

**COUN 331-79B1-Online:
Medical and Psychosocial Aspects of
Alcohol/Drug Use, Abuse, and Addiction
Spring 2022: March 14-May 6
Chadron State College**



Face coverings continue to be strongly recommended and encouraged at the discretion of each individual for all in-person class meetings.

Please monitor the Chadron State College COVID-19 website (<https://www.csc.edu/covid19/index.csc>) for continuing updates.

Part 1: Course Information

Instructor Information

Instructor: Jen Taylor, LMHP, LADC, LPC

Office: Distance Faculty

Office Phone: 308-360-0680

E-mail: jtaylor@csc.edu

Office Hours: Virtual Office Hours: by appointment via ZOOM video conference

CSC Online Address: (<https://online.csc.edu/>)

Credit hours

3 credit hours (45 contact hours)

Course Description

This course will study the physiological, psychological, and sociological aspects of alcohol/drug use, abuse, and dependence. It will explore the processes of dependence, addiction, and withdrawal along with associated signs, symptoms, and behavior patterns. It will also include the study of drug types and pharmacology. **Essential Studies Outcome: ES11 (Personal & Social Responsibility Component) Please note this is an 8-week course which will require intensive, daily, active participation.**

Textbook & Course Materials

Required Text(s)

1. **Maisto, S. A., Galizio, M., Connors, G.J. (2022). Drug Use and Abuse, (9th, ed.). MindTap Access Card ISBN: 9780357375983**
2. Addiction Counseling Competencies TAP 21-SAMHSA.
<https://store.samhsa.gov/shin/content//SMA12-4171/SMA12-4171.pdf>
3. **NAADAC, the Association for Addiction Professionals (2016).** NAADAC/NCC AP Code of Ethics. Alexandria, VA: NAADAC. Can be retrieved from:
<https://www.naadac.org/assets/2416/naadac-code-of-ethics.pdf>
4. **This course will require MindTap from Cengage.** MindTap is available for purchase on its own, or through Cengage Unlimited, a subscription that gives you access to all your Cengage access codes and online textbooks for \$119.99 per term, \$179.99 per year or

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\$239.99 for two years. No matter how many Cengage products you use, they are included in Cengage Unlimited, and the price stays the same. In addition to your integrated e-book, you can purchase a textbook rental when you activate MindTap through Cengage Unlimited for \$7.99 + free shipping. You may also have the option to purchase a loose-leaf version of your textbook, which you can keep. View this [tutorial video](#) to see how to access and obtain your print options. You can purchase access to Cengage Unlimited in the bookstore or at cengage.com. You can access Cengage Unlimited through the Cengage Unlimited Student Dashboard link in our class's CSC Online course. Log in to **CSC Online** and click on the link that says **Cengage Learning**. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process.

Recommended Texts & Instructional Materials

Additional assigned readings will be posted in your CSC Online Course.

Method(s) of Instruction

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams organized. **Each week typically begins at 1:00 AM Mountain Time, Sunday, and closes 10 PM Mountain Time, Saturday. The notable exception is the final week of class when all assignments close at 5pm Mountain Time, Friday.** All dates and assignments can be found in the course schedule.

Course Requirements

Essential Studies Philosophy: Students are members of a broader society dependent on their meaningful contributions for its success. Chadron State College embraces this vision, recognizing the need to serve the region within the context of an increasingly global and more complex world in need of creative solutions to a never-ending supply of challenges and opportunities. The Essential Studies Program at Chadron State provides an integrated, coherent learning experience to prepare students for a life of responsible inquiry.

ESP Student Learning Outcome: COUN 131 satisfies the 3-credit hour requirement Student Learning Outcome (SLO) 11 of the Essential Studies Program: Students will discuss current health issues and incorporate wellness practices that lead to positive personal changes in health and wellness lifestyle.

Requirements of the course are to maintain an online presence in the class through completion of weekly MindTap assignments including reflection assignments, class readings, forum postings, and a major assignment. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:** <http://owl.english.purdue.edu/owl/resource/560/1/>

1. **Forums:** Each week you will have many opportunities to share your ideas. I will provide the topic and you will provide amazing reflection, insight, and discussion. Please see the rubric at the end of this syllabus.
 - a. A new forum will be available ***Sunday through Saturday*** for 4 weeks. **To receive full points, you must participate with at least 1 original post and 2 replies. I will not grade a post/reply when submitted after the forum closes.**
 - b. You **MUST** read a minimum of 5 of your classmates replies and posts. Points will be subtracted if you read less than 5 posts.
 - c. ***Each post must be a minimum of 200 words, and each reply must be a minimum of 100 words.*** Additional posts and replies over the minimum can be any length. I recommend you **NOT** rely on MSWord's word count. It tends to result in a lower count than CSC Online.
 - d. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
 - e. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a photo of your family, or favorite park, or pet. The purpose of the photo is so that we can recognize each other's face. You will not write any posts for this particular forum.
 - f. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.

2. **MindTap Quizzes:** During the duration of this course. Cengage MindTap will be utilized for this portion of class. Students will have assigned quizzes in their MindTap shell that must be completed each week. Quizzes can be taken a maximum of 2 times, and the highest score will be recorded.

3. **Abstinence Exercise:** This assignment is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. You will abstain from a substance (e.g., nicotine, caffeine, sugar, or alcohol) or behavior (e.g., social media, playing video/computer games, procrastination, watching television) for a period of 4 weeks. For those of you who have difficulty identifying a substance or behavior, please contact me to discuss what might **be a challenge** for you to give up.
 - a. **Letter to my Substance/Behavior: Due before the abstinence period begins.**
You will write a 2-page letter to the substance or behavior from which you are abstaining. Write the letter in the first person (e.g., "caffeine, you have always been there for me in the morning...") cover the following 5 areas:
 - i How my addictive substance/behavior is loved and is considered a friend;
 - ii How my addictive substance/behavior is sensual (appeals to my senses);
 - iii How my addictive substance/behavior provides healing to my emotional wounds;
 - iv How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment;

- v How my addictive substance/behavior is hated – what it has cost me.

- b. **Abstinence Blogs:** Weekly blogs will describe your feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult). This portion of the assignment is to mimic a support group experience and requires you to write a weekly original blog and weekly comment to a classmate’s blog. To access blogs, please click the Forum/Blog tool in the left menu of the CSC Online course site.
 - i You must write one original Blog for each of the 4-weeks you are engaged in the abstinence exercise. Each blog must be a minimum of 100 words to receive credit.
 - ii You must write one comment on a minimum of a classmate’s blog (who has not yet received a comment) for each of the 4-weeks you are engaged in the abstinence exercise. Each comment must be a minimum of 50 words to receive credit.
 - iii Each original blog and comment are due 10 pm MST on Saturday for each of the 4-weeks you are engaged in the exercise.

- c. **Abstinence Exercise Summary paper**
 - i You will write a minimum four-page paper describing the abstinence experience (e.g., chosen abstinence substance or behavior, did you succeed or fail, what influenced you, what was the process like for you, etc.).
 - ii You must include three academic resources to support the discussion of your abstinence experience. Thus, you will have a minimum of 3 references.
 - iii APA formatting and submission in PDF formatting is required.
 - iv Submit your paper to the Assignment section of the CSC Online course site.

Nebraska State College Board Policy 4141

For a 1-hour credit course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities. A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation

for any student. ****Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	4 X 8 weeks	32
Reading & Interactive Multimedia	4 X 8 weeks	32
Assignments	2 X 8 weeks	16
Weekly Forums	4 X 8 weeks	32
Exams	4 X 8 weeks	32
Total	18	144

Part 2: Student Learning Outcomes

	<i>PLADC Student Learning Outcomes</i>	<i>Related Assignment</i>
1	Identify specific terms associated with medical and psychological issues. (6 hours)	Readings Forums MindTap Quizzes
2	Demonstrate an awareness of personal biases and beliefs. (7 hours)	Readings Forums MindTap Quizzes Abstinence Assignment
3	Recognize the function of the brain, its components, and functions in addiction. (8 hours)	Readings Forums MindTap Quizzes
4	Explore the neurophysiology of the central and peripheral nervous systems and how alcohol and dependence effect those systems. (6 hours)	Readings Forums MindTap Quizzes
5	Identify street and illegal drugs, over-the-counter medications, and prescription drugs. (6 hours)	Readings Forums MindTap Quizzes
6	Describe the etiology, behavioral, and cultural aspects of alcohol and drug use. (6 hours)	Readings Forums MindTap Quizzes Abstinence Assignment
7	Recognize multicultural issues when dealing with these drugs. (6 hours)	Readings Forums MindTap Quizzes
8	Discuss current addiction health issues and incorporate wellness practices that lead to positive personal changes in health and wellness lifestyle. (SLO-11)	Readings Forums MindTap Quizzes Abstinence Assignment

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

You will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course. Grades will be based on a weighted scale determined by the following percentages:

Assignments	Grading Opportunities	Percentage Breakdown
Discussion Forums	8	15%
Letter to my Substance	1	15%
Abstinence Blog Entries	4	15%
Abstinence Summary Paper	1	30%
MindTap Quiz	16	25%
Total		100%

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Late Work Policy: I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact the instructor in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC online grade book to determine whether the instructor has graded assignments.

Viewing Grades in CSC Online: I will update grades in **Cengage MindTap** each time a grading session has been completed—typically within 1-week following the completion of an activity.

Part 4: Course & Institution Policies

Student Behavior

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one’s own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note:

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one’s own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.

- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)Class Attendance/Participation Policy

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Please contact helpdesk@csc.edu or 308-432-6311 for assistance should you if you have any additional technical questions.
3. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

Civility and Netiquette: Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.

7. **Check your official CSC Eagle email account daily** as all campus communications are sent to your Eagle mail.
8. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu.

Instructional Accommodations Policy

If a student must be away from campus for more than a single class period due to circumstances outside their control, they should contact the Dean of Student Affairs, Jon Hansen, at 308.432.6231 or by email at jhansen@csc.edu. Based on approval, the Dean of Student Affairs will notify appropriate CSC personnel. Once notified, faculty will make reasonable efforts to ensure that students have timely and equal access to instruction. In order to receive similar accommodations, students absent to attend athletic, academic, or cocurricular events or activities approved by Chadron State College must communicate with individual faculty in advance. (All relevant NCAA regulations apply.) These potential accommodations shall not be provided to students who miss instructional time for elective reasons.

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)**Mission Statement**

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- **People** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- **Purpose** – Student Learning and Growth Pedagogy, Support Services, Wellness
- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Part 5: Course Schedule & Assignment Rubrics**Course Schedule**

	Week	Chapters	Assignments
1	March 14-19	1 & 2	<ul style="list-style-type: none"> • Read Chs 1 & 2 • Forum 1-CSC Online • MindTap Quizzes
2	March 20–26	3 & 4	<ul style="list-style-type: none"> • Read Chs 3 & 4 • Forum 2-CSC Online • MindTap Quizzes • Letter to my Substance/Behavior Due Saturday, 10:00 PM MT
3	March 27– April 2	5 & 6	<ul style="list-style-type: none"> • Begin Abstinence Exercise-Mar 30 • Read Chs 5 & 6 • MindTap Quizzes • Abstinence Blog #1 Due, Saturday,10:00 PM MT
4	April 3–9	7 & 8	<ul style="list-style-type: none"> • Read Chs 7 & 8 • MindTap Quizzes • Abstinence Blog #2 Due, Saturday,10:00 PM MT

5	April 10-16	9 & 10	<ul style="list-style-type: none"> • Read Chs 9 & 10 • MindTap Quizzes • Abstinence Blog #3 Due, Saturday,10:00 PM MT
6	April 17-23	11 & 12	<ul style="list-style-type: none"> • Read Chs 11 & 12 • MindTap Quizzes • Abstinence Blog #4 Due, Saturday,10:00 PM MT
7	April 24-30	13 & 14	<ul style="list-style-type: none"> • Read Chs 13 & 14 • Forum 3-CSC Online Course • MindTap Quizzes
8	May 1-6	15 & 16	<ul style="list-style-type: none"> • Read Chs 15 & 16 • Abstinence Exercise Summary Paper Due 10:00 PM MT, Monday, May 2 • Forum 4-CSC Online Course • MindTap Quizzes Due FRIDAY May 7, 5:00 PM MT

Rubrics

Discussion Forum Rubric

This course works well when everyone is involved in discussing the material. Your **participation** throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the work of the class, minimum word counts, and percent of total posts/replies read. Students are expected to offer comments, questions, and replies to the discussion questions that have been posed for each week as well as to classmate postings. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

I grade each of the discussion forums separately on a 4-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. To be clear, to earn full points each week you must at a minimum participate:

1. Enter an original post that meets minimum word-count of 200 words,
2. Enter a reply to two fellow classmates that meets minimum word-count of 100 words,
3. Read at least 5 of your other classmates' entries.

4 Points: Have met ALL minimum expectations:

Students earning 4-points for discussion activities have participated with at least 1 post and 2 replies, met the minimum word count requirements (**each post must be a minimum of 200 words, and each reply must be a minimum of 100 words**), read a minimum of 5 of your classmates entries, and posted outstanding information.

Discussion postings:

- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, connections, or applications
- provide outside resources supporting your ideas.
- meet the minimum word count requirements.
- read at least 5 other classmates' entries.

3 Points: Have met 3, but not all, of the following expectations:

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- meet the minimum word count requirements.
- read at least 5 other classmates' entries.

2 points: Have met 2, but not all, of the following expectations:

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- meet the minimum word count requirements.
- read at least 5 other classmates' entries.

1 Point: Have met 1, but not all of the following expectations:

- may not all be made in time for others to read and respond
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
- meet the minimum word count requirements.
- read at least 5 other classmates' entries.

Zero points: Below Expectations

Students earning zero points for discussion activities have not participated or have posted information that was below expectations.

Abstinence Exercise-Rubric:

	Below Average	Average	Above Average
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Covered Content	Demonstrates moderate degree of an ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. One or no resources.	Demonstrates considerable ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. Two resources.	Demonstrates unusual degree of an ability to synthesize & infuse relevant course information and outside literature, effective use of references, creativity, and meeting project objectives. Three resources.
Reflection	Student has an emerging awareness of his/her own thinking: provides confusing, little, or no report of the thinking one might use to solve a problem or complete a task; falters in his or her explanation of how the new information will influence their practice.	Student is somewhat aware of his or her own thinking: provides a vague or incomplete description of how one might think through a task or problem. Provides only a few ideas about how the new information could influence his or her performance.	Explains in detail the sequence of thought he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance.
Development & Support	only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident
Conventions	Paragraphing may be irregular. Errors in grammar, usage, punctuation, and spelling may distract the reader. Does not follow APA guidelines.	Paragraphing is generally successful. A few errors in grammar, usage, punctuation, and spelling—especially with more sophisticated words and concepts- Does not distract the reader. Attempts APA guidelines.	Paragraphing is sound. Grammar, usage, spelling and punctuation are mostly correct. Conventions—especially grammar and spelling—may be manipulated for stylistic effect. APA guidelines followed.