The University of Tennessee
College of Social Work
BSSW Program
Spring 2016

SW 250 – Social Welfare
3 credit hours

Instructor: Scott Hendrix, LMSW
Phone: (865) 548-3201
Class Time: 9:40am-10:55am
Email: mhendri7@utk.edu
Office Hours: By appointment
Location: HH322

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (http://www.csw.utk.edu/docs/BSSWHandbook.pdf). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct
There are certain cognitive, emotional and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, http://www.state.tn.us/sos/rules/1365/1365-01.20100729.pdf

- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.

- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society’s resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.

- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social
work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in *Hilltopics*, code of conduct violations will be addressed through the CSW Professional Standards Committee.

**The Honor Statement**
An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (Hilltopics).

**Academic Standards of Conduct**
All social work majors are expected to abide by the University Honor Statement. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor’s approval, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in “Hilltopics”. These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an “F” for an assignment or examination or to assign an “F” in the course. See “Hilltopics” for more detailed information.

**Civility Statement**
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

**Disability Services**
If you need course adaptation or accommodations because of a documented disability, please contact the Office of Disability Services at 100 Dunford Hall at 865-974-6087. This will ensure that you are properly registered for services.

**Dimensions of Diversity**
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.
Inclement Weather
Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Description
This course (SW250) examines the development, structure, and function of the social welfare institution. The course provides analysis of social welfare programs and impact of the institution on society.

Rationale
The first course in the Undergraduate Social Work Program (SW 200) emphasized an introduction to the profession of social work. SW 250 will focus on the central domain of social work practice, the social welfare institution. Although not all services in this institution are delivered by social workers, this is the dominant professional group in this arena. An understanding of the structure and functioning of social welfare is relevant, however, not only to social workers, but also to all citizens since the institution affects the quality of life for all members of society. Since citizens have various opportunities to influence this social institution and to do so in an informed manner, there is a need for accurate knowledge rather than just opinions or strong feelings.

Course Competencies
By the completion of this course, students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. the scope of the social welfare institution and its increasing importance in the social structure;
2. discrimination due to race, culture, gender, age, or physical or emotional abilities;
3. the historical evolution of the social welfare institution in terms of society’s concern with the needs of people, poor as well as rich, urban as well as rural, minority as well as majority;
4. the major social, cultural, political, and economic motivations which influenced and continue to influence the social welfare institution;
5. the idea that social values affect the social welfare system;
6. social welfare programs in a rational, data-based approach;
7. the impact of organizational settings or workplaces on those delivering and receiving social services;
8. the social welfare institution’s response or lack of response to current issues and problems.

Classroom Etiquette
Students are expected to demonstrate professionalism. The use of cell phones is unacceptable in class. Cell phones should be silenced and kept out of sight at all times. If there is an emergency situation in your life and you need to keep your phone on vibrate, please inform instructor before class. The use of cell phone during class is disrespectful to peers and the course instructor. If you are texting during class you will be asked to leave. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time. The instructor reserves the right to disallow the use of laptops in class if she feels students are using them inappropriately (e.g. instant messaging, typing emails, or web surfing) and distracting others. If a student is asked to leave due to these issues, this will be counted as an unexcused absence.

Professionalism also requires an understanding of personal boundaries that limits the amount and type of communication amongst students and the instructor. Offering personal histories of abuse and trauma is not appropriate for the classroom setting. Students may benefit from the Student Counseling Center at 1800 Volunteer Blvd. Knoxville, TN 37996-4250, phone: 865-974-2196.

Blackboard
This course utilizes many Blackboard features through Online@UT. Please make sure you check the email address listed in the course regularly as it is the email used to communicate with you. If additional help is needed accessing or using Blackboard features, please contact helpdesk@utk.edu
Assignments and Evaluation

1. Self-reflection Paper: (10 points)
This assignment evaluates course competency #2.
Answer the following question in APA format, 2-4 pages total. No abstract required.

How do you think of discrimination and privilege as it relates to yourself?

This is a very open question and it is meant to be just that, open to your interpretation and to your response. You will be graded as follows:
1. Spell checked 1 pt.
3. Discussion of discrimination: 4 pts.
4. Discussion of privilege: 4 pts.

The Self-reflection Paper is due Feb 2nd via email to the instructor.

2. Advocacy Letter: (10 points)
This assignment evaluates course competencies #s 4, 5, and 8.
Write a letter to a local, state or national elected official regarding a policy issue. The writer is to relate an understanding of her or his own personal values and how those lead to the position presented. Be compelling in communicating the need for changes in policy, funding and/or services. Utilize referenced data to back up this position. It is suggested to value brevity, while being informative and persuasive. The same social welfare issue may be used for the Position Paper, if the topic is approved by the instructor.

A copy of this letter must be emailed to the instructor by Feb. 25th.

3. Position Paper: (40 points)
This assignment evaluates course competencies #s 1-8.
The purpose of this paper is for the writer to display knowledge of a specific social welfare topic and then utilize that knowledge to create a position on a debatable facet of that welfare issue. For example, the writer may choose to say there is a need for affordable long-term care for older adults and would offer historical and present day information backing this position along with how this need could be achieved. There may already be a model for affordable care somewhere in the world and, in the writer’s opinion, it may be a great model. Thus, the paper would focus on: 1. LT Care is needed. 2. LT Care should be more affordable. 3. There are working models of how the goal of affordable LT Care could occur in America. All three points would need proof such as why LT care is needed, how much it currently costs and why it’s a hardship on families, communities, etc. If you make a point or state your opinion, BACK IT UP. How? Make your claims with clear explanations and with legitimate, well-cited sources.

Requirements:
1. Paper must be 6 pages total. Remember, this includes the title page and the reference page/s, so the body of your paper must be at least 4 pages long.
2. Paper must be in APA format. This means there MUST be in body citations for quotes and ideas that are not your own, a reference page, a title page, etc. An abstract is not required for this paper.
3. There must be at least 3 references, and more may be warranted.
4. An additional goal of this paper is to encourage you to write succinctly! It may be difficult to make an argument for/support/defend your position in a short paper, so make each thought process/sentence count!

****If any of these requirements are not met, expect a 0.
This assignment will be further discussed in class, but questions are encouraged throughout the semester.

The following areas should be covered: (40 points)
1. History of issue. Be direct here; if the issue is the need for physical activity in schools, do not offer the history of sports in America. Instead, discuss the history of physical education in schools. (5 pts.)
2. Political climate/Legislative/Policy Issues (3 pts.)
3. Social Trends & Social Values impacting issue; (5 pts.)
4. Social Justice Issues. Why does this issue matter? Are there issues of discrimination, systems issues causing concerns, etc. (5 pts.)
5. NASW Code of Ethics to further argument. (4 pts.)
6. What does the US offer, TN, Knoxville? Critically analyze relevant services (2-5); discuss service delivery (6 pts.)
7. Ways to improve current issue/cover gaps in policies/services. Who/what group is already working on this need? (5pts.)
8. Well-written, spell-checked, grammatically correct. PROOF READ. (5 pts.)
9. Clearly stated thesis and position throughout paper. (2 pts.)

This paper should take some time; start early in the semester. All documents are due via email. PAPER TOPIC is DUE on 2/2/16. PAPER is due on 4/5/16.

4. Social Service Presentation and Informational Handout: (20 points) (Partner Project)
This assignment evaluates course competencies #s 1, 4, 6-8.
The purpose of this assignment is to provide a comprehensive evaluation of a social service organization in TN. A list of services that may be assessed will be passed out during class. Presentations should be 10-15 minutes long. Presentations and handouts will be graded on professionalism, quality of information communicated and utilization of created schema.
Both the presentation media file and the handout are due via email on 3/31/16

The schema in Ch. 7 of Understanding Social Welfare is helpful with how you may word and conceptualize the way in which the organization is operated, funded, managed, etc. Utilize vocabulary from your readings.
The following must be in the presentation.

1. Name of organization
2. Address/Contact info
3. Mission History
4. Client criteria
5. Selective or Universal Horizontal/Vertical adequacy?
6. Number of programs
7. Explain what roles a social worker has in program/s
8. Funding Type
9. If agency has more than 5 programs pick ONLY 5 to explain
10. Role in social justice
11. Any cultural affiliations

The handout should include a brief summary of services with contact information.

Unit Quizzes: (4 @ 25 pts. each = 100 points)
Unit quizzes will be given at the end of each unit. The quizzes will cover in-class discussion, assigned readings and will be a combination of multiple choice, true/false and short answer questions. Students may take the quizzes during the listed period of availability via Blackboard.
Unit Quiz 1: Social Welfare & Social Justice: This assignment evaluates competencies #s 1-8.
Unit Quiz 2: Child Welfare: This assignment evaluates competencies #s 1-8.
Unit Quiz 3: Adult and Geriatric Welfare: This assignment evaluates competencies #s 1-8.
Unit Quiz 4: Health Care: This assignment evaluates competencies #s 1-8.

Attendance and Participation: (20 points)
Attendance is especially important since skills taught in this class are fundamental for your professional development and have direct application in future courses, field placements, and practice experiences. Students are expected to be in attendance at each class. Emergencies, illness, accidents and inclement weather do occur, and you may need to be late or be absent sometime during the semester. **Students are expected to call or email the instructor regarding ALL absences prior to class.** Students are allowed to be absent one time without penalty. For each additional absence, five (5) points will be deducted from the student’s final course grade unless other arrangements have been made in advance with the course instructor. Attendance sign-in sheets will be passed around at the beginning of each class. It is the student's responsibility to sign the attendance sheet. Forging the signature of another or allowing forgery by another on the class attendance sheet is a form of academic dishonesty and is prohibited (see Hilltopics, pp. 16-17).

**Please note that trouble finding a parking spot is not a valid excuse for being tardy to class.**

Class participation is viewed as not simply being present for class, but actually engaging in critical thinking and thoughtful communication via class discussions, online discussion boards and through presentations and written assignments. To earn maximum participation points, students are expected to be prepared for each class meeting and participate frequently in class discussions and activities.

**Grading**
The final course grade will be based on the following scale:
- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F 59 and below

**Required Text**


**Instructor’s Policies**

**Readings:**
Students are expected to complete all assigned readings before class meetings. Throughout the semester there will be pop quizzes based on assigned readings that will aid the instructor in knowing whether readings were completed and understood. Be prepared.

**Professional Behavior:**
Students are expected to follow the above Attendance/Participation policies, but there is also the expectation of respectful interaction in and outside of the classroom amongst students. As a professional
social worker, the instructor values a self-motivated, diligent work ethic and expects students’ best efforts on all assignments.

Assignment/Exam “Make-Up” Policy:
Deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances. Late assignments will be penalized 10% for each calendar day past the due date unless alternative arrangements are made with the instructor prior to the due date.

Extra Credit – Project: “Get Involved!” Observe/Listen/Report on a social service agency/government meeting (up to 5 points). This does not have to be strictly a social service agency—it does, however, need to be some type of service organization whose meetings are open to the public.

Should you choose to participate in the extra credit project, you will have the opportunity to earn up to 5 extra credit points added to your final grade

You should begin planning for this early in the semester and identify EARLY an organization(s) you plan to observe, as many do not meet but monthly, quarterly, etc.

Goal: For you to gain exposure to and a better understanding of how city government, non-profit/for profit, and other organizations operate, are interconnected, and do impact the delivery and general impressions you and society have on social services/other services in our area.

Objective: You will need to attend one or two meetings of an organization of your choosing in Knoxville or surrounding areas. Should you only attend and report on one meeting, you will only have the opportunity to receive 2 extra credit points. If you attend and report on 2 organizations, you may receive up to 5 points. Two reports that meet all requirements listed will allow you to earn the full 5 points. Should any requirements not be met, but you still turn in two reports, you will only receive 4 points. I do reserve the right to subtract points for poorly written/grammatically incorrect papers. So, proofread/edit but no APA is required here—write well but do feel free to “speak” informally in the papers, and use of first person is permissible.

We will discuss this more on the first day of class, but if you have questions about which organizations/meetings are appropriate, please ask me early in the semester. A good place to start is www.knoxvilletn.org where you will find a calendar of events and public meetings. Meetings of city councils, county commissions, are also good places to start. Each meeting may be a different organization, or two for the same organization.

The following requirements must be met/addressed in each report:

1. Discuss the importance of attending such meetings (how it relates to social welfare/or argue how it does not) and why it might/might not benefit the clients you serve/will serve in the future.
2. Describe why it might be important for both micro/macro social workers to be involved, whether as an observer or a member, in order to help you advocate for the population you serve. Or, discuss why any citizen might benefit from such involvement.

The written report for each meeting need only be ONE (1) page long. The meeting notes are separate and must be turned in along with the written report.
There will also be a list of questions/meeting notes to answer/fill out that will be posted on Blackboard. It may be best to take this with you to each meeting, as there is a place for someone from the meeting to sign/verify you have been there. This is to encourage you to introduce yourself to someone at the meeting and to document attendance. Please do make an effort to have someone sign, but you will not lose points if no one can/will sign/verify for you. You may turn in meeting notes/paper at any point during the semester, but both are due by the last day of class.

Extra Credit - BSWO (3-5 participation points)
It is the BSSW program’s expectation that all social work majors participate in the Bachelor’s Social Work Organization (BSWO). All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 322 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. Students in this class will have the opportunity to earn 3-5 points added to their course grade by attending and participating in BSWO this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. To be an active member in BSWO and be eligible for extra credit, students are required to attend at least 7 meetings per semester (officers are required to attend 75% of the meetings each semester) and earn 3 - 5 participation points.

Participation points are earned using the following scale:
• 1 point for attending minimum number of meetings required for membership (see above);
• 1 point for participating in one or more drives;
• 2 points for fundraising participation (one per event);
• 2 points for community service or other participation (one per event)

The BSWO advisor and committee chairs determine criteria for participation in all activities. Students may earn 3 to 5 extra credit points in designated BSSW courses. Points awarded for extra credit equal BSWO participation points for a minimum of 3 and not to exceed 5 points. No points will be awarded for students earning less than 3 participation points.

Students must also submit a one-page, double-spaced statement indicating how BSWO participation relates to one or more of the course competencies. The paper is due to the instructor via email one week prior to the end of class.

Tentative course outline:

Session 1: January 14th
Review of syllabus, class expectations, course outline and assignments.

Session 2: January 19th
UNIT 1: Social Welfare & Social Justice
Basics of Social Welfare: Terms, Ideologies
Social Welfare: Global & American History, Theories & Politics
Reading: Dolgoff & Feldstein, Understanding social welfare pp. 1-16.

Session 3: January 21st
The Poor Laws to TANF/AFDC

**Reading:** Katel, P. (2009, July 31). Straining the safety net. *CQ Researcher, 19*, 645-668. (On Blackboard Unit 1)

**Session 4: January 26th**
Access, Discrimination and Privilege
Social Trends Impacting Social Welfare

**Reading:** Dolgoff & Feldstein, *Understanding social welfare* pp. 116-126.

**Session 5: January 28th**
The Poor and the Near Poor
“Culture” of Poverty

**Reading:** Dolgoff & Feldstein, *Understanding social welfare* pp. 86-97.

**Self-reflection Paper DUE February 2nd VIA EMAIL**

**Session 6: February 2nd**
Social Justice and NASW Code of Ethics

**Reading:** NASW Code of Ethics

**Session 7: February 4th**
Evaluating Social Welfare Programs for small group and community level services

**Reading:** Dolgoff & Feldstein, *Understanding social welfare*, pp. 129-151.

**UNIT 1 QUIZ; DUE BY NEXT CLASS**

**Session 8: February 9th**

**UNIT 2: Child Welfare**
Global & American Issues
UNICEF
Economic Challenges

**Reading:** UNICEF. (2014, November). The state of the world’s children: Executive summary. (On Blackboard Unit 2)

**Session 9: February 11th**
The Children’s Defense Fund
How does TN rank in Child Welfare services?
Protection and Placement: Federal, State and Local Services
CPS, DCS, Foster Care

**Reading:** Dolgoff & Feldstein, *Understanding social welfare*, pp. 348-353.

**Session 10: February 16th**
Prevention Services: Federal, State and Local
Family Preservation/Re-unification Services
Public Education


**Session 11: February 18th**
Children’s Mental Health Services
In/Out Patient
Case Management
“Buffer” Services
Emergency Care Policies


**Session 12: February 23rd**
- Children's Welfare Wrap-up
- Children's Case Study Day

**Advocacy Letter DUE February 25th VIA EMAIL**

**Session 13: February 25th**
**PANEL:** Children's Services

**UNIT 2 QUIZ; DUE BY NEXT CLASS**

**Session 14: March 1st**
- **UNIT 3 Adult & Geriatric Welfare**
  - Self-determination and Ageism
  - APS

**Reading:** Dolgoff & Feldstein, *Understanding social welfare*, pp. 360-362.

**Position Paper Topic is due on March 8th VIA EMAIL**

**Session 15: March 3rd**
- Federal, State and Local Services:
  - DHS, CAC, Housing & Emergency Shelters
- Debatable Issue: Drug Testing for Food Stamps

**Session 16: March 8th**
- Disability
- VA Services

**Reading:** Dolgoff & Feldstein, *Understanding social welfare*, pp. 353-359.

**Session 17: March 10th**
- Adult Mental Health Services
- In/Out Patient
- Case Management
- Emergency Services Policies

  (On Blackboard Unit 3)

**Session 18: March 22nd**
- Adult Services Wrap-up
- Case Study Day

  (On Blackboard Unit 3)

**UNIT 3 QUIZ; DUE BY NEXT CLASS**

**Session 19: March 24th**
- **UNIT 4: Health Care**
Health Care: Global, America Hx
How does the US rank now?

Listen: NPR. (2009, July). Rural medical camp tackles health care gaps. (On Blackboard Unit 4)

Session 20: March 29th
Long and Short-Term Care
Caregiver Support Services

Session 21: March 31st
Medicare, Medicaid/TNCare
Advantage Plans
State and Local Services: Treatment and Medication Assistance

Reading: Dolgoff & Feldstein, *Understanding social welfare*, pp. 221-234.

**Position Paper is due on April 5th VIA EMAIL**

Session 22: April 5th
Affordable Care Act (ACA): Changes and Costs
Accountability in Health Care
Debatable Issue: Nutritional Requirements for Dialysis Patients


Session 23: April 7th
Health Care Wrap-up
Case Study Day

**Social Service Partner Project is due on April 12th VIA EMAIL**

Session 24: April 12th
PANEL: Adult and Health Services

UNIT 4 QUIZ; DUE BY NEXT CLASS

Session 25: April 14th
Social Service Presentations

Session 26: April 19th
Social Service Presentations

Session 27: April 21st
Social Service Presentations

Session 28: April 26th
Social Service Presentations
Social Welfare and Social Workers: Empirical Evidence of a Profession that Matters

Session 29: April 28th
Course Wrap Up
KEY DATES:

Feb. 2nd- Self-reflection Paper Due
Feb. 9th - Unit 1 Quiz
Feb. 25th - Advocacy Letter Due
March 1st - Unit 2 Quiz
March 8th - Paper Topic Due
March 24th - Unit 3 Quiz
April 5th – Position Paper Due
April 12th - Social Service Project Due
April 14th - Unit 4 Quiz
April 14th –April 26th/28th? - Social Service Presentations
April 28th- last day to turn in Community Involvement notes/papers
# Writing Rubric

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<tr>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>A</td>
<td>Structurally very well written with no grammar errors.</td>
<td>No more than 2 grammar errors.</td>
<td>No more than 4 minor grammar errors or 1 major error.</td>
<td>Difficult to read due to poor paper organization and 2 or more major grammatical errors or more than 5 minor errors.</td>
<td>Confusing to read. Lacking in correct, consistent sentence structure.</td>
</tr>
<tr>
<td>B</td>
<td>Focused and clear thesis throughout the paper.</td>
<td>Easily understood focus throughout the paper.</td>
<td>Mostly opinion of writer, poorly supported, if at all by sources.</td>
<td>Mostly opinion of writer, poorly supported, if at all by sources.</td>
<td>Mostly opinion of writer, poorly supported, if at all by sources.</td>
</tr>
<tr>
<td>C</td>
<td>Well organized.</td>
<td>Well organized.</td>
<td>Body of paper is organized fine, but connection to sources is lacking as is development of original thought.</td>
<td>Utilizes unknown or sub-par sources such as a Facebook poll or a personal blog.</td>
<td>Utilizes unknown or sub-par sources such as a Facebook poll or a personal blog.</td>
</tr>
<tr>
<td>D</td>
<td>Connects information and thesis in a way that is interesting and thought provoking.</td>
<td>Thoughtful discussion of issues presented.</td>
<td>Sources clearly connected.</td>
<td>Missing listed requirements of the assignment. But is APA format.</td>
<td>Does not satisfy APA format and/or other assignment requirements.</td>
</tr>
<tr>
<td>E</td>
<td>Has a strong voice throughout.</td>
<td>Sources clearly connected.</td>
<td>Mostly opinion of writer, poorly supported, if at all by sources.</td>
<td>Missing listed requirements of the assignment. But is APA format.</td>
<td>Does not reference sources and/or use in body citations.</td>
</tr>
<tr>
<td>F</td>
<td>Utilizes “Gold Standard” information/data. (i.e. peer reviewed journals, respected news sources).</td>
<td>Utilizes “Gold Standard” information/data. (i.e. peer reviewed journals, respected news sources).</td>
<td>Utilizes unknown or sub-par sources such as a Facebook poll or a personal blog.</td>
<td>Does not satisfy APA format and/or other assignment requirements.</td>
<td>Does not reference sources and/or use in body citations.</td>
</tr>
<tr>
<td>G</td>
<td>Completely satisfies all of the assignment requirements.</td>
<td>Completely satisfies all of the assignment requirements.</td>
<td>Completely satisfies all of the assignment requirements.</td>
<td>Missing listed requirements of the assignment. But is APA format.</td>
<td>Missing listed requirements of the assignment. But is APA format.</td>
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</table>
Writing Tips:

1. Read writings out loud.
2. Peer reviews are often helpful.
3. Give yourself time for re-writing, multiple drafts.
4. Spell-check AND grammar check
5. Take time to find the best possible sources, not the first article to pop up on an internet search. Get familiar with library services.
6. Enjoy it. Make it your own quest for knowledge, as it should be.