HIED541.01W (CRN 82714)
Community College Curriculum

Course Syllabus/Fall 2016
Meets 8/29/2016 through 12/16/2016

Instructor: **Gail D. Caruth, Ed.D.**
Office Location: TBD
Office Hours: By appt before or after class

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

***Textbook(s) Required*:** Cohen, A. M., & Brawer, F. B. (2014) *The American community college (6th ed.)*. San Francisco: Jossey-Bass.

Recommended: American Psychological Association. (2010). *Publishing manual of the American PsychologicalAssociation* (6th ed.). Washington, DC: Author.

Course Description: This course furnishes an examination of trends and issues in the community college and an evaluation of major community college curriculum areas. Changes in the community college curriculum will be analyzed to suggest future planning strategies.

Student Learning Outcomes:
Upon completing this course, each student will be able to:
- Identify the various curriculum areas in the community college.
- Demonstrate an understanding of the issues and forces that influence the curriculum of community colleges.
- Demonstrate an understanding of the importance of developmental studies in the community college.
- Demonstrate an understanding of general education (the core).
- Demonstrate an understanding of transfer programs in the community college.
- Demonstrate an understanding of occupational education in the community college.

- Demonstrate an understanding of retraining/continuing education in the community college.
- Demonstrate an understanding of community services in the community college.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The following are required for completion of the course.

Readings in the course text.
Discussion participation
Research paper
Self-assessment
One comprehensive test

Papers MUST conform to the requirements of the *APA Style Manual, 6th ed*. (Papers must be thoroughly edited—grades will be lowered for all writing errors.)

GRADING

The following weighted criteria will be utilized for student evaluation:
Discussion participation—30%
Research paper—40%
Self-assessment—10%
Comprehensive test—20%

Extra Credit Policy. Extra credit is not available.

Each assignment will receive a numerical grade and the course is based on a 1000-point scale. Depending on the assignment, grades will be determined by the degree of compliance with prescribed standards or a rubric. End-of-course letter grades will follow these ranges:

Grading Legend:
900 or better equals: A
800-899 equals: B
700-799 equals: C
600-699 equals: D
Less than 600 equals: F

Discussion participation: Class participation is a graded part of your course work and is critical online. You will be expected to participate at least two days a week in discussions and to contribute at least two substantive discussion messages on those

days. It is a daily assignment. The quality and content of your postings will be taken into account in the grading. You will read, analyze, and respond to discussion questions and comments from your fellow learners.

There is not a minimum beyond the two required postings each week. There will be some days when you will not post and there will be other days that you post. What is important is that you participate actively and not just observe. Some guidelines:

- A posting which says only "I agree" or "I understand" is not participation. Expanding upon that and explaining why you agree, etc. can make the posting substantive.
- Substantive comments expand the discussion, adding your own experiences with the subject. Comments not relative to the discussion are not considered substantive. .
- Sending notes to your instructor's personal mailbox does not constitute participation.

Again, to earn participation points, you must add something of substance to the discussion --this would consist of new ideas, your perspectives, follow-up questions, etc. It's much easier to keep up with an online class, if you are participating daily.

Some ground rules to keep in mind: Participation will have a graded value of 20% of the total grade. For your contributions, please stay on topic, focus on clear and coherent writing, and show respect to others even if you do not agree. Where there is a factual error, please treat it that way and document correct information. Be positive in your responses to others and diplomatic with your words. I will do my best to do the same. Respecting each other, as demonstrated in what we say (words) and how we say it (tone), is the foundation of successful learning. Our discussion goal is to be collaborative, not combative. Sometimes even an innocent remark in the online environment can be misconstrued. See grading rubric for discussions below.

Research paper: Your paper should be 12-14 pages in length, double-spaced but formal (APA 6th style) with a minimum of 12-14 references cited. Students must submit a written overview of their topic for approval no later than the end of Module 2. All papers should include a description of the significance of the issue or topic, a statement of the problem being examined, a review of the literature, a description of the issue, and its implication for community college curriculum. Papers will be evaluated on content, clarity, and quality of research, as well as use of appropriate English composition. Please use 1inch margins all around, Times New Roman 12.0 font—papers that do not meet this minimum standard will be returned. All papers are due no later than the end of Module 4. See grading rubric for the research paper below. **Do NOT recycle work from another course.**

Self-assessment: Write a 2-3 page paper assessing your learning in this course. As an adult learner you are ultimately responsible for your own learning and therefore are also responsible for assessing your own learning. Include in your written assessment to me what you did well to learn in the course, what you did not

do as well to learn in the course, what you could have done better or more to improve you own learning, and what you would recommend to future students taking this course on how they would learn best when taking this course.

Comprehensive Test: There will be a 100 True-False question comprehensive test covering the chapters in the course textbook. The comprehensive test must be completed in the fifth module.

Assignments submitted after the due date are dropped one full letter grade if one day late, two full letter grades if two days late, etc., unless prior approval is granted. Use your syllabus as an action plan to complete all work in a timely manner. **The scheduled test may not be made up unless prior approval has been granted. A test missed will receive a grade of zero. There are no extra credit assignments in this course.**

Disclaimer Reserving Right to Change Syllabus:
The instructor reserves the right to amend this syllabus as necessary. It is the student's responsibility to stay up to date and aware of any such changes made once the professor indicates that amendments have been made.

Email Response Policy:
I typically check my emails throughout the day. I will respond to your emails as soon as possible the same day or within twenty-four (24) hours. Please include your name and course number so that I know who you are. Often email addresses don't clearly identify the sender.

Contacting Gail Caruth:
Your success in this class is dependend on your understanding of the material and completion of the assignments. I encourage you to contact me individually if I can be of further help anytime you do not understand the course content or need clarification on the assignments. You may arrange a specific phone appointment by e-mailing me at gailcaruth@tamuc.edu. As an adult learner you are responsible for your learning and I am here to help you complete this course successfully.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred

- o Broadband connection required courses are heavily video intensive
- o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - o sound card, which is usually integrated into your desktop or laptop computer
    - o speakers or headphones.

- Depending on your course, you might also need a:
    - o webcam
    - o microphone

  For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:
  http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
    - o Adobe Reader
    - o Adobe Flash Player

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see:
  https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.
It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Learner Support
Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures

ADA Statement

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).* Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Concealed Carry Statement
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by

persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

August 29- September 18: Unit 1- Complete Student Lounge introductions. Read Chapters 1, 2, & 3, Discussion board.

September 19-October 9: Unit 2 - Read Chapters 4, 5, 7 6. Complete unit discussion board and submit research paper topic.

October 10-30: Unit 3 - Read Chapters 7, 8, & 9. Complete unit discussion board.

October 31-November 20: Unit 4 - Read Capters 12, 11, & 12. Complete unit discussion board and submit research paper.

November 21- December 16: Unit 5 - Read Chapters 13, 14, & 15. Complete written assignment and comprehensive test.

Additional Reading:

Allen, M. J. (2003). *Assessing academic programs in higher education*. Bolton, MA: Anker Publishing.

Boroch, D. J., Hope, L., Smith, B. M., Gabriner, R. S., Mery, P. M., Johnstone, R. M., & Asera, R. (2010). *Student success in community colleges: A practical guide to developmental education*. San Francisco: Jossey-Bass.

Bresciani, M. J. (Ed.). (2007). Asse*ssing student learning in general education: Good practice case studies*. Bolton, MA: Anker Publishing.

Diamond, R. M. (2008). *Designing and assessing courses and curricula: A practical guide* (3rd ed.). San Francisco: Jossey-Bass.

Dick, W., & Carey, L. (1990). *The systematic design of instruction* (3rd ed.). Glenview, IL: Scott-Foresman/Little, Brown.

Duffy, D. K., & Jones, J. W. (1995). *Teaching within the rhythms of the semester*. San Francisco: Jossey-Bass.

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Forsyth, I., Jolliffe, A., & Stevens, D. (1999). *The complete guide to teaching a course* (2nd ed.). Sterling, VA: Stylus Publishing.

Griffith, M., & Connor, A. (1994). *Democracy's open door: The community college in America's future*. Portsmouth, NH: Boynton/Cook.

Griffin, W. A. (Ed.). (1995). *Small colleges, big missions*. Washington, DC: American Association of Community and Junior Colleges.

Hativa, N., & Marincovich, M. (Eds.). (1995). *Disciplinary differences in teaching and learning* (New Directions for Teaching and Learning No. 64). San Francisco: Jossey-Bass.

Helfgot, S. R., & Culp, M. M. (Eds.). (2005). *Community college student affairs: What really matters* (New Directions for Community Colleges No. 131). San Francisco: Jossey-Bass.

Huber, M. T., & Morreale, S. P. (Eds.). (2002). *Disciplinary styles in the scholarship of teaching and learning: Exploring common ground*. Washington, DC: American Association for Higher Education and The Carnegie Foundation for the Advancement of Teaching.

Husted, S. W., Mason, R. E., & Adams, E. (2002). *Cooperative occupational education* (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Jenkins, A., Breen, R., & Lindsay, R. (2003). *Reshaping teaching in higher education*. London, UK: Kogan Page.

Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (Eds.). (2010). Handbook of adult and continuing education. Thousand Oaks, CA: Sage.

Kearsley, G. (2000). *Online education: Learning and teaching in cyberspace*. Belmont, CA: Wadsworth.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (1998). *The adult learner: The definitive classic in adult education and human resource development* (5th ed.). Houston, TX: Gulf Publishing.

Lattuca, L., & Stark, J. S. (2009). *Shaping the college curriculum: Academic plans in context* (2nd ed.). San Francisco: Jossey-Bass.

Lee, W. Y. (Ed.). (2003). *Assessment and program evaluation* (2nd ed.). Boston, MA: Pearson.

Lovell-Troy, L., & Eickmann, P. (1992). *Course design for college teachers*. Englewood Cliffs, NJ: Educational Technology Publications.

McCabe, R. H. (2000). *No one to waste: A report to public decision-makers and community college leaders*. Washington, DC: Community College Press.

McGlynn, A. P. (2001). *Successful beginnings for college teaching: Engaging your students from the first day*. Madison, WI: Atwood Publishing.

McKeachie, W. J., & Svinicki, M. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Menges, R. J., Weimer, M., & associates. (1996). *Teaching on solid ground: Using scholarship to improve practice*. San Francisco: Jossey-Bass.

Naidu, S. (Ed.). (2003). *Learning & teaching with technology: Principles and practices*. London, UK: Kogan Page.

O'Banion, T. (Ed.). (1994). *Teaching and learning in the community college*. Washington, DC: American Association of Community Colleges.

O'Banion, T. (1997). *A learning college for the 21st century*. Phoenix, AZ: ACE/Oryx.

O'Banion, T. (Ed.). (1994). *Teaching and learning in the community college*. Washington, DC: American Association of Community Colleges.

Pregent, R. (1994). *Charting your course: How to prepare to teach more effectively*. Madison, WI: Magna.

Rothwell, W. J., & Kazanas, H. C. (1992). *Mastering the instructional design process: A systematic approach*. San Francisco: Jossey-Bass.

Schweizer, H. (1999). *Designing and teaching an on-line course: Spinning your web classroom*. Boston: Allyn & Bacon.

Townsend, B. K., & Bragg, D. (Eds.). (2006). *ASHE reader on community colleges* (3rd ed.). Boston: Pearson Custom Publishing.

Townsend, B. K., & Dougherty, K. J. (Eds.). (2007). *Community college missions in the 21st century* (New Directions for Community Colleges No. 136). San Francisco: Jossey-Bass.

Vaughn, G. B. (1995). *The community college story: A tale of American innovation*. Washington, DC: American Association of Community Colleges.

White, K. W., & Weight, B. H. (2000). *The online teaching guide: A handbook of attitudes, strategies, and techniques for the virtual classroom*. Boston: Allyn & Bacon.

Journals and periodicals (to name a few):

AAHE Bulletin	*College Teaching*
Improving College and University Teaching	*Innovation Abstracts* (NISOD)
Innovative Higher Education	*Journal of Developmental Education*
Journal of College Student Development	*Journal of Staff Development*
Journal of Higher Education	*Review of Higher Education*

Community College Review   *New Directions for Community Colleges*

Community College Journal of Research and Practice

Discussion Board Rubric

	Excellent (4 Points)	Acceptable (3-2 Points)	Unacceptable (0-1 Points)
Identification of the discussion question(s)	Identifies clearly all the components of the discussion question	Identifies many of the components of the discussion question	Fails to identify relevant topics of the discussion question
Identification and	Identifies and exhibits a clear knowledge all of the	Identifies and exhibits some knowledge of the issues	Few or no issues are identified that are

understanding of issues relevant to the discussion board question(s)	issues relevant to the topic	relevant to the topic	relevant to the topic
Thorough assessment of the topic **Supports argument with validated sources**	The topic of discussion has been thoroughly assessed and evaluated; demonstrated through explanations and relevant examples; valid sources are provided to support statements	The topic of discussion has been assessed, but explanations or examples relevant to the topic are absent; only some sources are provided to support statements.	The topic of discussion is poorly assessed with little explanation or examples exhibited in the discussion; student relies on opinion only with no supported statements or sources.
Evidence of clarity and organization of writing	Ideas are logically, clearly, and coherently arranged with sufficient detail and support provided throughout the paper	Crucial information is present, but lacks the organization, clarity, and coherence required	Lack of clarity and organization of ideas. Writing is incoherent, and demonstrates a lack of thought and follow through
Dialogue with Colleagues	Demonstrates excellent and clear communication, provides relevant feedback, responds to more than two colleagues, and develops good rapport with fellow classmates	Demonstrates some ability to communicated effectively , provides feedback, responds to a minimal of two colleagues, and develops some rapport with fellow classmates	Demonstrates little or no ability to communicate, provide little of no feedback, respond to less than two colleagues, and develop no rapport with fellow classmates

Adapted from Amberton University.

Research Paper Rubric

	EXPERT (20 Points)	**PROFICIENT** (18 Points)	**APPRENTICE** (14 Points)	**NOVICE** (12 Points)
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the student fully understands and has applied concepts learned in the course. Concepts are integrated into the student's own insights. The student provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the student, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the student, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the student has fully understood and applied concepts learned in the course.
TOPIC, FOCUS & DEPTH	The topic is focused narrowly enough for the scope of this assignment. A purpose statement provides direction for the paper, either by statement of a position or	The topic is focused but lacks direction. The paper is about a specific topic but the student has not established a position. In-depth discussion & elaboration in most	The topic is too broad for the scope of this assignment. The student has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the	The topic is not clearly defined. Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

	hypothesis. In-depth discussion & elaboration in all sections of the paper	sections of the paper.	student's own ideas excessively.	
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Student's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Student's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Student's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
MECHANICS, SPELLING & GRAMMAR	--Consistent and appropriate voice. -- Sophisticated and precise word choice. --No spelling errors. --No errors in agreement, pronouns/antecedents, or tense. -- No punctuation or capitalization errors. --Met all style and min/max page requirements	-- Voice mostly consistent and appropriate. -- Fairly effective word choice. --No more than 2 spelling errors. --Fewer than 1 errors in agreement, pronouns/antecedents, or tense. -- Fewer than 2 punctuation or capitalization errors. --Met most style and min/max page requirements	-- Voice somewhat consistent and appropriate. -- Correct word choice. --More than 3 spelling errors. --More than 2 errors in agreement, pronouns/antecedents, or tense. -- More than 3 punctuation or capitalization errors. Attepmted to meet style and/or min/max page requirements	-- Voice inconsistent and inappropriate. -- Incorrect word choices. --More than 5 spelling errors. --More than 5 errors in agreement, pronouns/antecedents, or tense. -- More than 5 punctuation or capitalization errors. Does not meet style and/or min/max page requirements
Quality of Research	More than 10 current sources, of which at least 8 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	8 current sources, of which at least 5 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. Does not cite sources.

Adapted from: http://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/research-paper-rubric.shtml and http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=M77287&

Self-assessment Rubric

Features	EXPERT (50 Points)	PROFICIENT (40 Points)	APPRENTICE (35 Points)	NOVICE (30 Points)
Quality of Writing	Paper was written in an extraordinary style and voice,was very informative and well organized	Paper was written in an interesting style and voice. Somewhat informative and	Paper had little style or voice Gives some new information but poorly organized	Paper had no style or voice Gives no new information and very poorly organized

		organized		
Grammar, Usage & Mechanics	Virtually no spelling, punctuation or grammatical errors	Few spelling and punctuations errors, minor grammatical errors	A number of spelling, punctuation or grammatical errors	So many spelling, punctuation and grammatical errors that it interferes with the meaning