SSC293 Developmental Psychology

For the Acadeum Course Sharing Consortium

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We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

Grade	GradePoint	
A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A–	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B–	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C–	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D–	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A.   Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

B.   Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.

2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.

3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.

4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C.   Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.

2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.

3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic crimes can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

SSC 293 DEVELOPMENTAL PSYCHOLOGY
Rocky Mountain College
Credits: 3

COURSE DESCRIPTION & PURPOSE

This courses studies how humans grow from infancy through old age with attention to key physical, cognitive, and social characteristics of each developmental stage. Consequences resulting from disruption of the development process are studied. The impact of familial, community and societal influences are explored.

Prerequisite: SSC193 Principles of Psychology

COURSE TEXTBOOKS

Required Text:
Tanner, J. L., Warren, A. E. A., & Bellack, D. (2015). *Visualizing the life span (Visualizing Series)*. Hoboken, NJ: Wiley & Sons.

Optional Reference Text:
American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Online articles, videos, research projects, and professional consultants are linked throughout the course as supplemental resources.

TECHNICAL COMPETENCIES FOR THIS COURSE

Access to and basic use of a computer and Internet are required technical competencies for this course. All submitted student work must be submitted in Word document file format (.doc, .docx, or pdf). Also, ability to access YouTube and other video files using a *Flash* program will be required. (Note: free installation of the Flash program can be readily found on the Internet.) Access to google docs is not required but is listed as an alternative for submitting the final assignment in this course.

SSC293 COURSE OBJECTIVES

After completing this course, the student should be able to:

- Categorize key theories related to a lifespan perspective of human development;
- Distinguish between theories that attempt to explain the relationship between nature and nurture in human development across the lifespan;
- Identify key physical, cognitive, and social characteristics of each human developmental stage and how they are interdependent;

- Identify common psychological disruptions, stressors, and disorders pertaining to specific ages and stages;
- Recognize how socio-cultural contexts and governing systems can influence and impact human development;
- Appreciate and value the important role of spirituality and religious faith in human development;
- Appreciate how an individual's relationship to age, stage, context, and systems can affect his or her psychological health, diagnoses, and/or treatment protocols;
- Apply the theories of human development to common psychological disorders across the lifespan.

SSC293 COURSE OUTLINE (COURSE LEARNING PATH)

Please refer to the *Course Outline Table* below for the pacing and requirements of this course. With the exception of the Discussion Post Assignments, this course is to be completed independently by each student. Frequent online discussion is encouraged and increases both learning and connection with other students.

The following *Course Outline Table* includes the required activities, the assignment due dates, the Discussion Topics and other helpful information. Also note the estimated amount of time expected for completion of each *Module* found in the farthest right column of the table. Times for *Module* completion will vary; some will require much more time than others (i.e., Modules 4 and 10) so it is best to prepare for these longer modules ahead of time. As well, individuals vary in the speed at which they read and comprehend written materials, and the speed at which the compose and keyboard written work. Therefore, some students will complete the course in fewer hours, others will require more hours.

SSC293 Course Outline Table

Course Module Number	Textbook Chapters To Read for the Module	Textbook Page Numbers (total pages)	Required Activities For the Module	Assignments Due By The End of This Module	Discussion Topic Due Each Week	Estimated Time to Complete Course Work (Hours)
Module 1: Theory and Research in Human Development	Ch. 1 Ch. 2	pp. 2-34 pp. 41-70 (61 pp.)	Learning Activity 1-1: *Develop-mental Psychology Foundations and Theorists*		Module 1 Discussion Topic: *Bronfen-brenner Application*	**Total: 6.5 hours**

			Reflection Topics *(complete for this Module but submit at end of Mod 2)*			
Module 2: The First Two Years: Birth to Age 2	Ch. 3 Ch. 4	pp. 76-108 pp. 114-134 (63 pp.)	Learning Activity 2-1: *The Foundations of Lifelong Health*	**Reflection Topics Assignment** *(Submit answers for Mod 1 & 2)*	Module 2 Discussion Topic: *Attachment Theory and Styles*	**Total: 7.0 hours**
Module 3: Early Childhood: Two-Six Years	Ch. 5 Ch. 6	pp. 140-170 pp. 176-204 (58 pp.)	Learning Activity 3-1: *Brain Development and Self-Regulation* Reflection Topics *(complete for this Module but submit end of Mod 6)*		Module 3 Discussion Topic: *Media Influences on Child Development*	**Total: 6.75 hours**
Module 4: Middle Childhood: Six – Eleven Years	Ch. 7 Ch. 8	pp. 210-238 pp. 244-263 (47 pp.)	Learning Activity 4-1: *Influential Dynamics: Gaps in Education, Poverty, Bias* Reflection Topics *(complete for this Module but submit end of Mod 6)*	**End of Module 4: Essay Assignment** **Student Choice of Topics** **Tutorials on APA form and style**	Module 4 Discussion Topic: *Emotional and Behavioral Dysregulation*	**Total: 16.0 hours** (includes essay assignment)

Module 5: **Adolescence**	Ch. 9	pp. 268-291	Learning Activity 5-1: *Risks, Resilience, and Develop-mental Assets in Adolescence* Reflection Topics *(complete for this Module but submit end of Mod 6)*		Module 5 Discussion Topic: *Self-reflection on Assets and Sparks in Your Teen Years*	**Total: 6.0 hours**
	Ch. 10	pp. 297-320 (46 pp.)				
Module 6: Young Adulthood *(2 Week Module)*	Ch. 11	pp. 326-349	Learning Activity 6-1: *Emerging Adulthood as a Develop-mental Stage* Learning Activity 6-2: *Increased Risk of Mental Illness* Reflection Topics	**Reflection Topics Assignment** *(Submit answers for Modules 3-6)*	Module 6 Discussion Topic: Student will choose either *Emerging Adulthood* OR *Mental Illness*	**Total: 6.75 hours**
	Ch. 12	pp. 356-383 (50 pp.)				
Module 7: Middle Adulthood	Ch. 13	pp. 390-412	Learning Activity 7-1: *Physical, Cognitive, Emotional Transitions* Reflection Topics *(complete for this Module but submit end of Mod 10)*		Module 7 Discussion Topic: *Supports and Strategies for Midlife Challenges and Transitions*	**Total: 5.75 hours**
	Ch. 14	pp. 418-441 (45 pp.)				
	Ch. 15					**Total:**

Module 8: **Later Years**		pp. 446-466	Learning Activity 8-1: *Media Messages; The Third Act;*		Module 8 Discussion Topic: *Aging Well*	**5.25 hours**
	Ch. 16	pp. 472-491 (39 pp.)	Learning Activity 8-2: *Dementia* Reflection Topics *(complete for this Module but submit end of Mod 10)*			
Module 9: **Death, Dying, and Grieving**	Ch. 17	pp. 496-512 (16 pp.)	Learning Activity 9-1: *Approaches to Grieving* Reflection Questions *(complete for this Module but submit end of Mod 10)*		Module 9 Discussion Topic: *Reflections on Grieving*	**Total:** **5.0 hours**
Module 10: **Spirituality in Human Services Professions**	No textbook readings. Learning Activity 10-1 provides links to reading selections.		Learning Activity 10-1: *Importance and Role of Spiritual Development* Reflection Questions	**Reflection Topics Assignment** *(submit answers for Modules 7-10)* *(due end of Module 10)*	Module 10 Discussion: *An Ecological View of Spiritual Development* Final Project Assignment: *Preparation of a Workshop*	**Total:** **17.0 hours** (includes final assign.)
Estimated Total Hours to Complete course SSC293= 82.5 hours *(assuming average reading and keyboarding speeds)*						

SSC293 COURSE REQUIREMENTS DESCRIPTIONS

REQUIRED COURSE WORK (UNGRADED)

Textbook readings: course textbook pages are assigned as required reading for each Module and should be completed before Reflection Questions are answered. Please refer to the Course Outline Table for relevant page numbers.

Learning Activities: various short activities are assigned to each Module and should be completed before responses to the Reflection Questions are written. Please refer to the Course Modules for further information about these activities.

Please Note: *Some Learning Activities in the Modules will include TED Talks, websites, and videos that may or may not represent the views of Rocky Mountain College, the textbook, or the Course Instructor, nor will all represent an authoritative source. It is expected that the student will consider the material in the Learning Activities as applicable to the genre in which they are presented. Non-authoritative resources are presented for the purposes of providing auxiliary information and ideas about a topic of discussion and reflection. If you have any questions about this or anything else in the course, please contact the Course Instructor.*

Readings and Learning Activities are not graded but are essential to meeting the course objectives and are required elements.

ASSIGNMENTS (GRADED COURSE WORK)

SSC293 has four graded assignments due throughout the course. They are:

- **Discussion Posts**
- **Reflection Questions**
- **Essay Assignment**
- **Final Project: Preparation of a Workshop**

Please Note: For students who have requested due dates, late Assignments for non-emergency reasons will incur the following penalties: loss of 5% of total mark per day to a maximum of 35%. Assignments submitted more than 7 days late will be marked as zero.

Please read the following detailed descriptions of the SSC293 assignments.

1. **Discussion Posts: Due the end of each Module (Weekly interaction required)**

Discussion Posts reflect your learning process in response to the weekly learning activities and will contribute to your learning, as well as that of other students (if you are in a synchronous course).

In a synchronous course with other students: Your initial response must be <u>at least 50 words</u> and you must respond to the initial postings of at least two other students (minimum 3 posts per week). Your response must demonstrate thoughtful interaction with the material, your own views and previous learning or understanding, and any questions you may have for yourself or others.

In an asynchronous course (you are working individually): Your initial discussion response must be 50-100 words. The instructor will respond, inviting you to dialogue further before placing a grade for that discussion topic.

Refer to the Discussion Assignment Rubric for this assignment, which is found at the end of this SSC293 course syllabus. *Note: If there are two or fewer students in the course, the Discussion Posts will be added to the Reflection Question Assignments relevant to the Module. Your Course Instructor will advise you if this is the case.*

Discussion Posts Assignments (totalling 10 Discussions) are together worth 10% of your total mark for the course.

2. <u>Reflection Topic Assignments:</u> Submissions are due end of Modules 2, 6 & 10

Reflection Topics will be available at the beginning of each Module and are designed to spur on critical thinking and integration about what you are learning. Some of the questions will be taken from the text and others will reference other learning activities (e.g., videos or articles) provided in the course learning activities. It is expected that you will complete the Reflection Questions as you proceed week-by-week through the course.

APA formatting is not required for the Reflection Questions Journal responses (unless you are citing material). However, please use the academic writing style (e.g., double-spacing, proper grammar, and paragraph form).

Uploaded assignment files must include answers to all Reflection Questions assigned for the relevant Modules.

The Reflection Question Assignments (includes answers for all ten Modules) are worth 20% of your total mark for the course.

3. <u>Essay Assignment:</u> Due End of Module 4

This essay will be inclusive of the learning activities from Modules 1-4 and the Readings from Chapters 1-8 of the course textbook. Please contact your instructor as soon as possible if you have any questions or concerns about this or any other assignment.

The essay assignment is detailed at the end of Module 4. You will write a 750 word essay (5-6 pages) in APA form and style on one of two topics.

1. The status and conditions of the majority of Canadian First Nations children and youth; OR
2. Current research findings about the impact of access to and use of media and technology in the lives of children aged birth – 6 years.

General guidelines for the Essay Assignment:
- **Find and reference <u>five</u> peer-reviewed journal articles** dated 2008-present that discuss the subject you chose and use these articles to inform your written work. *Remember that much of what is found on the Internet is not considered valid research and thus cannot be used as a source document. The RMC library and on-line search engines are a good source for finding journal articles.*
- **Submit scholarly work** that reflects and upholds APA guidelines and standards of writing.
- **Upload your completed essay** to the *Essay Assignment #1* page found in Module 4.
- Refer to the SSC293 Essay Assignment rubric for grading criteria, which is found at the end of this course syllabus.
- **Tutorials on APA format and style, including an online citation generator are included at the end of the instructions.** If you are new to writing with APA format, these tutorials will provide the support you need.

This Essay Assignment is scored out of 100 possible points and is worth 30% of your total mark for the course.

4. Preparation of a Workshop Presentation: Due End of Module 10

Developmental psychology is one of the applied social sciences. This means that research is this field is used to inform health professionals and the general public of how research findings and theories could be applied to a problem, demographic, or social construct.

You are asked to prepare a workshop presentation on a topic in developmental psychology that you could present to a group of people, such as parents, mid-life adults, counsellors, ministers, educators, young adults, etc. Choose a group of people and a topic that interest you from among the many topics explored in this course.

(1) Choose a **topic** of interest, yet one that is manageable. For example, the topic *"Changes in Development from Conception to Death"* would be huge. You would have to basically write a textbook! But a topic such as, *"Factors that Contribute to Risk of Suicide Attempts Among Teens"* would be manageable within a reasonable number of hours.

(2) Compile an **annotated bibliography** that has 10 citations. ***What is an annotation?*** *An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 75-100 words)*

*descriptive and evaluative paragraph, the annotation. The purpose of
the annotation is to inform the reader of the relevance, accuracy, and quality of the
sources cited.*

  a. Five <u>peer-reviewed journal articles</u> on your topic. (Use the RMC electronic resources to locate and choose these articles.) Write an annotation for each article.

  b. Search the internet and identify five <u>professional or non-profit organizations</u> that disseminate information and resources on your topic. For example, the *Learning Disabilities Association of Canada* is an organization that is both non-profit and professional. (A website such as *Billy Bob's Bulemia Site* is neither non-profit nor professional.) Write an annotation for each website you select.

  c. Here is a **link to an example** of an annotated bibliography. **Link (Links to an external site.)Links to an external site.** Annotations are short. They are summaries of the key content. Most are 75-100 words long. You can use this online APA citation generator (Citefast) to produce the proper format for each citation. (You used this during the Module 4 essay.) **Link (Links to an external site.)Links to an external site.**

(3) Prepare a **Presentation** that you could give in a brief workshop of 15 minutes or so. Place your presentation in a Word document.

  a. State the title of your workshop, and the group to whom you will present.

  b. Outline the topics you will cover (this is like an outline for a speech).

  c. Beneath each topic, write the information you will present. Insert any charts, graphs, illustrations, or photos you will use during your presentation.

(4) **Submit** your presentation through the assignments page, **Preparation of a Workshop Presentation.**

As you work on this presentation, you are welcome to email the Instructor for support. If this is your first annotated bibliography, follow the example and you will do well. Many students make their annotations too long, taking up most of a page. That is overwork. Keep annotations short and concise. Enjoy working on your selected topic and preparing something that you can share with others.

1. Your finished product should demonstrate clarity and accuracy in your presentation of concepts and research and be comprehensible and comprehensive to your focus group. It should also demonstrate creative thinking and design, especially in how you arrange the information. Use illustrations, graphs, diagrams, etc. in order to make your points clear.
2. Your finished product should be digitalized and/or uploaded within a .doc, .docx, or .pdf file.
3. Be sure to check your grammar, spelling, and overall flow of information and cite source documents and images where applicable.

Please refer to the **Preparation of a Workshop rubric** in this syllabus for information as to how this assignment will be graded.

This assignment is due the end of Module 10 and is scored out of a possible 100 points. It is worth 40% of your total mark in the course.

ASSIGNMENTS AND APA FORMATTING
RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under "Resources" – "RMC Writing Support")

AND PLAGIARISM

Plagiarism is when a person uses the ideas or words or any other intellectual property without giving credit to the author or creator of those words, ideas, or images. Credit is given through the use of citations within the student's work. Proper citing is essential to avoid losing marks or having your work receive a lower grade, which may be zero marks if warranted. When in doubt, cite!

Please refer to your online course Modules pages and refer to the PLAGIARISM POLICY for a more in-depth discussion.

SSC293 COURSE ASSIGNMENT RUBRICS

Discussion Posts Rubric				
Criteria	**Ratings Per Criterion**			
Quantity and Timeliness *Criterion Description:* Submits one initial response early in Module and two or more thoughtful peer responses early in the Module. Also responds later in the Module.	Exemplary 1.5 pts	Satisfactory 1 pt	Unsatis-factory 0.5 pt	Max pts.: 1.5 pts
Demonstrates Knowledge and Understanding of Content *Criterion Description:* Posts and responses demonstrate knowledge and understanding of course content and topic subject matter, are applicable to topic and thread of discussion.	Exemplary 3.5 pts	Satisfactory 2.5 pts	Unsatis-factory 1.5 pts	Max pts.: 3.5 pts
Generates Learning in the Discussion Community	Exemplary 3.5 pts	Satisfactory 2.5 pts	Unsatis-factory 1.5 pts	Max pts.: 3.5 pts

Criterion Description: Posts elicit responses and reflections of other learners. Responses integrate and reflect other student posts.				
Spelling and Mechanics *Criterion Description:* Sentences are grammatically correct with no spelling errors. APA citation is used when required.	Exemplary 1.5 pts	Satisfactory 1 pt	Unsatis-factory 0.5 pts	Max pts.: 1.5 pts

Total Points Per Discussion:	10
Total Points Per All Discussions:	**100**

Reflection Questions Rubric				
Criteria	**Ratings**			
Self-Disclosure *Criterion Description:* Examines experiences and understanding within context of course concepts. Demonstrates an open self-appraisal, discussing both frustrations and growth. Asks probing questions about one's self and attempts to answer these.	Exemplary 3 pts	Satisfactory 2 pts	Unsatisfactory 1 pts	Max Pts: 3 pts
Connection to Experience *Criterion Description:* Synthesis, analysis, and insightful connections between aspects, ideas, and/or issues and life/outside-of-school experiences.	Exemplary 2 pts	Satisfactory 1 pts	Unsatisfactory 0.5 pts	Max Pts: 2 pts
Connection to Discussions *Criterion Description:* Synthesis, analysis, and insightful connections between aspects, ideas, and/or issues from the Discussion Posts and life/outside-of-school experiences.	Exemplary 2 pts	Satisfactory 1 pts	Unsatisfactory 0.5 pts	Max Pts: 2 pts
Connection to Readings	Exemplary	Satisfactory	Unsatisfactory	Max Pts:

Criterion Description: Synthesis, analysis, and insightful presentation of connections between life/outside-of-school experiences and Course Readings.	2 pts	1 pts	0.5 pts	2 pts
Spelling and Grammar *Criterion Description:* No spelling and grammatical errors. APA citation and References provided when applicable. Clear and concise answers.	Exemplary 1 pts	Satisfactory 0.5 pts	Unsatisfactory 0 pts	Max Pts: 1 pts
Total Points Per Reflection Assignment:				10
Total Points Per 10 Assignments:				**100**

Essay Assignment Grading Rubric					
Criteria	**Ratings**				
Content & Development *Criterion Description*: Content is accurate, thorough, and supported by research. Addresses assignment and includes course concepts. Purpose of essay and points are clear. Work is consistently well written.	Exemplary 35 pts	Good 28 pts	Fair 21 pts	Unsatisfactory 15 pts	Max pts: 35 pts
Organization & Structure *Criterion Description:* Essay is clear and easy to follow. Points are supported. Transitions are logical and maintain flow of thought. Introduction & conclusion reflect body of essay.	Exemplary 30 pts	Good 24 pts	Fair 18 pts	Unsatisfactory 12 pts	Max pts: 30 pts
Format *Criterion Description:* Essay follows APA guidelines and is appropriate in length. Format creates readability.	Exemplary 10 pts	Good 8 pts	Fair 6 pts	Unsatisfactory 4 pts	Max pts: 10 pts

Grammar, Punctuation, & Spelling *Criterion Description:* Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently complete and strong.	Exemplary 10 pts	Good 8 pts	Fair 6 pts	Unsatisfactory 4 pts	Max pts: 10 pts
References & Citations *Criterion Description:* All sources are properly cited in essay and References. Correct use of APA format.	Exemplary 15 pts	Good 12 pts	Fair 9 pts	Unsatisfactory 6 pts	Max pts: 15 pts
Total Points: 100					100

Preparation of Workshop Assignment Grading Rubric					
Criteria	**Ratings**				
Content & Development *Criterion Description*: Content is accurate, thorough, and supported by research. Addresses assignment criteria and includes course concepts. Purpose of workshop and reference to a particular population & topic are clearly referenced & discussed. Work is consistently well written.	Exemplary 35 pts	Good 28 pts	Fair 21 pts	Unsatisfactory 15 pts	Max pts: 35 pts
Organization & Structure *Criterion Description:* format. Work is clear and easy to follow. Points are supported with tables, charts, data, and/or graphs. Transitions are logical and maintain flow of thought.	Exemplary 35 pts	Good 28 pts	Fair 21 pts	Unsatisfactory 15 pts	Max pts: 35 pts
Format *Criterion Description:* Outline is logical and supports clear presentation. Text expands each point with applicable and clear information.	Exemplary 10 pts	Good 8 pts	Fair 6 pts	Unsatisfactory 4 pts	Max pts: 10 pts

Grammar, Punctuation, & Spelling *Criterion Description:* Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong. Jargon or difficult terms are defined or explained.	Exemplary 10 pts	Good 8 pts	Fair 6 pts	Unsatisfactory 4 pts	Max pts: 10 pts
References & Citations *Criterion Description:* Annotated bibliography sources are appropriate, and within APA format requirements.	Exemplary 10 pts	Good 8 pts	Fair 6 pts	Unsatisfactory 4 pts	Max pts: 10 pts
Total Points: 100					100

SSC293 COURSE REFERENCES

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SSC293 Appendix 1: Photo Credits

All photos are public domain, found on www.unsplash.com and do not need to be cited. However, with respect to the creative work of the photographers, the reference to each photo used in this course will be included in this Appendix.

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