentation.
<b>Engagement</b> Presenters hold the audience's attention, invite viewers to learn more, and communicate effectively. Presenters are thoroughly familiar with the content and able to convey information effectively.	Techniques to promote audience engagement are not evident.	Techniques to promote audience engagement are adequate.	Audience engagement is promoted in numerous ways throughout the presentation.
<b>Time</b> Manages time well, is no longer than 30 minutes, and not much less than that.	Presentation is several minutes or more longer or shorter than 30 minutes.	Presentation is a few minutes shorter or longer than 30 minutes.	Presentation is no more than 30 minutes, and no more than a couple of minutes shorter.

**The following may result in automatic lowering of the presentation grade: errors in grammar or mechanics; materials that are not readable from all places in the room; voice that is not audible; extended speaking with no visual support; interruption of the presentation with material that is not related.**

**Rubric For Final Project**

	<b>Excellent</b>	<b>Good</b>	<b>Getting There</b>	<b>Needs Help</b>
<b>Background and Purpose</b>	Audience gains clear understanding of purpose, what it's about, & why the topic is important.	Audience gains a basic understanding of the purpose, what it's about, & why the topic is important.	Purpose & topic are mentioned but are not clearly stated.	Purpose is not clear.
<b>Thesis</b>	Main idea (thesis) very clearly stated & topic is effectively limited	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.
<b>Sources</b>	Literature is well synthesized, provides a comprehensive foundation, & is appropriately cited.	Literature is synthesized & provides a foundation.	Literature is cited, needs additional synthesis & analysis, & does not adequately support the topic.	Literature is not cited.
<b>Critical Thinking</b>	Logical argument; clear & convincing explanation of how evidence supports position.	Argument mostly logical; explanation is sometimes clear and convincing.	Adequate argument; some explanation of how evidence supports position.	Gives personal perspective but no real evidence &/or focus.
<b>Structure &amp; Organization</b>	Organization & structure very evident; major points divided into sections and signaled by use of transitions. Each section has a topic; sections relate to each other & are subordinate to the topic. Introduction & conclusion effectively related to the whole.	Organization & structure clear. Most major points are separated into sections and signaled by transitions. Sections are built on related topics that logically develop the main points. No major digressions. Introduction & conclusion effectively related to the whole.	Organization & structure mostly clear. Many major points are separated into sections and signaled by transitions. Most points are logically developed. There may be a few minor digressions but no major ones. Introduction & conclusion are somewhat effective.	The audience must infer organization & structure. Only some major points are set off by sections and are signaled by transitions. There are some logically connected points. There may be some major digressions. Introduction and conclusion may be lacking or ineffective.
<b>Structure &amp; Word Choice</b>	Full variety of structures used correctly. Word choice interesting, accurate, & contributes to the ability to communicate the purpose.	Variety of structures used correctly despite an occasional flaw. Accurate varied word choice.	Structures & word choice predictable. Occasional errors in structure, usage, & mechanics do not interfere with ability to communicate the purpose.	Little structure variety; wording predictable; few synonym alternatives used. Errors in sentence structure, usage, & mechanics sometimes interfere with the writer's ability to communicate the purpose.
<b>Construction, Usage, Grammar, Mechanics</b>	Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	A few minor or major errors in sentence construction, usage, grammar, or mechanics.	Common errors (major and minor) in sentence construction & mechanics but syntax is generally correct.	Numerous minor errors & some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.
<b>APA Format</b>	Few, if any, minor APA format errors.	A few minor and no major APA format errors.	Some minor and/or major APA format errors.	Numerous APA format errors.

