



Human Growth and Development CEEF 9403
New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division
Spring, 2020 (2/6, 3/5, 4/2, 5/7) 1:00 – 9:00

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Purpose of the Course

The purpose of this course is to examine biological, psychological, cognitive, self and social transitions across the lifespan and appropriate, effective ministry response.

Core Value Focus

The seminary has five core values. The focal core value for 2019-2020 is *spiritual vitality*. This course supports the five core values of the seminary.

Spiritual Vitality - We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Curriculum Competencies Addressed

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

1. *Disciple Making*: To stimulate church health through effective disciple making of children, youth, or adults.
2. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management. To support effective pastoral care of children, youth, and adults in their cultural context.
3. *Servant Leadership*: To serve churches effectively through team ministry. To serve the local church by developing servant leaders.

4. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion. To emphasize the intentionality required to engage in the process of growing in relationship with God and becoming conformed to Christ through the power of the Holy Spirit.

Course Description

In this seminar students will engage in an examination of classic and current theory and research regarding the physical, mental, social, emotional, and spiritual development of children, adolescents, and adults from conception through senior adulthood. Students will acquire a basic understanding of factors that shape the developmental process. Targeted research and individual presentations of selected topics guide student focus in the seminar. Also can be taken as CEAD9405, CECH9402, or CEYH9402.

Student Learning Outcomes

Upon the completion of the seminar, you will be able to demonstrate:

1. an understanding of developmental theories
2. an understanding of the relationship between developmental theory and ministry practice
3. skill in identifying current research in developmental psychology which has implications for ministry to individuals and their families.
4. skill in designing a research project in the discipline of child, adolescent, or adult development.

Required Readings

All students will read the required text. In addition, students must choose one of four emphases for the textbook reading:

Required Text

Kail, Robert, and John Cavanaugh. *Human Development: A Lifespan View, 8th ed.* Boston, MA: Cengage Learning, Inc., 2019. ISBN-13: 978-1337554831, etextbook
ASIN: B078KJR426

Clashing Perspectives. Create.mheducation.com. ebook ISBN: 9781307539608, print ISBN: 9781307539561 (This text may only be ordered at Create.mheducation.com).

Emphases Reading (Select one):

General (read one text from each age group), Children (read three), Youth (read three), or Adult (read three). Titles with an asterisk are required reading for that emphasis.

Children

Brazeton, T. Berry, and Stanley Greenspan. *The Irreducible Needs of Children*. Cambridge, MA: Da Capo Press, 2000. ISBN: 0-738205168, Kindle edition- ISBN: 9780786731220.

Elkind, David. *The Power of Play*. Philadelphia, PA: Da Capo Press, 2007. ISBN-13: 978-0738211107, Kindle edition - ISBN-13: 978-0738210537

Healy, Jane. *Your Child's Growing Mind: Brain Development and Learning from Birth to Adolescence, 3rd ed.* New York: Broadway Books, 2004. ISBN-13: 978-0767916158, Kindle edition ASIN: B004G8P7I2

*Stonehouse, Catherine and Scottie May. *Listening to Children on the Spiritual Journey: Guidance for Those who Teach and Nurture Children*. Grand Rapids, MI: Baker Academic, 2010. ISBN-13: 978-0801032363, Kindle edition ASIN: B00B853Z0S

Youth

- *Kinnaman, David and Mark Matlock. *Faith for Exiles: 5 Ways for a New Generation to Follow Jesus in Digital Babylon*. Grand Rapids, MI: Baker Books, 2019. ISBN-13: 978-0801013157, Kindle edition ASIN: B07D6XCSVV
- Siegel, Daniel. *Brainstorm: The Power and Purpose of the Teenage Brain*. New York, NY: Tarcher/Penguin, 2013. ISBN-13: 978-1585429356, Kindle edition ASIN: B00C5R8378
- Steinberg, Laurence. *Age of Opportunity: Lessons from the New Science of Adolescence*. New York, NY: Mariner Books, 2015. ISBN-13: 978-0544570290, Kindle edition ASIN: B00KEWAOZA
- Pipher, Mary and Sara Gilliam. *Reviving Ophelia 25th Anniversary Edition: Saving the Selves of Adolescent Girls*. New York, NY: Riverhead Books/Random House, 2019. ISBN-13: 978-0525537045, Kindle edition ASIN: B07P9MTS79

Adult

- Finzel, Hans and Rick Hicks. *Launch Your Encore: Finding Adventure & Purpose Later in Life*. Grand Rapids, MI: Baker Books, 2015. ISBN-13: 978-0801016868, Kindle edition ASIN: B00MBTY8WY
- *Setran, David and Chris Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Academic, 2013. ISBN-13: 978-0801039560, Kindle edition ASIN: B00EO3OXRU
- Vaillant, George. *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development*. New York, NY: Little, Brown and Company, 2003. ISBN-13: 978-0316090070, Kindle edition ASIN: B001MTBU0W
- Youdin, Robert. *Psychology of Aging 101*. New York, NY: Springer Publishing Company, 2016. ISBN-13: 978-0826130129, Kindle edition ASIN: B01BO2CI8O

Course Teaching Methodology

Methodology

This seminar will emphasize a format of teaching and learning including discussion, research and reporting, mini lecture, and visual presentations (PowerPoint, Prezi, Keynote, etc).

Format

Over the course of the semester, this seminar meets four times “synchronous”, with the professor on the main campus.

Assignments and Evaluation Criteria

Course Requirements

1. **Self -Introduction (5%)** **Due: Week of January 20**
Write a one-page single-spaced essay describing who you were as a child and adolescent and who you are now to introduce yourself to the rest of the seminar. Post on the designated discussion board on Blackboard. *This assignment is related to SLO #1.*
2. **Required Text Reading and Discussion (10%)** **Due: February 6**
Read *Human Development: A Lifespan View, 8th ed.* and develop a discussion question for the assigned chapter(s) to be discussed in the first seminar meeting. A schedule will be provided by the professor. *This assignment is related to SLOs #1 and #2.*

3. Developmental Theorists Contributions and Criticisms Paper Due: February 27
(Paper – 10%, Presentations – 10%)

Developmental theory has profoundly influenced Christian education. As Christian educators we must be able to support our decisions regarding ministry practice which are founded upon development theory and be prepared to acknowledge and respond to the criticisms of developmental theory.

Write a 10 to 12-page (before bibliography) paper summarizing a theory of either child, adolescent, or adult development. The objective is to help the seminar sort through the myths and misinformation surrounding the theory/theorist as well as to become more acquainted with the arguments concerning a particular viewpoint. Theorists will be assigned on a first come, first served basis. ***Email your top two choices to the professor by Monday, January 20. Assignments will be made by Friday, Jan. 24.*** The paper will be submitted to the designated discussion board and Assignments on Blackboard one week prior to the seminar meeting. **The presentation will be made in Meeting #2.** The paper should include the following:

- A brief biography of the theorist(s) (1 page)
- A summary of the theory
- Your opinion (first person is acceptable) regarding the validity of the theory, supplemented by *current* research which supports your position.
- An acknowledgment and description of contra-positions in current research
- A description of at least five Christian education experiences that you have observed which connect with the developmental theorist's ideas.
- A proposal of how you believe the selected theorist's ideas might help facilitate spiritual growth of a selected age group. Be specific in how the theorist's ideas might influence practice in the home and church.

Presentation

Due: March 5

Lead a 45 minute presentation regarding the theory which includes the following:

- Visual presentation (PowerPoint, Prezi, etc.)
- Questions or discussion areas that will facilitate interaction with peers regarding their opinions of the subject.

Presentation Response

Due: March 5

A 15-minute response from a designated seminar colleague will follow each presentation, utilizing the *Research Doctoral Paper Evaluation (Peer Review)* form included in this syllabus and posted on Blackboard under Assignments. *This assignment is related to SLOs #1 and #2.*

4. Position Article (10%) and Presentation (10%)

Due: March 26

Select a topic article from *Clashing Perspectives* and “take a side.” Conduct your own research and write an article supporting your position.

- The article should be 8-10 pages in length, excluding the bibliography.
- The bibliography should include a minimum of 10 resources (2014-present).
- The results of your research will be presented in seminar meeting #3.
- The personal pronoun is permitted in the position paper.
- The paper will be submitted to the designated Discussion Board and the Assignment Upload *one week* prior to the third seminar meeting.

Each seminar participant will read all articles prior to the class meeting and come prepared to respond to the topics. **Topic article requests will be assigned by the professor on a first-come first-served basis. Email dpeavey@nobts.edu to make your request.**

Presentation

Due: April 2

Conduct a 45-minute presentation which should include:

- a summary of the topic and the positions presented in *Clashing Perspectives*;
- discussion/debate with seminar participants regarding their responses to the subject;
- a variety of teaching methods;
- your position, which is supported by current research (no more than 5 years old).

Come to class with formulated thoughts regarding the topics to be presented. See the following for 6 Rules for Discussion and Debate.

<http://www.elearners.com/sites/all/files/public/images/6%20Rules%20for%20Discussion%20and%20Debate%20in%20College%20Classes.png> This assignment is related to SLO #3.

5. Research Project (25%/10%=35%)

Due: April 30

Design a research project that is dissertation quality of 30-35 pages. **You will stop short of conducting the research. The assignment is to present a design that you could do.**

Topics will be assigned on a first-come first-served basis and may not be duplicated.

Review texts, internet sites, and academic journals for topics of interest. **The presentation will be made in Meeting #4. Submit your selected topic request to the professor via email by 1/30 – no later than one week before the first seminar meeting.** Topics include, but are not limited to, the following. If you desire to research a topic not on the list, submit it for approval.

- The role of temperament in child/adolescent/adult personality development
- Genetic predisposition toward a selected behavior (i.e. violence, homosexuality)
- Precocious puberty
- Effective child/adolescent parenting principles
- The role of values/spirituality in child/adolescent development
- The development of identity in adolescence and young adulthood
- Issues in transitions from adolescence to adulthood
- Peer influence and social skills development in adolescence
- Poverty and adolescence
- Attachment, intimacy and sexuality in adolescence/young adulthood
- The definition, characteristics, causes and treatment of a child/adolescent/adult mental health disorder
- Television viewing (effects on_____)
- Sleep deprivation
- Divorce
- Grandparenting
- Sexuality in adolescence/young/middle/late adulthood

The paper should include the following sections:

- **Introduction:** Provide your readers with background information regarding the topic. Why is this important to study? What is the problem being investigated?

State the problem clearly and concisely. Describe previous studies related to your topic and how they correlate with your methods and chosen theme.

- Write a research question/problem that investigates the topic from a developmental point of view. Work at clear language to craft a clear problem statement, hypothesis statement(s), definitions, limitations.
 - *Research problem and hypothesis statement(s)* **Due: March 5**
- *Literature Review*: A research project requires relevant, authoritative, and reliable sources. What is already known about this problem or situation? The literature review should demonstrate that your research is not baseless. Write a literature review which will present background information on the particular topic. Document sources and organize the review in some categorical arrangement.
- *Research Design/Methodology*: Select a research method that will best assess the research question. Explain how you will gather the data.
 - Description of Population/Sample: Who will be the participants (no names!)? How will you select them?
 - Materials (Instrument): You must utilize an instrument to measure your research question. Provide a careful description of the instrument selection -- the appropriateness to the type of data and research question (qualitative, quantitative or hybrid), whether an instrument is to be located or developed, assumptions, survey distribution strategy, plan for gathering and collation of data, “defense” of selected scale. If using an established survey, document the reliability and validity of the instrument. If you plan to construct an instrument, relate how you will establish a level of face validity to evaluate your instrument in order to determine if it will measure what you are attempting to measure.
 - Data Analysis: How will the data be analyzed? Present the tests/procedures that will be used and why. How will you know if your findings are statistically significant?
 - Procedure: Describe exactly how the research will be conducted.

pRES

- *Bibliography*

Presentation

Due: May 7

Conduct a 45-minute presentation of your research (lit review), responding to questions from members of the seminar. Presentations must include a visual (PowerPoint, Prezi, etc.), addressing the component parts. Presentations will be given in an order determined by the professor. During the presentation/discussion of your paper, you should be able to introduce the seminar to *new* research regarding child, adolescent, or adult development.

Presentation Response

Due: May 7

A 15-minute response from a designated seminar colleague will follow each presentation, utilizing the *Research Doctoral Paper Evaluation (Peer Review)* included in this syllabus and posted on Blackboard under Assignments.

6. Emphases Reading Summaries (10%)

Due: No later than May 7

Write a 1.5 to 2-page summary for each assigned text (3) including:

- Bibliographic information (at the top of the page)
- Biographical information of the author
- An annotated bibliography (one paragraph)

- A minimum of 10 talking points – key ideas, observations, insights and criticisms - that show you have thought seriously and critically about the readings. (This can be a bullet list)
- Two to three study guide questions suitable for preparation for a doctoral program oral exam.

Submit to Assignments on Blackboard. *This assignment is related to SLO #1.*

Evaluation

Self-Introduction	05%
Required Text Reading/Discussion	10%
Developmental Theorist Paper	10%
Presentation/Response	10%
Position Article	10%
Presentation	10%
Research Project Paper	25%
Presentation/Response	10%
Emphases Reading Summaries (3)	<u>10%</u>
	100%

Course Schedule

January 20	Self -Introduction Due Developmental Theorist Request Due	Dr. Peavey
January 30	Research Project Topic Request Due	
February 6	Seminar Meeting #1 Required Text Reading and Discussion	Dr. Peavey and Colleagues
February 27	Developmental Theorist Paper Due to Blackboard	
March 5	Seminar Meeting #2 Developmental Theorist Presentation/Responses Research Problem and Hypothesis Statement(s) Due	Colleagues
March 26	Position Article Due to Blackboard	
April 2	Seminar Meeting #3 Position Presentation and Response Rough Draft of <i>Literature Review</i> Due	Colleagues
April 30	Research Project Paper Due to Blackboard	
May 7	Seminar Meeting #4 Research Project Presentation/Response Emphases Text Summaries Due	Colleagues

Course Policies

Academic Policies: Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Absences: Absences are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will be accepted.

Assignment Grading: Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Cell phones: Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course.

Classroom Decorum: Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the Learning Activities and Assessments section of this syllabus according to the grading scale in the NOBTS 2019-2020 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Laptops: Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

Late Assignments: Late assignments will not be accepted unless an extreme situation occurs. Approval to submit a late assignment must be obtained.

Netiquette: Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> . You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need and we are able to provide.

Technical Support: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS



INSTAGRAM.COM/NOBTS



FACEBOOK.COM/NOBTS

Research Doctoral Paper Evaluation (Peer Review)

Title of Paper _____

Course: _____ Date _____

Submitted by _____ Reviewed by _____

CATEGORY	Unacceptable (Below Standards) 1 point	Acceptable (Meets Standards) 2 points	Good (Occasionally Exceeds Standards) 3 points	Excellent (Exceeds Standards) 4 points	SCORE
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate theses statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	
Focus & Sequencing	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	
Literature Sources	Few sources supporting thesis. Sources are insignificant or unsubstantiated.	Sources generally acceptable but not peer-reviewed research (evidence) based.	Sources well selected to support thesis with some research in support of thesis.	Strong peer reviewed research based support for thesis.	
Conclusion	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	
Grammar & Mechanics	Grammatical errors or spelling & punctuation Substantially detract from the paper.	Few grammatical, spelling or punctuation errors interfere with reading the paper.	Grammatical, spelling, and punctuation errors are rare and do not detract from the paper.	The paper is free of grammatical, spelling, and punctuation errors.	
Format and Writing Style	Errors in style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Errors in style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Rare errors in style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages.	No errors in style. Scholarly style. Writing is flowing and easy to follow.	
Citations & References	Reference and citation errors detract significantly from paper.	Many references or citations missing or incorrectly written.	Few references or citations missing or incorrectly written.	All references and citations are correctly written and present.	
Total Points:					

Title of Paper _____

MAJOR Format errors:

- _____ Reference errors: (ABC order, 1:1 reference/citation)
- _____ Punctuation and capitalization errors
- _____ Citation errors: (incorrect author order, incorrect *et al.* usage)
- _____ Title page (header, spacing, contents, etc.)
- _____ Table of contents page (headings, spacing, page numbers etc.)
- _____ Numbers
- _____ Verb problems: (verb tense, verb-subject-article agreement)
- _____ Pronoun errors: (which, that, who, whom)
- _____ Format errors: (incorrect line, letter, word spacing, pagination)
- _____ Use of Abbreviations or numerals to start sentences
- _____ Undefined abbreviations
- _____ Nonprofessional writing/tone
- _____ Lack of empirical evidence for points made
- _____ Other: _____

MINOR Format errors:

- _____ Wrong font/wrong size font/wrong color font
- _____ Inappropriate use of a secondary source (lack of "cited in...")
- _____ Inappropriate use of personal pronouns, excessive abbreviations
- _____ Occasional problems with hanging indents
- _____ Using ampersands in text
- _____ Widows and Orphans
- _____ Margins and header spacing
- _____ Other: _____

Notes or Comments.