DEPARTMENT OF SOCIAL WORK

Social Policy and Contemporary Issues SOCW 316
Course Syllabus
Spring 2015
3 Credit(s)
Mondays 4:30-7:00PM
Cohen Center Room 143

Faculty: Jaylene Krieg Schaefer, PhD, LISW
Telephone: 745-3242
Email: schaeferj1@xavier.edu
Office: Cohen 152
Office Hours: Wednesdays 3-5PM, Thursdays 3:45-5:45PM. Additional meetings can be scheduled by appointment.


COURSE DESCRIPTION:
This course is designed to provide students with an understanding of American social welfare policy analysis. This course will review historical, current, and emerging social problems and critique policies created or proposed to respond to these problems. Students will learn how to understand and critically analyze social policy, while taking into account the basic principles of economic and social justice. Specific focus will be given to the impact of the formation and implementation of social welfare policies on the poor, people of color, women and other at-risk populations. As a writing intensive course, students will practice finding and evaluating information and effectively sharing that information in writing.

COURSE OBJECTIVES
By the end of the course the student should be able to:

1. Understand the historical background and competing societal values which underlie current social welfare policies and programs.
2. Understand the role of ideology, values, and ethics in policy formation and implementation with special attention to the ways that such policies affect the poor, people of color, and other oppressed populations.
3. Acquire knowledge and skills that enhance the ability to understand the ways in which policy interacts with micro, mezzo, and macro environments to promote or hinder the principles of economic and social justice.
4. Demonstrate knowledge and skill by utilizing a model of policy analysis to research and critique a social welfare policy.
5. Demonstrate an understanding of the connections between generalist social work practice and social welfare policy.
7. Students find, evaluate, and logically convey information and ideas in written and oral presentations. (SLO 2a in Core Curriculum)

This course addresses the following outcomes for the Council on Social Work Education (CSWE) and the Higher Learning Commission (HLC):

<table>
<thead>
<tr>
<th>CSWE Educational Policy</th>
<th>CSWE Practice Behavior</th>
<th>HLC Student Learning Outcome</th>
<th>Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.8-Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td>Students earning a B.S.W will be able to analyze, formulate, and advocate for policies that advance social well-being.</td>
<td>'Write an Effective Letter’</td>
</tr>
</tbody>
</table>

### COURSE POLICIES

**Academic Honesty**
As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism, and collusion will not be tolerated. Refer to Xavier University's Catalog for specifics on academic honesty.

**Accommodations for Special Needs**
Any student who feels he/she may need an academic accommodation based on the impact of a disability (e.g.: sensory, learning, psychological, medical, mobility) should contact Disability Services (Learning Assistance Center) at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514 or e-mail at lactest@xavier.edu.

According to American Disabilities Act (1990) regulations, a student who has a qualified disability that requires special accommodations in a classroom setting must notify the faculty of the accommodation request and make arrangements with the LAC. Students are responsible for following all LAC policies and guidelines for implementation of their accommodations.

**Assignments**
1. All assignments are expected to be completed ON TIME. Late assignments will have points/percentage deducted for every weekday they are late.
2. Exams are to be taken at the scheduled time. Arrangements for rescheduling of exams in the event of an emergency must be made prior to exam time. No call/no show for an exam may result in a grade of -0-. Final determination will be made at the discretion of the instructor.
3. All written assignments are to be typed with 1” margins, double spaced, Times New Roman 12 pt font and corrected for grammar and spelling (according to APA guidelines). Spell check does not catch everything (to/two/see – weather/whether – hear/here). PLEASE READ and correct your papers before you hand them in for a better grade.
4. All references in written assignments shall be cited according to the format and guidelines described in the Publication Manual of the American Psychological Association (6th ed.). A copy of this publication can be viewed in the Social Work Department Office or in the library. Electronic
reference formatting is also described online by the APA at www.apastyle.org/elegcgeneral. Wikipedia is NOT accepted as a credible source.

**Technology**
The use of cell phones during class is strictly prohibited. All cell phones must be placed on silent and stored away during class time. If, for whatever reason, a student must take an emergency call, they need to leave the room and are responsible for material missed. With regard to the use of lap tops and tablets, students may use their laptop or tablet to take notes but are prohibited from searching the web (unless an in class search is requested), doing other course work, answering emails, etc. as it is extremely distracting to the instructor and other students. If a student is caught using the laptop for any reason other than taking notes, they forfeit the right to use the laptop in class. No exceptions.

**Attendance**
Students, who miss more than ¼ of the classes without a valid excuse, as determined by the professor, are at risk of failing the course due to the department’s attendance policy in the student handbook. Students are accountable for all assignments and information presented in class whether they are present or not.

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**GRADING AND EVALUATION**

<table>
<thead>
<tr>
<th>Points Assignment</th>
<th>130</th>
<th><strong>GRADING SCALE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (13 classes at 10 points each)</td>
<td></td>
<td>A     95-100</td>
</tr>
<tr>
<td>Reading Quizzes (10 quizzes at 10 points each)</td>
<td>100</td>
<td>A-    92-94</td>
</tr>
<tr>
<td>‘Book Report’ Assignment</td>
<td>100</td>
<td>B+    89-91</td>
</tr>
<tr>
<td>‘Write an Effective Letter’ Assignment</td>
<td>100</td>
<td>B     85-88</td>
</tr>
<tr>
<td>Policy Analysis Worksheet</td>
<td>40</td>
<td>B-    81-84</td>
</tr>
<tr>
<td>Policy Analysis draft 1 &amp; 2 (20 points each)</td>
<td>20</td>
<td>C+    77-80</td>
</tr>
<tr>
<td>Peer Review 1 and 2 (10 points each)</td>
<td>100</td>
<td>C     73-76</td>
</tr>
<tr>
<td>Final Policy Analysis Paper</td>
<td></td>
<td>C-    70-72</td>
</tr>
<tr>
<td>TOTAL</td>
<td>600</td>
<td>D     64-69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F     0-63</td>
</tr>
</tbody>
</table>

**Grading Criteria**
1. Answers are evaluated within the context of the class. The same question would require a different response in a policy class vs. an institutions class vs. a practice class.
2. In questions where illustrations are important to fully explain an answer: (i) are they provided; (ii) are they relevant to the question; (iii) are they explained in a way that supports your answer to the question?
3. For highest grades: (i) was the answer given thoughtful and reflective; (ii) was it comprehensive; (iii) was it free of spelling and/or grammatical errors; (iv) were other relevant sources cited, such as from the text; (v) what level of analysis is evident in the answer?
4. Lowest grades accorded to: (i) answers that do not show evidence of having completed class readings and other assignments; (ii) answers that do not show enough reflection or analysis to give a thoughtful, coherent response; (iii) responses that are inaccurate or missing; (iv) answers
with many spelling and/or grammatical errors, illegible handwriting, or too messy or unorganized to follow.

5. **Average grades** accorded to: (i) responses not necessarily inaccurate but given in the narrowest possible terms showing minimal reflection or analysis; (ii) papers with some spelling and/or grammatical errors.

### ASSIGNMENTS

**Attendance & Participation:** Your attendance and involvement are vital to this class. You can earn 10 points per class period at which you are present and an active participant for up to 130 points in the semester. You can expect to lose points off your final grade after 2 absences.

**Reading Quizzes:** The purpose of this assignment is to motivate and reward students who prepare prior to class by reading the material assigned. There will be 10 quizzes consisting of 5-10 objective questions to be completed via Canvas prior to class time. See the Course Schedule for the dates of these quizzes. Since the purpose of this assignment is to reward preparedness, no arrangements will be made for taking the quiz after class begins on the day assigned.

‘**Book Report’ Assignment:** Students will read a novel from a provided list and write about their thoughts/reaction to it. A detailed information sheet on the assignment is provided at the end of the syllabus.

‘**Write an Effective Letter’ Assignment:** Students will write an effective letter to a legislative office utilizing the suggestions from Kush’s *One Hour Activist*. Additional instructions can be found at the end of the syllabus.

**Policy Analysis Worksheet:** Each student will complete and hand in to the instructor a Social Policy Analysis Worksheet. This is to assist each student in their Policy Analysis Paper by having some instructor feedback early in the process. It will not be graded based on content but rather students receive full points for completing the assignment as directed. The Social Policy Analysis Worksheet can be found on Canvas and at the end of the syllabus.

**Policy Analysis Paper:** Students will analyze a social policy of their choice using the 4 part model for policy analysis contained in Chapter 2 of the text. Students will start by choosing one of the following major US social welfare programs:

- CAPTA
- Social Security & Medicare
- TANF & Medicaid
- SNAP & WIC
- IDEA
- Community Mental Health Centers Act (deinstitutionalization)
- Patient Protection and Affordable Care Act (Obamacare)
- Earned Income Tax Credit (EITC)
- Section 8 Housing Act of 1937

Students will then choose 1 specific aspect of the policy to analyze. The “Social Policy Analysis Worksheet” will allow the instructor to check that you have significantly limited your topic. Portions of the paper will be submitted early for feedback. Students will meet with the instructor for
individualized feedback on their writing. In addition, all students will participate in peer reviews twice during the semester. A detailed information sheet on the assignment is provided on Canvas and will be discussed in class along with Chapter 2 from the text.
## COURSE SCHEDULE

Please note schedule is subject to change
Additional readings may be added and will be announced in class

| Week One | 1/12/15 | • Course overview and introductions  
|          |         | • Introduction to American Social Welfare Policy | ✓ Read Chapter 1 (as soon as you can) |
| Week Two | 1/19 No class | No Class – ML King Jr. Day | | |
| Week Three | 1/26 | • Child Welfare Policy | ✓ Chapter 15  
|           |         |                      | ✓ Perry (1997) *Incubated in Terror* (on Canvas)  
|           |         |                      | ✓ Quiz #1 |
| Week Four | 2/2 | • Child Welfare Policy (cont)  
|           |         | • The Voluntary Sector  
|           |         | • Privatization | ✓ Chapter 6  
|           |         |                      | ✓ Chapter 7  
|           |         |                      | ✓ Quiz #2 |
| Week Five | 2/9 | • Criminal Justice | ✓ Chapter 14  
|           |         |                      | ✓ Quiz #3 |
| Week Six | 2/16 | • Discrimination in American Society | ✓ Chapter 4  
|           |         |                      | ✓ Quiz #4 |
| Week Seven | 2/23 | • A Framework for Social Policy Analysis  
|           |         | • Governmental Policy  
|           |         | • ‘Book Report’ Due | ✓ Chapter 2  
|           |         |                      | ✓ Chapter 8  
|           |         |                      | ✓ Kush (2004). *The One-Hour Activist*  
|           |         | Chapters 1 & 2, p. 3-29. (on Canvas)  
|           |         |                      | ✓ ‘Book Report’ Due |
| Week Eight | 3/2 No class | No Class – Spring Break | | |
| Week Nine | 3/9 | • Poverty in America  
|           |         | • Religion and Social Policy | ✓ Chapter 5  
|           |         |                      | ✓ Chapter 3  
|           |         |                      | ✓ Katz (1989). *The Undeserving Poor*.  
|           |         | p.3-35 (on Canvas)  
|           |         |                      | ✓ Quiz #5 |
| Week Ten | 3/16 | • Poverty in America (cont)  
|           |         | • ‘Write an Effective Letter’ Due | ✓ Payne (2001). *Bridges Out of Poverty* (various sections) (on Canvas)  
|           |         |                      | ✓ ‘Write an Effective Letter’ Due |
| Week Eleven | 3/23 | • The American Health Care System  
|           |         | • Policy Analysis Worksheet Due | ✓ Chapter 12  
|           |         |                      | ✓ Quiz #6  
|           |         |                      | ✓ Policy Analysis Worksheet Due |
| Week Twelve | 3/30 | • Social Insurance Programs  
• Public Assistance Programs | ✓ Chapter 10  
✓ Chapter 11  
✓ Quiz #7 |
| Week Thirteen | 4/6 | • Peer Review #1 | ✓ Write Sections 1 & 2 of your Policy Analysis for peer review |
| Week Fourteen | 4/13 | • The American Welfare State in International Perspective  
• Tax Policy and Income Distribution  
• Mental Health and Substance Abuse Policy | ✓ Chapter 18  
✓ Chapter 9  
✓ Chapter 13  
✓ Quiz #8 |
| Week Fifteen | 4/20 | • The Politics of Food Policy and Rural Life  
• Peer Review #2 | ✓ Chapter 17  
✓ Quiz #9  
✓ Revise sections 1 & 2 and write section 3 of your Policy Analysis for peer review |
| Week Sixteen | 4/27 | • Housing Policies | ✓ Chapter 16  
✓ Quiz #10 |
| Finals Week | 5/4 4:30PM | • Final Policy Analysis Paper Due | ✓ Final Policy Analysis Paper Due |
SOCW316
Assignment

‘Book Report’

The purpose of the assignment is to deepen the students’ knowledge of a social policy issue and to strengthen the student’s skills of critical thinking using the text’s model for policy analysis. The graded product for this paper is a fairly brief ‘book report’ which is a reflection of the larger effort put into reading and reflecting on the book chosen.

1. Choose a novel to read:
   - *The Broken Cord* by Michael Dorris
   - *The Soloist* by Steve Lopez
   - *Convicted in the Womb* by Carl Upchurch
   - *My Name’s Not Susie* by Sharon Jean Hamilton
   - *Smoke and Mirrors: The War on Drugs and the Politics of Failure* by Dan Baum
   - *Fist Stick Knife Gun* by Geoffrey Canada
   - *Life on the Color Line* by Gregory Howard Williams
   - *Fast Food Nation* by Eric Schlosser

2. Read the novel thoughtfully and reflect on the social policy contained within.

3. Prepare a paper (3-5 pages) reflecting on the novel and the social policy contained within. If there is more than 1 social policy addressed in the novel, choose one to discuss in your report. Please include:
   - Your initial impressions or thoughts about the work;
   - How did the book impact your thinking on the social welfare policy addressed and the people impacted by it contained in the book?
   - Do you feel differently about any particular topic now?
   - With what in the book do you agree or disagree?
   - Were your personal values reinforced or altered by exposure to this book?
The purpose of this assignment is to assist each student in their Policy Analysis Paper by having some instructor feedback early in the process. It will not be graded based on content but rather students receive full points for completing the assignment as directed. Please type your answers to the following questions. You may download the WORD document from Canvas under ‘Files.’

<table>
<thead>
<tr>
<th>Social Policy Analysis Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The social welfare policy I have chosen is:</strong></td>
</tr>
<tr>
<td><strong>The policy chosen is not too big or small because I will focus on:</strong></td>
</tr>
<tr>
<td><strong>For Part 1 (Historical Background) I will discuss:</strong></td>
</tr>
<tr>
<td><strong>The social problem I chose is:</strong></td>
</tr>
<tr>
<td><strong>This is a social welfare problem because it deprives individuals of:</strong></td>
</tr>
</tbody>
</table>
SOCW316
Assignment

'Write an Effective Letter'

The purpose of this assignment is to demystify legislative advocacy. Each student will type a letter to a lawmaker at any level (local, state, or federal). To do so students will read excerpts from Christopher Kush’s book The One-Hour Activist located on Canvas. Students are expected to actually mail the letter to the lawmaker in addition to providing the instructor a copy for grading. Bonus points (up to 10) will be rewarded to students who receive and share an individualized response from their lawmaker with the class before the end of the semester. Form letter responses may also receive bonus points (up to 5) if shared. Students should provide a copy of the lawmaker’s response to the instructor for bonus points to be awarded.

Step 1: Review Kush’s One-Hour Activist chapters 1 and 2 from Canvas
Step 2: Chose an issue on which you care enough to personalize a letter. You can always check out interest groups like Ohio NASW too.
Step 3: Read Chapter 8 from Kush’s One-Hour Activist (p. 85-96) from Canvas
Step 4: Find your lawmaker. Your letter may be to a lawmaker at any level (local, state, or federal). Kush tells you how to find state and federal lawmakers.
Step 5: Write your letter using Kush’s tips
Step 6: Mail a copy to the lawmaker
Step 7: Hand in a copy to your instructor

Grading Rubric: Write an Effective Letter Assignment
Task Description: Students will advocate for policies that advance social well-being by writing an effective letter to their lawmaker on an issue they find personally compelling.

<table>
<thead>
<tr>
<th>Content</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Beginning</th>
<th>Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student wrote a compelling and interesting letter</td>
<td>Student wrote a letter that was acceptable but did not stand out as especially compelling or interesting</td>
<td>Student wrote a letter that was acceptable but difficult to follow</td>
<td>Student wrote a letter that was barely acceptable or failed to complete the assignment</td>
<td>□ Student’s address/contact info □ Addresses lawmaker as “The Honorable” □ Includes “constituent” □ Specifies bill or law □ Less than 2 pages □ Repeats request at end</td>
</tr>
<tr>
<td>Format</td>
<td>Student followed all of Kush’s ‘do’s’ and none of the ‘don’ts’</td>
<td>Student missed 1 of Kush’s do’s and/or used 1 of Kush’s don’ts</td>
<td>Student missed 2 or more of Kush’s dos and/or used 2 or more of Kush’s don’ts</td>
<td>Student did not follow Kush’s suggested format at all or failed to complete the assignment.</td>
<td>□ 0-4 points</td>
</tr>
</tbody>
</table>

Policy Analysis Paper
The purpose of the assignment is to deepen the students’ knowledge of a social policy issue, to strengthen the student’s skills of critical thinking using the text’s model for policy analysis, and to find, evaluate, and logically convey information on the chosen social welfare problem and policy in writing.

The final paper will include 4 sections (please label the 4 sections in your paper):

1. Historical background of the policy
2. Description of the problem the policy is trying to address
3. A description of the current policy
4. Policy analysis- (the analytic part of the paper)

Students will analyze the social policy of their choice using the 4 part model for policy analysis (6-10 pages) contained in the text (Chapter 2). Start by choosing one of the following major US social welfare programs:

- CAPTA
- Social Security & Medicare
- TANF & Medicaid
- SNAP & WIC
- IDEA
- Community Mental Health Centers Act (deinstitutionalization)
- Patient Protection and Affordable Care Act (Obamacare)
- Earned Income Tax Credit (EITC)
- Section 8 Housing Act of 1937

You will then need to choose ONLY 1 specific aspect of the policy to analyze. I will check that you have significantly limited your topic in the assignment “Social Policy Analysis Worksheet.”

You will gather data/information from a variety of web-based and traditional sources. Information should include things like the scope of the problem, people particularly at-risk, ideological disputes, etc. See page 29 for a list of questions that can be used to formulate the content of each section.

1. **Historical background of the policy**- What is the historical context in which social welfare programs and services were developed to address the problem/issue?
2. **Description of the problem the policy is trying to address**- What are the causes of the problem and who is affected?
3. **A description of the current policy** - What is the current context in which programs and services are carried out for this problem/issue?
4. **Policy analysis**- (the analytic part of the paper) At minimum, you must answer the following questions in your paper:
   - What input, if any, did the intended recipients have in the development or maintenance of the policies, programs, or services related to this problem/issue?
   - Do the programs and services meet the needs of their intended recipients? That is, does what we are doing seem to be making things better?
   - Do the programs and services facilitate or deter the intended recipients from becoming empowered?
   - Does the policy contribute to positive social relations between the target population and overall society?
   - Are social work values and ethics reflected in the development and maintenance of policies, programs, and services related to this problem/issue?
   - **Make one suggestion to improve the policy**
Remember that your final paper is to be a polished, professionally written paper. As a scholarly work this paper should include citations in APA style, proper grammar and punctuation. It should not include personal pronouns or spelling errors.

**Step 1: Social Policy Analysis Worksheet**
Complete the Social Policy Analysis Worksheet hand in to the instructor. You must complete this worksheet but to receive the points you must submit it to the instructor by 3/23. The worksheet is available on Canvas in the ‘Files’ tab and is labeled “Social Policy Analysis Worksheet.”

You will be asked to type your answers the following questions:
- The social welfare policy I have chosen is:
- The policy chosen is not too big or small because I will focus on:
- For Part 1 (Historical Background) I will discuss:
- The social problem I chose is:
- This is a social welfare problem because it deprives individuals of:

**Step 2: Write section 1 - Historical background of the policy**

**Step 3: Write section 2 - Description of the problem the policy is trying to address**

**Step 4: Bring a copy of your work thus far to class for Peer Review (4/6)**
I will bring peer review sheets for your use in class.

**Step 5: Write Section 3 - A description of the current policy**

**Step 6: Schedule a meeting with the professor for individualized writing feedback**

**Step 7: Bring a copy of your work thus far to class for Peer Review (4/20)**
I will bring peer review sheets for your use in class.

**Step 8: Write section 4 - Policy analysis**

**Step 9:– Put it all together and proofread for overall flow as well as grammatical errors (Due 5/4 at 4:30PM)**
The final paper will include 4 sections (please label the 4 sections in your paper):  
1. Historical background of the policy  
2. Description of the problem the policy is trying to address  
3. A description of the current policy  
4. Policy analysis- (the analytic part of the paper)
<table>
<thead>
<tr>
<th>Content</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Beginning</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical background of the policy</td>
<td>This section contains a clear explanation of the historical context of the policy.</td>
<td>This section contains an explanation of the historical context of the policy but it is not exceptionally clear or complete.</td>
<td>This section contains an explanation of the historical context of the policy but is unclear and has large gaps.</td>
<td>Historical background is predominantly inaccurate or missing.</td>
</tr>
<tr>
<td></td>
<td>☐ 10-9 points</td>
<td>☐ 8-7 points</td>
<td>☐ 6-4 points</td>
<td>☐ 3-0 points</td>
</tr>
<tr>
<td>Description of the problem the policy is trying to address</td>
<td>This section contains a clear discussion of the causes of the social welfare problem and who it affects.</td>
<td>This section contains a discussion of the causes of the social welfare problem and who it affects but it is not exceptionally clear or complete.</td>
<td>This section contains a discussion of the causes of the social welfare problem and who it affects but is unclear and has large gaps.</td>
<td>Section is predominantly inaccurate or missing.</td>
</tr>
<tr>
<td></td>
<td>☐ 20-18 points</td>
<td>☐ 17-15 points</td>
<td>☐ 14-10 points</td>
<td>☐ 9-0 points</td>
</tr>
<tr>
<td>Description of the current policy</td>
<td>This section contains a clear description of the policy you chose.</td>
<td>This section contains a description of the policy you chose but it is not exceptionally clear or complete.</td>
<td>This section contains a description of the policy you chose but is unclear.</td>
<td>Section is predominantly inaccurate or missing.</td>
</tr>
<tr>
<td></td>
<td>☐ 10-9 points</td>
<td>☐ 8-7 points</td>
<td>☐ 6-4 points</td>
<td>☐ 3-0 points</td>
</tr>
<tr>
<td>Policy analysis</td>
<td>You have provided a thoughtful and excellent analysis of the policy and the impact it has on those affected by it.</td>
<td>You have provided an adequate analysis but one that does not stand out as excellent.</td>
<td>Your analysis is barely adequate.</td>
<td>Section is inadequate or missing.</td>
</tr>
<tr>
<td></td>
<td>☐ 20-18 points</td>
<td>☐ 17-15 points</td>
<td>☐ 14-10 points</td>
<td>☐ 9-0 points</td>
</tr>
<tr>
<td>Writing</td>
<td>Excellent work. Easily understandable because the paper is well-written, organized, and without grammatical errors.</td>
<td>Good work. Your paper was fairly clear but does not stand out as especially well-written or involves several errors in grammar, etc.</td>
<td>Acceptable work. You seem to have some gaps in paper organization, or grammar.</td>
<td>Barely acceptable work. You have completed enough of the assignment to receive credit but your writing needs a great deal of revising.</td>
</tr>
<tr>
<td></td>
<td>☐ 20-18 points</td>
<td>☐ 17-15 points</td>
<td>☐ 14-10 points</td>
<td>☐ 9-0 points</td>
</tr>
<tr>
<td>APA</td>
<td>Proper use and format of in text citations including page numbers with quotes and citing claims.</td>
<td>In text citations properly utilized with only minor errors in format or very few claims missing citations.</td>
<td>In text citations barely adequate or in entirely incorrect format.</td>
<td>Reference list does not contain enough information for the reader to easily locate your sources or the Reference list is missing.</td>
</tr>
<tr>
<td></td>
<td>☐ 10-9 points</td>
<td>☐ 8-7 points</td>
<td>☐ 6-4 points</td>
<td>☐ 3-0 points</td>
</tr>
<tr>
<td></td>
<td>All in text citations match those listed in references in proper APA format with few errors.</td>
<td>Some references listed were not cited in your writing or vice versa. Several errors in format.</td>
<td>Reference list barely adequate or in entirely incorrect format.</td>
<td></td>
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<tr>
<td></td>
<td>☐ 10-9 points</td>
<td>☐ 8-7 points</td>
<td>☐ 6-4 points</td>
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