CRIM 402—Punishment & Corrections (Spring, 2019)

**Instructor:**  Danielle S. Rudes

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**Class Time:** Tuesdays, 1:30 to 4:10 p.m., Colgan Hall, #302

**Office Hrs:** By appointment

**Course Blackboard**: <https://mymason.gmu.edu>

**COURSE DESCRIPTION AND OBJECTIVES**

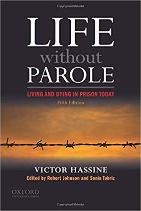
This course is designed as an in-depth examination of the historical and contemporary use of punishment, social control and incarceration in the U.S. and beyond. The course focuses on the philosophies, practices and procedures of correctional institutions and the people housed and working within them. An important premise of the course is that social conditions both effect and are effected by societal choices regarding what is right and wrong, moral and immoral, good and bad and worthy of punishment or not. We will cover many topic areas related to punishment and corrections using a variety of media. These include (but, are not limited to) scholarly articles and book chapters, films and documentaries, guest speaker(s), images, podcasts and perhaps audio files. Critical thinking and open discussion is a necessary and required component of the course.

**Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.**

**.—Dr. Martin Luther King, Jr.**

**COURSE READINGS**

The readings complement and supplement the lecture material and to serve as the basis for discussions. Therefore, **you should complete the readings *before* the class session for which they are assigned** to gain maximum benefit from the lectures.

**Books (available at GMU bookstore and elsewhere)**  

Hassine, V. (2011). *Life without parole: Living and dying in prison today*. New York, NY: Oxford

University Press.

Western, B. (2018). *Homeward: Life in the Year After Prison*. Russell Sage Foundation.

**Additional Required Readings and Course Materials**

In addition to the two assigned books, some required readings are assembled on the course Blackboard page. To access these readings, go to [our](http://eee.uci.edu/07y/69050/) Blackboard page into the assigned scholarly and news readings folders. Most readings are in PDF format, which requires you to have Adobe Acrobat Reader on your computer. You can read the readings on the screen or print them out. Other course materials include listening to a podcast(s) weekly.

**WEEKLY SCHEDULE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week/Date** | **Weekly Topic** | **Book Chapter(s)** | **Article/Report** | **News Item(s)** | **Podcast** | **Quiz & Writing Due Dates** |
| 1 (1/22) | Introduction | Hassine opening sections through chapter 1 (xi-end of ch. 1) | Carson (2018) Prisoners in 2016 (BJS) | --Opinion (Rouer)  --How to Count Hidden Prisoners (Villa)  --Study estimates US pop with felony convictions (Flurry) | Preview of *Written Inside, Serial Season 3,*  & Meet *Ear Hustle*  *Stuff You Should Know*: Episode: Solitary Confinement: Cruel and Unusual (3/21/17) |  |
| 2 (1/29) | Policy & Punishment and Incarceration (who/why) | Hassine Chapters 2, 3 & 4 | --Courtney et al. (2017)  --Urban Institutes’ --Matter of Time (exec sum)  --Miethe & Lu (2005) | --Mass Incarceration (Lopez)  -- Violent Offenders are Often Victims Themselves (Western) | *Written Inside*: Episode 1 “Silent Piano” |  |
| 3 (2/5) | Correctional Theories | Hassine Chapters 5, 6, & 7 | --Pew 1 in 100 Report (2005)  --Moon et al. (2008) | --Poverty and Young Brains (Ostrander)  --Victims Don’t Want Tougher on Crime (Williams) | *Ear Hustle* “Cellies” | **Jail Compendium assignment due to BB 2/8 at midnight** |
| 4 (2/12) | **No lecture today… professor delivering lecture out of town, but you still gotta read!** | Hassine, Chapters 8, 9 & 10 | --Cullen et al. (2011) | --40 Reasons (Quigley)  --America’s MI Problem 5 Charts (Golash-Boza) | *Written Inside*: Episode 2 “At War with the Roaches” | **Quiz 1** |
| 5 (2/19) | Incarceration (life in, spec. pop) | Hassine, Chapters 11, 12, & 13 | --McDaniels-Wilson & Belknap (2008) | --Community Health (Hoffman)  --Million (Taylor) | *Ear Hustle* “Misguided Loyalty” |  |
| 6 (2/26) | Incarceration (life in, spec. pop) | Hassine, Chapters 14, 15 & through end sections | --Burnett & Maruna (2006) | --Aging in Prison (Horwitz)  --Mentally Ill Lost (Hattem) | *Written Inside*: Episode 3 “On the Move… Again” |  |
| 7 (3/5) | Incarceration (life in, spec. pop) **(we may not have class this day for Sojourner Truth Lecture)** |  | --Sumner & Sexton (2015) | --Prison Born (Yager)  --Hard Labor (Weichselbaum) | *Ear Hustle* “Looking Out” | **Quiz 2**  **In-class critical reaction essay (Hassine book)** |
| **3/12: NO CLASS TODAY SPRING BREAK ☼** | | | | | | |
| 8 (3/19) | Administration & Management | Western, Chapters 1 & 2 | --Conover (2000) | --COs Need Help (Lopez)  --Cops & COs MH (Weichselbalm) | *Reveal*: “The man inside: Four months as a prison guard” |  |
| 9 (3/26) | **No lecture today… professor at conference, but you still gotta read!** | Western, Chapters 3 & 4 | --Petersilia & Cullen (2014) | --Uruguay No Doors (video link)  --Norway (Benko)  -- Girl Scouts in Prison (Chan) | *Ear Hustle* “The SHU” | **Tool Kit project due to BB 3/22 to BB** |
| 10 (4/2) | Jails & Juveniles & Courts, Constitution, Law/Policy | Western, Chapters 5 & 6 | --Fagan & Kupchik (2011) | --Juvenile Solitary (Williams)  --Ending Solitary for Juveniles (Hagar) | *Serial* (season 3, episode 2) | **Quiz 3** |
| 11 (4/9) | Prison/Policy Topic Mixed Bag! (TBD) | Western, Chapters 7 & 8 | --Sutton (2013) | --What’s in a Prison Meal (Santo & Leboni)  --Prison Food (Fassler & Brown)\  --Why showering in prison is hell (Wright) | *Written Inside*: Episode 4 “I am a Recluse”  OR  *Written Inside*: Episode 5 “A Friend” |  |
| 12 (4/16) | Probation/ Parole & Reentry | Western, Chapters 9 & 10 | --Morenoff & Harding (2014) | --Probation is hard (Dewan)  --She’s His Rock… (Dewan) | *Ear Hustle* “Catch a Kite” | **Solitary Confinement Simulation Paper due on *Friday* 4/19 at midnight via BB** |
| 13 (4/23) | Death Penalty & Supermax | Western, Chapters 11 | --Pizzaro & Stenius (2004) | --Solitary (Goode) | *Written Inside*: Episode 6 “A Place Kept Clean” | **(optional) Quiz 4 (*cumulative*)** |
| 14 (4/30) | Course Wrap Up |  |  | --From cell to a home (Westervelt) (NPR) | *Written Inside*: Episode 7 “What Isn’t Here” | **In-class critical reaction essay (Western book)** |

**We will not meet during final exams week. You’re paroled!**

**Every member of the society spies on the rest, and it is his duty to inform against them.**

**All are slaves and equal in their slavery... The great thing about it is equality...**

**Slaves are bound to be equal.**

**--Fyodor Dostoyevsky**

**LECTURES**

**You are strongly encouraged to attend all lectures**. The material covered will be different from assigned readings and will not be distributed outside class. In order to get the most from this course, it is imperative that you attend class, listen carefully, and take detailed notes.

**GRADING**

Your final grade will be calculated as follows (total 100%): 1000 Total Points Possible

3 in-class quizzes (100 points each) 300 points total

2 in-class critical essays (150 points each) 300 points total

1 solitary confinement simulation paper 200 points total

1 jails compendium assignment 100 points total

1 prisoner tool kit assignment 100 points total

Grading Scale

970-1000 = A+ 865-899 = B+ 765-799 = C+ 699-600 D

930-969 = A 835-864 = B 735-764 = C <599-- F

900-929 A- 800-834 = B- 700-734 = C-

**ACADEMIC INTEGRITY**

I believe in and am required to uphold and enforce the rules against cheating, dishonest conduct, plagiarism, and collusion. Information regarding GMU’s policy on academic honesty can be found within GMU’s Honor Code. It is available online at <http://mason.gmu.edu/~montecin/plagiarism.htm>. Please note that plagiarism includes directly quoting or taking someone else’s idea and using it as if it were your own…EVEN IF YOU DID NOT MEAN TO.

**There is no midterm exam and no final exam for this course!**



**ASSIGNMENTS/ASSESSMENTS**

**Quizzes**

There will be **4 fifteen-minute quizzes** during the course. The purpose of the quizzes is three-fold: *1) to assess your understanding of the class material; 2) to make sure that you stay on top of the readings and lecture, and 3) to encourage you to attend class*. Quizzes are scheduled in advance and the only excuse for missing a quiz is documented illness, family emergency, or a university-sanctioned excuse. The quizzes will start promptly at the beginning of class and will be collected exactly 15 minutes later. If you come to class late, you will only have partial time to complete the quiz. If you miss a quiz and have the proper excuse documentation, you will receive a different version of a quiz that you will take for 15 minutes after class on the day you return or during your instructor’s office, if you prearrange this. *Note also that quizzes cover all lecture and class material up to the day that the quiz is given. They do not cover the readings that were assigned on the same day the quiz is given. Those readings are used to create quiz questions for the next quiz.* **If you take all four quizzes, I’ll drop your lowest score**. If you are absent (undocumented) for one quiz and you take the fourth quiz, your lowest score will be a zero, so I’ll drop that one. Note that since only three quizzes are required, the 4th quiz is optional.

**In-Class Critical Reaction Essay**

After you finish reading each book (according to the syllabus reading timeline) we will have a 30 minute, in-class critical reaction essay (free writing) exercise related to each book. I will pose several questions on a PowerPoint slide in the classroom and you will choose one to write about. The questions will all be based on specific incidents/chapters/writings from the Hassine and Western books (Hassine is essay one and Western is essay two). You will have 30 minutes at the start of class to write your response to one of the questions related to the book.

The goal for these essays is threefold: *1) provide an alternative to multiple choice and short answer quizzes for students who prefer or do better at writing exercises; 2) encourage students to read the assigned books and reward those who do by offering them a way to show they did the assignment and can use the materials in a useful way,* and *3) provide an outlet for critical and thoughtful analysis and reaction to two important books on prison-related issues. Each essay is worth 150 points.*

**National Jails Compendium Assignment**

Dr. Rudes partnered with The National Institute of Corrections (NIC) through the Bureau of Prisons (BOP) to compile a list of all the jails in the U.S. for what they are calling the National Jails Compendium. This is an excellent opportunity for you to get involved with this national effort to count and classify U.S. jails in all 50 states. For this assignment, you will use your savvy internet skills to find the address, email, phone number and main contact person at each of the jails on your assigned list of 20. In some cases, this will be fairly easy, but in others it requires a lot of digging to find the correct information. You will use an excel spreadsheet to do this work. **This assignment is due Friday, February 8th at midnight on BB.** When you are finished, you can list this work on your resume as research experience. It might look something like this:

*Undergraduate Research Assistant*. 2019. Worked with Dr. Danielle S. Rudes through a class project (CRIM: 402) to research and assemble a National Compendium of Jails for the U.S. Bureau of Prisons through the National Institute of Corrections.

**Things to consider during your searches/assignment**

* **Address**: whenever possible we need the actual jail address, not the mailing address (and not the address where you can send inmate mail). We also need the jail/facility address, not the sheriff’s office address, if they are in separate buildings.
* **Phone**: whenever possible we need the main jail phone line. Not the number to call to talk to an inmate, not the Sherriff’s main line and not any person’s individual line (as people will change positions/phones) and we want the list to be up-to-date.
* **Email**: This may be your hardest category to find. We need any email you can find for the Sheriff, jail, or any jail person. If it’s just a local Sheriff email for community members and that is all you can find, go with it. Dig a bit though, if you can find a person’s email that’s better.
* **Contact**: Whenever possible we want the person in charge of or running the jail. If you can find the Captain, Deputy, Warden, Lieutenant that’s best. If not, then just list the Sheriff’s or Chief of Police’s name here.
* **Jails**: The jails on your list (we think) are actual jails that we need to classify for this Compendium. However there are some that look like jails but are actually just holding cells in police stations. Here’s the criteria we are looking for…Jails on our list must:
  + Hold inmates **post-adjudication/trial**, but they can also hold **pre-trial,** temporary and reentry inmates too.
  + Hold **adult** inmates (male or female or both). They can also hold juveniles, but not only juveniles.
  + If the jail you find seems small and perhaps unworthy of our list (but you are not sure) list it, fill out the spreadsheet and highlight the entire line in **yellow**. If you can find out the **number of beds** or inmates in this facility list that in the far right column. It will help us determine if it makes the list or not.
  + If the jail you find says it’s a Type 1 facility or a temporary holding facility only do not fill in the information for that jail. Rather, write “**temp only**” in the address line.
  + We are mostly logging county level jails. However, some city and town jails also have jails that meet our criteria.
  + If you find a jail facility that you think meets our criteria, but it is **not on your list**, add it to the end of your list and highlight it in **pink**. If it is a legit jail and we end up using it on the list, I’ll give you one bonus point for each one you find.

**Useful sites:**

[www.prisonpro.com](http://www.prisonpro.com) (regularly updates and lists number of jails/prisons in the U.S. This site gets some, but not all of the jails in each state)

[www.searchquarry.com](http://www.searchquarry.com) (a great place to go to look for information)

[www.publicrecords.onlinesearches.com](http://www.publicrecords.onlinesearches.com) (also very useful for finding information)

[www.inmateaid.com](http://www.inmateaid.com) (often gives you address, phone number, email and perhaps number of beds)

[www.facebook.com](http://www.facebook.com) (many local police departments and sheriff’s offices have Facebook pages. This is a great place to go to find out the Sheriff’s name and sometimes an email address)

[www.google.com](http://www.google.com) (if you cannot find an address, phone number, etc. on any of the previously mentioned websites, you can always google the jail/county the jail is located in. Most jails and sheriff’s offices have websites that give you a lot of information)

If you have any questions or concerns, please contact Chelsea van Dijk at (540) 935-9769 or [mvandijk@gmu.edu](mailto:mvandijk@gmu.edu). Be sure to state your name and that your question is related to this assignment.

**Prisoner Tool Kit Assignment**

Dr. Rudes partnered with the Mitigation team at the Northern Virginia Capital Defenders Office (NVCDO) to develop a set of tool kits for defendants or sentenced individuals in capital cases. While the ultimate goal of the NVCDO is to secure a not-guilty verdict, for many of their capital case clients this is not possible. In these cases. The NVCDO works to secure life in prison as opposed to the death penalty. Regardless of the verdict (life or death), these individuals receive many years of prison time for their crimes. The NVCDO tries to help its’ clients before, during and after the trial/sentencing phases. One way they do this is by trying to help them adjust to their new life behind bars. Many of their clients spend weeks, months and even years with very little to read and few ways to better themselves. Drs. Rudes, Hattery and Cattaneo (all GMU professors) partnered with NVCDO to create a set of themed documents that would serve as a tool kit available to NVCDO’s imprisoned clients. Right now, there is no real protocol for developing the tool kit. We are developing this as we go. However, we are thinking they would have the following components:

* Information about a particular topic that these incarcerated individuals find relevant and engaging
* Written in plain language (in English) and maybe translated into other languages later on, at about the 5th or 6th grade level.
* Very few, if any, pictures (though graphics, tables, and clip art are likely ok) as many institutions have rules about what can and cannot be in photos.
* Perhaps, some exercises (i.e., thinking/reflecting, journaling, drawing, writing, etc.) to go along with them (with limited required materials as most/many materials are not available to incarcerated individuals).
* Possible topics we’ve considered so far:
  + Religion
  + Meditation
  + Yoga
  + Relaxation
  + Health/Wellness
  + Mindfulness
  + Work out routines (without weights or much room to move around)
  + Healthy eating choices/habits
  + Self-care
  + And various other topic areas they could learn from that are not controversial (i.e., the 50 states, how to read a book, grammar/English rules for writing, tips for letter writing, reflective and active listening, public speaking, parenting from afar, dealing with difficult people, scheduling and establishing routines, etc.)

Your assignment is to create a tool kit on a topic of your choosing (following the rules and guidelines above). You must keep in mind that this will be used by lifer/death row inmates who have little chance of ever getting out of prison, who may not have a good educational background, and who do not have access to lots of goods/services. You are trying to help them learn a new skill or new information, but not trying to give them false hope or remind them of what they do not have.

Your tool kit assignment can be in the form of a brochure, a packet, or any design you like. It must look good printed in black/white though, because the incarcerated individuals will get a photocopy of what you develop. It will not be in color and it will not be online. **This assignment is due on Friday, March 22nd at midnight on BB.**

When you are finished, you can list this work on your resume as research experience. It might look something like this:

*Undergraduate Research Assistant*. 2019. Worked with Dr. Danielle S. Rudes through a class project (CRIM: 402) to research and create a prisoner tool kit for incarcerated individuals serving life or death sentences in Virginia. Work completed for a project with the Northern Virginia Capital Defenders Office.

**Solitary Confinement Simulation Exercise and Reaction Paper**

Each student will participate in a solitary confinement simulation exercise. This will require significant planning and preparation on each student’s part. You will need to spend a minimum of 24-hours in a small, barren space like your bathroom or closet and then write a paper about your experience in solitary confinement. You will need to find someone to bring you three bland meals during your time in solitary and if you choose to spend your time in a closet, you will need someone to escort you to the bathroom three times during your 24-hour stay. Things to consider:

* You may have access to a Bible, one book, five pieces of 8 ½ x 11, lined notebook paper, one pencil, a single mattress (or cushion) with one sheet and one blanket (no pillow).
* Your “cell” can have one small window, but it is more realistic if it does not.
* You may not shower or bathe during your 24-hour confinement.
* You may or may not get one hour outside your “cell” outside for “yard time” but you should not engage in any other activity other than walking or sitting (on the ground, not any seating). This time outside the cell should be between 8-10 a.m. OR 2-4 p.m.
* You should receive breakfast between 6 -7 a.m., lunch between 10-11 a.m. and dinner between 4-5 p.m. Whatever you are served, you must only eat it with a plastic spoon and/or your fingers. Your dishes and utensil must be picked up approximately 30 minutes after you are served. If you are sleeping when food is delivered, please instruct your food deliverer to skip that meal and just bring the next scheduled meal. You may not have any snacks in your “cell.” Your food should be as bland and basic as possible. Here’s a sample menu (but feel free to sub in bland/kosher/vegetarian/Halal/vegan or other special meal needs):
  + Breakfast: 2 scrambled eggs, one banana, one piece of white bread toasted no butter with white milk or water (no coffee), you may have one salt packet
  + Lunch: ham sandwich (no condiments just meat, cheese and bread), one cookie, one orange with white milk or water. You may have one mustard or mayonnaise packet.
  + Dinner: hamburger or chicken patty (no bun), plain white rice, canned green beans, an apple with white milk or water (lukewarm tea is OK without condiments). You may have one ketchup packet and one salt packet.
* You may not have access to any visitors during your 24-hour solitary simulation.
* You may not have access to any electronic devices including TV, radio, cell phone, iPad, computer, etc.
* You should wear pajamas or sweat pants, t-shirt, sweatshirt and socks. If you go outside for yard time you can wear a coat and tennis shoes.
* The lights should be on the entire time you are in your cell (even while you are sleeping; even at night).
* If you currently take any medications that you need on a daily basis (not vitamins and optional supplements), please arrange for to have these delivered to your “cell” at the appropriate times with water or milk.

**Emergencies and Health Concerns**

* This is a class assignment. It should be a valuable learning experience for most of you but if you have any physical or mental health concerns that make this exercise impossible or risky please do not do it. Your instructor can give you an alternate assignment to do instead.
* If at any time during the simulation you begin to feel your mental or physical health deteriorating in a way that is worrisome, please stop the simulation immediately. Again, your instructor can give you an alternative assignment to do instead.
* If an emergency arises with your family/friends that you need to deal with, please terminate the simulation immediately. You can return to the simulation another time OR your instructor can provide an alternative assignment for you to do instead.
* Again, this is a class assignment. Your health and well-being and your family/friends are much more important than this assignment. If anything happens and you need to re-start the simulation OR you would prefer to do a different exercise please talk to your instructor about an alternative assignment.
* You must have someone available to you at all times…please do not be left alone. Although it is ideal (and part of the assignment) for you to NOT talk to anyone, you need someone present in case anything goes wrong. Additionally, do NOT—under any circumstances—allow anyone to lock you into a room that you cannot get out of. This is unsafe and we are modeling solitary…not trying to actually put you in. Be careful and be responsible.

**Your will write a 6 to 8 page experiential paper** about your experience in solitary confinement. You can write it in the first person.

* **Introduction**: overview of U.S. solitary confinement (i.e., numbers, conditions, treatment, issues, etc.) (~ 1 page) Students must cite at least three academic journal articles or published reports (not modern/popular press). The scholarly sources must be theoretical or empirical articles from academic journals *(e.g. Criminology*, *Journal of Criminal Justice*, *Journal of Research in Crime and Delinquency, Criminal Justice & Behavior…*see longer list on BB). They cannot be a Law Review article; or a policy report or brief. (It also cannot be from the popular press (e.g. *Time*, *U.S. News & World Report*, *Newsweek* or *Atlantic Monthly*). Additionally, students can cite/use any academic journal article on the syllabus in their paper, but these do not count toward the three academic journal articles related to your argument that you must find on your own.
* **Your Solitary Confinement Cell**: describe your cell, conditions (prior to your entering)
* **Your Solitary Confinement Experience**: describe (in as much detail and with as much reflection as you can) your 24-hour experience in solitary confinement; discuss how your views of solitary changed before and after this assignment (if at all).
* **Discussion**: Link your experience with the broader experience of solitary confinement in the U.S. Why should anyone care? What should change? What should stay the same? Key challenges/concerns/issues? Think about including your thoughts on the following: when, if at all, is solitary justified, for how long, for whom, under what conditions, for whom might solitary confinement be attractive (might they prefer it over general population), what does this say about the greater prison experience, what else could be done in prison (besides solitary) to correct misbehavior?

The assignment must be written in your own words to the fullest extent possible though you can paraphrase from the sources as needed with proper citation. If you must quote from an article(s), make sure you provide the appropriate citation. **This assignment is due Friday, April 19th at midnight (submitted via BlackBoard).** It is worth 200 points. Points will be deducted for grammatical, spelling or general editing mistakes. (See rubric at end of syllabus.)

Paper Logistics: Please use white paper, black ink with 12-point font and 1-inch margins on all four sides. Please double space. Also, include a **reference list** of works you actually cited in the text. You can use any style of citation you like, but you must use it correctly. All papers must be turned in via blackboard. *Do* ***not*** *email me your paper or turn it in in-person.* Late papers may be accepted on a case-by-case basis, but will suffer significant grade reduction penalties**. Students must write all papers individually (no co-authored papers).**

**DISABILITY, DIVERSITY & PRIVACY**

**Disability**:If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474, <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.

**Diversity**: Please remember that diversity is one of the university’s core values. We must all keep this concept in mind throughout the semester. See Mason’s diversity statement which is available at: <http://ctfe.gmu.edu/professional-development/mason-diversity-statement/>.

**Privacy**: [Student privacy](http://registrar.gmu.edu/facultystaff/student-privacy/) is governed by the [F*amily Educational Rights and Privacy Act* (FERPA)](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) and is an essential aspect of any course. Please use your MasonLive email account to receive important University information, including messages related to this class. See [**http://masonlive.gmu.edu**](http://masonlive.gmu.edu/) for more information.

**Every time you stop a school, you will have to build a jail.**

**What you gain at one end you lose at the other. It's like feeding a dog on his own tail.**

**It won't fatten the dog.**

**--Mark Twain (1900)**

***CRIM 402: Grading Rubric for Solitary Confinement Simulation Paper***

**1. Purpose**

Addresses the assignment question/issue

Introduction: provides clear sense of content/topic

Introduction engages reader (has a hook)

Clear statement of position

Engages reader’s interest

Appropriate to audience

Presentation (form/genre) is appropriate

Appropriate voice/tone

Highly Competent [] Competent [] Emerging Competence [] Not Competent []

**2. Structure of argument**

Logical flow of introduction with purpose explicit somewhere in the introduction

Has a consistent and logical argument

Organization: well-organized flow, repetition of key words, topic sentences, transitions between paragraphs

Conceptual sophistication/style reflects complexity of thought

Accurate use of headings as appropriate

Highly Competent [] Competent [] Emerging Competence [] Not Competent []

**3. Support of Argument**

Demonstrates knowledge of material

Sources used appropriately to support points

Sources integrated into arguments

Includes empirical/reality-based evidence (quantitative or qualitative) as appropriate

Balanced treatment of ideas/issues

Highly Competent [] Competent [] Emerging Competence [] Not Competent []

**4. Writing Mechanics**

Documentation and citation: sufficient and consistent, including one style of citation used adequately and

correctly throughout the paper; adequate number of sources referenced; paraphrases and quotations used

appropriately and fully cited. Correct incorporation of citation at the sentence level.

Understands how to construct sentences/paragraphs

Word choice, syntax, grammar, spelling, and punctuation

Uses consistent voice and tone

Appropriate use of first person

Uses active voice

Avoids contractions, slang, vague pronouns

Highly Competent [] Competent [] Emerging Competence [] Not Competent []

**5. Independent Thought**

Develops own line of reasoning and/or applies knowledge

Synthesizes knowledge, not just regurgitation or summary

Provides interesting/valuable insights

Highly Competent [] Competent [] Emerging Competence [] Not Competent []

**OVERALL SCORE**

Highly Competent [] Competent [] Emerging Competence [] Not Competent []

**Final Paper Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**