

**University of North Texas at Dallas  
Summer 2015  
SYLLABUS**

<b>COUN 5900/5595 Assessment and Advanced Treatment in Couples Counseling 3 hrs.</b>	
<b>Department of Counseling &amp; Human Services</b>	
<b>Division of Education &amp; Human Services</b>	
<b>Instructor Name:</b>	Dr. Amy McCortney
<b>Office Location:</b>	
<b>Office Phone:</b>	214.477.9907
<b>Email Address:</b>	<a href="mailto:Amy.mccortney@untdallas.edu">Amy.mccortney@untdallas.edu</a>
<b>Office Hours:</b>	By appointment
<b>Course Format/Structure</b>	Hybrid: Online assignments and 10 synchronous face-to-face trainings.
<b>Classroom Location:</b>	DAL2 Rm. 339
<b>Class Meeting Days &amp; Times:</b>	Wednesdays 5-9:50 p.m.
<b>Course Catalog Description:</b> Assessment and Advanced Treatment in Couples Counseling promotes counselors' ethical and cultural understanding, assessment, treatment planning, and evidence-informed treatment principles and interventions in couples counseling. Counselors develop assessment and intervention skills to promote healthy relationships and manage betrayals such as affairs and domestic violence. The course enables students to complete The Gottman Institute (TGI) Level 1 and 2 training.	
<b>Prerequisites:</b>	COUN 5590 Couples Counseling
<b>Co-requisites:</b>	-
<b>Required Text(s)/ materials:</b>	Gottman, J. & Gottman, J. (2010). <i>The Gottman method: Core assessments</i> . Seattle, WA: The Gottman Institute. Gottman, J. M. (2011). <i>The science of trust: Emotional attunement for couples</i> . New York, NY: Norton & Company. Gottman, J. M. & Silver, N. (1999). <i>The seven principles for making marriage work</i> . New York, NY: Three Rivers Press. Gottman Level 1 Training Certification = \$99. Gottman Level 2 Training Certification = \$179
<b>Recommended Text(s):</b>	American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. O'Leary, K.D., Heyman, R.E., & Jongsma Jr. A.E. (2010). <i>The couples psychotherapy treatment planner</i> (2nd ed.). Hoboken, NJ: John Wiley & Sons.
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 338-1616; web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> UNT Dallas Bookstore: phone: (972) 780-3652; web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a> Blackboard Learn: <i>If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard, your primary step should be to contact the ITSS Help Desk rather than this professor. The ITSS Help Desk offers phone, email and walk-in support:</i> UNT Help Desk: Phone: 972-780-3626 Email: <a href="http://web3.unt.edu/helpdesk/service">http://web3.unt.edu/helpdesk/service</a> Walk-in: Founders Hall Rm. 127

	CITC Help Desk website: <a href="http://www.unt.edu/helpdesk/index.htm">http://www.unt.edu/helpdesk/index.htm</a> . Student Resources information: <a href="http://webct.unt.edu">http://webct.unt.edu</a> including how and where to download the current correct version of Java (1.5.0_07).
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<b>Course Goals or Overview:</b>
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<b>Student Learning Objectives/Outcomes:</b>
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At the end of this course, the student will:
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1	Explain ethical and cultural considerations related to treatment in couples counseling.
2	Analyze a variety of assessment instruments for couples counseling.
3	Demonstrate couples counseling assessment feedback and goal development with couples.
4	Describe treatment planning for couples counseling.
5	Explain seven principles to help couples develop a healthy relationship
6	Demonstrate treatment interventions for each of the seven principles.
7	Explain the dynamics and intervention in couples trust and betrayal including affairs and domestic violence.
8	Demonstrate treatment interventions to build trust and manage betrayal

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in Blackboard announcements and UNT Dallas email.

*Tentative schedule. Schedule may change due to class needs or at instructor discretion.*

Timeline	Topics	Related SLO	Readings/ Activities/Assignments
Class 1 June 10	Introduction to Assessment & Advanced Treatment in Couples Counseling <ul style="list-style-type: none"> <li>• Role of couples counselor</li> <li>• Ethical considerations</li> <li>• Cultural considerations</li> </ul> Explanation of <i>Seven principles for making marriage work</i>	1, 5	<ul style="list-style-type: none"> <li>• Gottman &amp; Silver (1999), Ch. 1, 2&amp;3</li> <li>• Sperry (2007) article</li> </ul> <p>Level 1: Video 1 &amp; 2: <b>Due:</b> Read entire syllabus and complete <b>Appendix B</b> instructions.</p>
Class 2 June 17	Intake and Assessment <ul style="list-style-type: none"> <li>• Screening for domestic violence &amp; substance abuse</li> <li>• Informal assessments &amp; questionnaires</li> <li>• Standardized assessment administration and scoring</li> <li>• Intervention: Dreams within conflict</li> </ul>	2	<ul style="list-style-type: none"> <li>• Gottman &amp; Silver (1999), Ch. 4, 5&amp;6</li> <li>• Gottman &amp; Gottman (2010)</li> </ul> <p>Level 1: Video 3, 4, 5: <b>Due:</b> Quiz 1 Discussion Board 1</p>
Class 3 June 24	<ul style="list-style-type: none"> <li>• Assessment demonstration and scoring</li> <li>• Treatment planning</li> <li>• Demonstration and role playing of <i>Seven principles for making marriage work</i></li> </ul>	3, 4, 6	<ul style="list-style-type: none"> <li>• Gottman &amp; Silver (1999), Ch. 7&amp;8</li> <li>• Gottman &amp; Gottman (2010)</li> <li>• O'Leary et al. (2010) (<i>recommended</i>)</li> </ul> <p>Level 1: Video 6: Skype with Gottman Therapist <b>Due:</b> Quiz 2 Discussion Board 2</p>
Class 4 July 1	<ul style="list-style-type: none"> <li>• <i>Seven principles for making marriage work</i>, Analysis of assessment feedback and goal development</li> </ul>	5, 6	<ul style="list-style-type: none"> <li>• Gottman &amp; Silver (1999), Ch. 9, 10&amp;11</li> </ul> <p>Level 2: Video 1 Welcome/intro 1:46 2 Initial sessions 1:26 Role Play <b>Due:</b> Project 1 (analysis + video)</p>
Class 5 July 8	<ul style="list-style-type: none"> <li>• Explanation of Dynamics of couples trust and betrayal</li> </ul>	7	<ul style="list-style-type: none"> <li>• Gottman (2011), Ch. 1&amp;2</li> </ul> <p>Level 2: Video 3 Feedback &amp; treatment planning 1:46 4 Level 2 interventions 1:45 Role Play <b>Due:</b> Project 2 (analysis + video)</p>
Class 6 July 15	<ul style="list-style-type: none"> <li>• Demonstrate and role play treatment interventions to build trust and manage betrayal including affairs and domestic violence</li> </ul>	8, 9	<ul style="list-style-type: none"> <li>• Gottman (2011), Ch. 3&amp;4</li> </ul> <p>Level 2: Video 5 Flooding cont. 1:41 6 Compromise 1:45 Role Play Skype with Gottman Therapist <b>Due:</b> Treatment Plan</p>
Class 7 July 22	<ul style="list-style-type: none"> <li>• Demonstrate and role play treatment interventions to build trust and manage betrayal including affairs and domestic violence</li> </ul>	8, 9	<ul style="list-style-type: none"> <li>• Gottman (2011), Ch. 5</li> </ul> <p>Level 2: Video 7 Aftermath of a regrettable incident 1:13 8 Friendship &amp; romance 1:42</p>

			Role Play <b>Due:</b> Quiz 3 Discussion Board 3
Class 8 July 29	<ul style="list-style-type: none"> <li>Demonstrate and role play treatment interventions to build trust and manage betrayal including affairs and domestic violence</li> </ul>	9	<ul style="list-style-type: none"> <li>Gottman (2011), Ch. 9&amp;10              Friendship &amp; romance 11-11              Level 2: Video 9 Affairs 1:31              Video 10: Addiction 1:23              Role Play  <b>Due:</b>              Quiz 4              Discussion Board 4</li> </ul>
Class 9 August 5	<ul style="list-style-type: none"> <li>Demonstrate and role play treatment interventions to build trust and manage betrayal including affairs and domestic violence</li> </ul>	9	<ul style="list-style-type: none"> <li>Gottman (2011), Ch. 6, 7&amp;8               Level 2: Video 11 PTSD 1:21              12: Domestic violence 1:45              Role Play              Skype with Gottman Therapist</li> </ul>
Class 10 August 12	<ul style="list-style-type: none"> <li>Analysis treatment interventions to build trust and manage betrayal, including affairs and domestic violence</li> </ul>	9	<b>Due:</b> <b>Project 3 (analysis + video)</b>

### Course Evaluation Methods

This course involves heavy reading, and class participation involves TGI-certified Level 1 and 2 video training, including experiential activities. Written work involves discussion boards, treatment planning, short essay(s), and application of Level 1 and 2 principles in video demonstration.

This course will utilize the following methods to determine student grades and proficiency of the learning outcomes for the course:

**Quizzes** – four multiple choice quizzes on book and journal article readings will be given to assess understanding of pertinent concepts including ethical and cultural, assessment instruments, treatment planning, seven principles, and trust and betrayal interventions.

**Discussion boards** – four essay responses to discussion board questions will be required to assess application of pertinent concepts including ethical and cultural, assessment instruments, treatment planning, seven principles, and trust and betrayal interventions (see Appendix C).

**Treatment Plan** – one treatment plan will be required to assess critical thinking related to pertinent concepts. Rubrics will be provided on Blackboard.

Organized into 3 projects:

**Analysis Papers** – three written case study analysis papers on (a) couples counseling assessment feedback and goal development, (b) application of seven treatment principles, and (c) application of trust and betrayal treatment interventions will be required to assess critical thinking related to pertinent concepts. Rubrics will be provided on Blackboard. Each paper will be 3 to 5 pages double spaced APA style.

**Demonstration Video** – three videos of each student demonstrating (a) assessment feedback and goal development with couples, (b) application of seven treatment principles and (c) application of trust and betrayal treatment interventions will be required to assess skill level.

### Grading Matrix:

Instrument	Measures SLO	Value (points or percentages)	Total
Attendance/participation		10 x 10	100
Quizzes	1, 2, 4, 5, 7	4 x 25	100
Discussion Boards	1, 2, 4, 5, 7	4 x 25	100
Treatment Plan	4	1 x 100	100
Analysis Papers	2, 5, 7	3 x 100	300
Demonstration Videos	3, 6, 8	3 x 100	300
<b>Total:</b>			<b>1,000</b>

**Grade Determination:**

A = 1000 – 900 pts.

B = 899 – 800 pts.

C = 799 – 700 pts.

D = 699 – 600 pts.

F = 599 pts or below

## **Additional Class Policies:**

### **Attendance/Participation**

To be successful in this course, students must be able to retain and apply information in a practical manner; it is essential that students come to class prepared to discuss the assigned readings. Participation requires heavy reading, perfect attendance, and regular involvement in class activities. Attendance is required and graduate-level class participation is expected. Because this course is built around a required TGI format and materials, **students who miss one class, whether excused or unexcused, will not be eligible for Gottman certification**, though they may still pass the class. As relates to regular University policy, absences in **excess of one excused absence** and/or **chronic tardiness** will affect your final grade in the course. While it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points per incident if they (a) miss more than one class meeting for other than a *documented* emergency reason (death in family, hospitalization, major or severe personal illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional, distracting, or disruptive manner with peers or this professor. Additional missed classes or chronic tardiness will result in another 5% deduction. Students are responsible for all material and assignments covered on days they are absent.

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

### **Writing/format guidelines:**

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

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

### **Due dates and deadlines:**

Students are responsible for submitting assignments on the date indicated on the syllabus. Major assignments will be considered late if not received by class on the date expected. (Quizzes and discussion boards not submitted by deadline will receive an automatic 0.) When necessary, students may submit assignments early or via email. In order to be fair to students who submit their major assignments on time, students who submit their **major** assignments late for other than a *documented* emergency reason (family death, personal hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

### **Incomplete policy:**

(Incomplete work) for some justifiable *documented* reason, acceptable to the instructor and University policy (death in family, hospitalization, major or severe personal illness), the student has been unable to complete the full requirements of the course. At the time a grade of I is given, a minimum of 30% of classwork must have been completed at a passing level; the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not

met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is **not** given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student's work is incomplete, poor quality and/or not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

## University Policies and Procedures

### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit Rosemary Meredith, Disabilities Services and Compliance Officer, Suite 204, Building 2 or call 972-338-1777.*

### **Student Evaluation of Teaching Effectiveness Policy:**

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

### **Assignment Policy:**

*Late major assignments will automatically receive a 10-percent reduction, and this reduction grows exponentially dependent on the number of days late. Quizzes or discussion boards that are not completed by the required deadline will receive a grade of 0; there will be no make-ups allowed for quizzes or discussion boards.*

### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

### **Eagle Mail:**

*All UNT students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>. This is the main electronic contact for all course-related information and/or material. Information posted to your UNT email account or Blackboard is the student's responsibility rather than the instructor's.*

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of academic integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Code of Academic Integrity at [http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf)*

### **Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.untDallas.edu](http://www.untDallas.edu). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:** *The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Additionally, because this class is conducted by copyright protected online streaming from TGI, there will be no way to make up missed class material. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any classwork covered in class (e.g., quizzes, discussions, assignments).*

*It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. Students will not miss more than 2 classes. Students missing more than 2 classes will receive a penalty on their final grade. This class will not differentiate between excused absence and unexcused absences.*



**Diversity/Tolerance Policy:**

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

**Optional Policies:**

- *This class requires the use of webct/ecampus/blackboard; additional class materials will be available on the site. Check your Blackboard and email frequently, minimum 2-3 times/week. Students are responsible for a timely response to any instructor announcements, emails, or any other communication with the University.*
- *Use of Cell Phones & other electronics in the classroom: No misuse of electronic gadgets, phones, etc.. will be allowed in the classroom. You will not be permitted to text or take phone calls during class.*
- *Food & Drink in the Classroom: Food and drink are allowed in classroom provided they do not interfere with the educational process.*
- *The Professor for this course will neither ask for nor utilize your personal email for course communications. Students have been issued eagle mail accounts, and all course communication will occur through that email account. I recommend you check email minimally every other day during the semester.*

Cheating and plagiarism are types of academic misconduct. The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement, whether intended or unintended. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal (University of North Texas Graduate Catalog, 2002, p. 94). Ignorance is not a defense against plagiarism.

The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor.

Plagiarism of any sort will not be tolerated and will result in a minimum of a failing grade on the assignment; plagiarism will also jeopardize your standing in the program. UNT counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism-prevention tools and are strongly encouraged to utilize these resources.

APPENDIX A.

INFORMED CONSENT FOR ASSESSMENT

I, \_\_\_\_\_, by signing this consent form, am giving \_\_\_\_\_ my permission to administer practice counseling-related assessments to myself (or, if the person completing this form is a parent, write the child’s name here \_\_\_\_\_).

I understand that my full name will not be used on the write-up or identified in any other manner. In addition, I understand that the results of these assessments will be used solely for counseling student feedback and are not necessarily reliable or valid because the counseling student is in training.

I understand that the counseling student is participating in a learning experience as a part of COUN 5900 (Advanced Couple Counseling), and that the student is not a professional counselor, but is a counselor-in-training.

If I have any concerns at any time about this student, I can contact the professor of this class, Dr. Amy McCortney at [amy.mccortney@untDallas.edu](mailto:amy.mccortney@untDallas.edu) to discuss my concerns.

\*Please indicate your permission to allow testing of you (or your child) by the above counseling student by signing below.

\_\_\_\_\_  
“Client” or parent/guardian

\_\_\_\_\_  
date

\_\_\_\_\_  
“Counseling Student”

\_\_\_\_\_  
date

\_\_\_\_\_  
witness

\_\_\_\_\_  
date

APPENDIX B.

When you have read this far in the syllabus, copy and paste this following statement onto a new Word document; fill that document in with your information, and email it to me at amy.mccortney@unt.edu.

**Statement of Ethical and Legal Awareness  
COUN 5900 Advanced Couple Counseling**

Any training relationship in which students take client/counselor or speaker/listener roles is considered a client/counselor relationship and therefore subject to all the ethical and legal regulations governing such relationships. You should be familiar with and follow the Ethical Standards of the American Counseling Association and the State Board of Examiners of Professional Counselors, and the relevant aspects of the Texas penal code.

By my signature below, I attest that I have read, understood, and agree to follow the requirements of this Statement of Ethical and Legal Awareness:

\_\_\_\_\_  
Student name

\_\_\_\_\_  
Student ID number

\_\_\_\_\_  
Date

APPENDIX C.  
Online Discussion Rubric

	<b>Excellent performance</b>	<b>Good performance</b>	<b>Fair performance</b>	<b>Poor performance</b>	<b>Does not meet standard</b>
	4	3	2	1	0
Quality and critical analysis in posts	Student responses were thoughtful, original, or demonstrated excellent comprehension; uses relevant terminology; no more than 10% of posting is quotation, with proper citations where necessary	Postings display an understanding of the concepts and correct use of terminology, with proper citation where necessary.	Postings repeat or summarize an understanding of basic information, but do not consider alternative ideas or connect ideas, no citations or use of outside sources	Postings are minimal and show little depth or evidence that materials were completed or understood; postings are brief or are personal opinions, without supporting evidence	Student did not post a response, or an original response
Quantity of posts	Student posts frequently, and contributed multiple responses above the requirement	Student posts frequently, and contributed several responses above the requirement	Student posts occasionally and met the minimum required number of interactions	Student posted, but did not meet the minimum required number of interactions	Student did not post any response
Interaction with classmates	Student responds consistently throughout the discussion period; extends discussion by including new ideas, resources, or personal experiences; demonstrates a rich, meaningful contribution to others' posts	Student responds consistently throughout the discussion period; contributes well to ongoing conversation; makes affirmative remarks to others' posts	Student responses were correct and relevant to others' remarks; contributes but may not enrich discussion; responses are made within the last 2 days of the discussion period	Student responses were shallow or superficial (e.g., agrees or disagrees); does not extend discussion; responses are made in the last day of the discussion period	Student did not post any response; responses are irrelevant
Professional communication	Student responses are free of spelling, punctuation, and grammatical errors, and facilitate ease of communication	Student responses contain are mostly free of spelling, punctuation, and grammatical errors, and generally facilitate ease of communication	Student responses contain some spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain frequent spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain numerous spelling, punctuation, and grammatical errors; style does not facilitate effective communication
Online etiquette	Student responses show respect and sensitivity to peers' gender, racial/ethnic background, sexual orientation and religious beliefs	Student responses show respect and interest in the views of others	Student responses show interest in the views of others but occasionally lack sensitivity	Student responses show lack of sensitivity for the views and experiences of others	Student responses show disrespect for the views and experiences of others

APPENDIX D.  
Writing and Style Rubric

<b>CRITERION</b>	Excellent	Satisfactory	Fair	Poor
	4	3	2	1
<b>APA Writing Requirements</b>	Correct APA style in-text citations used throughout document; no instances of plagiarism.	Some APA style in-text citations used in the document.	Limited or no APA style in-text citations used throughout document OR Citations are incorrect.	None present, or clearly incorrect.  No APA style in-text citations used throughout document.
<b>Paper Length</b>	Page requirement met with no alterations to margins, font type or size	1-2 pages shorter than minimum requirement and could have benefitted from longer length.	Page minimum not met. Alterations were visibly noticeable in paper.	Requirement not met.
<b>Grammar, Punctuation &amp; Spelling</b>	Rules of grammar, usage and punctuation are followed; spelling is correct.  Language is clear and precise; sentences display consistently strong, varied structure.	Few grammatical errors, but sentences could be clearer and more precise.	Paper contains few grammatical, punctuation and spelling errors.  Language lacks clarity or includes the use of undefined jargon, or conversational tone.	Paper contains numerous grammatical, punctuation, and spelling errors.  Language uses undefined jargon or conversational tone.
<b>Organization</b>	Information is very organized into well- constructed paragraphs.  Each paragraph has an introductory sentence, at least 3 details and a concluding sentence.	Information is organized in paragraphs; each has an introductory sentence, at least 3 details and a concluding sentence. Paragraph transitions are logical.	Information is organized into paragraphs but the information is not detailed. Each paragraph has an introductory sentence, with 2 or less details and a concluding sentence. Paragraph transitions do not flow.	Information is not well organized into paragraphs with introductory sentences, details or concluding sentences. Lack of structure detracts from the message of the writer.
<b>APA Reference Page</b>	Reference page contains more than required academic reference (3) and text reference. Follows APA guidelines of	Reference page contains: 3 total but one less of academic resource or text reference. Follows most APA guidelines of	Reference page contains insufficient number of academic resources, or non-academic internet	Reference page not included OR Did not adhere to APA guidelines.

	components: double space, 12 pt. font, hanging indent.	components: double space, 12 pt. font, hanging indent.	search.  Many errors of APA guidelines: double space, 12 pt. font, hanging indent.	
<b>TIMELINESS</b>  Normal late policy applies.				