

**Faculty of Health
Department of Psychology
HH/PSYC 2010 3.0 Section N
WRITING IN PSYCHOLOGY
Tuesday 11:30-14:30 in ACW 005
Winter 2017**

Instructor and T.A. Information

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Course Prerequisite(s):

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
Course website: <http://connect.mheducation.com/class/p-2010-psyc-2010---winter-2017>

Course Description

This course develops university-level writing ability. Students will write about psychological content; however, this course aims to develop general written communication skills that are broadly transferable. Emphasis will be placed on learning to write coherent arguments and explanations. Students will learn how texts ‘work’ to effectively communicate with a reader. Students will develop the capacity to critique and improve their own writing. Critical thinking and logical reasoning skills are taught and practiced for the purpose of improving written communication. By analyzing exemplary psychological writing students will discover the form and structure of effective and compelling writing in Psychology. Readings and class discussions will increase understanding of how to write effectively. In-class writing exercises will be used to practice principles and ideas discussed. Providing feedback on the writing of peers will increase students’ capacity to reflect on their own writing. Students will be guided, step-by-step, through the process of completing a larger writing assignment. Extensive feedback would be provided and multiple drafts / iterations of essays will be completed. This course will prepare students for advanced writing assignments in upper year University courses and contribute to overall progress towards the advanced level of literacy expected of an educated citizen. At the end of the course, students will be able to develop a written argument on a controversial issue in psychology.

Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate knowledge of the basics of scientific writing.
2. Demonstrate effective written communication.
3. Demonstrate the ability to think critically about written communication.

Specific Learning Objectives

Demonstrate knowledge of the effective use of a variety of written communication skills.

Describe and critique different approaches to writing in psychology.

Identify appropriate writing techniques for communication in psychology.

Explain in writing the methods, results and conclusions of a research study.

Discover the form and structure of effective and compelling writing

Demonstrate an ability to work with others

Demonstrate the ability to review peer's written work

Develop written argument with supporting evidence

Required Text

- Langan, J., and Winstanley, S. (2014). *Essay Writing Skills with readings*. 7th Ed. McGraw-Hill Ryerson

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Writing exercises (8X3 drafts, plus peer feedback); Essay components (10) & Grammar Units (12) (pass/fail)	Various	30%
Best in-class writing exercise	April 4, 2017	10%
Components 1-4 of Essay	February 14, 2017	15%
Components 1-5 of Essay	March 7, 2017	20%
Final Essay	April 4, 2017	25%
Total		100%

Class Structure:

- 50 mins: Lecture/Class discussion
- 25 mins: Classroom writing exercises (max 200 words, submitted online for feedback)
- 15 mins: Provide feedback to peer on classroom writing exercises
- 20 min: Break
- 50 mins: Classroom work on Essay (i.e. in class peer review and instructor led guidance)

Homework per week:

- 30 minutes revising classroom writing exercise & uploading drafts and feedback
- 1.5 hours reading assigned books / articles & completing online writing modules
- 2 hours working on essay outside of class

Description of Assignments:

Writing Exercises:

During week 2 to week 9 you will spend 25 minutes in class writing on a topic related to the lecture. What you write in class (i.e. draft 1 of the writing exercise) must be uploaded to the website by *10 pm on the same day*. Then during the coming week you will spend 30 minutes editing your writing and upload a second draft by *10 pm on the day before the next class*. Then in class you will take 15 minutes to read a peer's second draft and provide feedback. Your feedback must be uploaded to the website by *10 pm on the same day*. Finally, you will spend 30 minutes revising your writing based on the feedback you receive and upload a third and final draft by *10 pm on the day before the next class*. Thus, you will work on each writing exercise across a period of 3 weeks. All of this work will be done online. Writing assignments will overlap so that you will be working on a different stage of up to 3 writing assignments per week. See course schedule for more details. Given everything is being done online you will still be able to participate if you have to miss class for some reason. However, the deadlines for uploading drafts and feedback are fixed and can't be extended. Therefore, if you are unable to submit a draft or feedback, for whatever reason, you will lose the opportunity to receive participation marks for what ever you miss. At the very end of the course you will be asked to select your best writing exercise and submit it for evaluation by the TA/instructor. With appropriate documentation the deadline for the submission of your best writing exercise can be extended*.

Writing exercise 1: Paraphrase: Rewrite paragraph in your own words

Draft 1: Jan 17 by 10 pm
Draft 2: Jan 23 by 10 pm
Peer feedback: Jan 24 by 10 pm
Draft 3: Jan 30 by 10 pm

Writing exercise 2: Summary: Condense larger piece of writing

Draft 1: Jan 24 by 10 pm
Draft 2: Jan 30 by 10 pm
Peer feedback: Jan 31 by 10 pm
Draft 3: Feb 6 by 10 pm

Writing exercise 3: Comparison: What are the similarities and differences in the point of view of two pieces of writing?

Draft 1: Jan 31 by 10 pm
Draft 2: Feb 6 by 10 pm
Peer feedback: Feb 7 by 10 pm
Draft 3: Feb 13 by 10 pm

Writing exercise 4: Rhetorical analysis: What are the purpose, context, audience, claim & argument structure?

Draft 1: Feb 7 by 10 pm
Draft 2: Feb 13 by 10 pm
Peer feedback: Feb 14 by 10 pm
Draft 3: Feb 27 by 10 pm

Writing exercise 5: What's being taken for granted: if the piece of writing asserts X what must it also already believe but did not state explicitly?

Draft 1: Feb 14 by 10 pm
Draft 2: Feb 27 by 10 pm

Peer feedback: Feb 28 by 10 pm

Draft 3: March 6 by 10 pm

Writing exercise 6: Uncover structure: Describe how piece of writing is organized.

Draft 1: Feb 28 by 10 pm

Draft 2: March 6 by 10 pm

Peer feedback: March 7 by 10 pm

Draft 3: March 13 by 10 pm

Writing exercise 7: Articulating implications: Push your observations to about the piece of writing to implications and your implications to conclusions. Address the question So What?

Draft 1: March 7 by 10 pm

Draft 2: March 13 by 10 pm

Peer feedback: March 14 by 10 pm

Draft 3: March 20 by 10 pm

Writing exercise 8: Dialogue: How does my response to the piece of writing reveal my own assumptions?

Draft 1: March 14 by 10 pm

Draft 2: March 20 by 10 pm

Peer feedback: March 21 by 10 pm

Draft 3: March 27 by 10 pm

***Submission of best writing exercise**

April 4 by 10 pm

Online grammar units:

Over the duration of the course you will be expected to complete 12 on-line grammar units. The units will be available for your to complete at anytime; however, it is recommended that you complete one per week. Each module will take approximately 30 minutes to completed and is paced according to your unique learning needs. Each module will address a foundational writing skill that will not be discussed in detail during class time. For example, units will address foundational skills such as punctuation, grammar, style and word choice. All of this work will be done online. You will receive credit for doing the units (pass fail).

Essay:

Over the duration of the course you will write one argumentative essay on a controversial issue in psychology. This essay will be broken down into smaller assignments that together will build to the final essay. Each week we will spend 50 minutes in class working on your essay. You will also be expected to spend some time outside of class working on your essay. Some weeks you will be expected to come to class with *two hard copies* of a particular component of your essay – one copy will be submitted to the instructor (for making on a pass fail basis) and one copy will be shared with your peer in class in order to receive feedback. Some weeks you will be expected to come to class with one hard copy of a particular component of your essay to submit to your TA / course instructor for evaluation and feedback. The deadlines for bringing components of your essay to the class for feedback are fixed and can't be extended. Therefore, if you are unable to participate in a class, for whatever reason, you will lose the opportunity to receive participation marks for what ever you miss. However, with appropriate documentation, deadlines for submission of components of your essay to the TA/Course instructor for grading can be extended*.

Essay component 1: Preliminary thoughts on controversial issue (min 300 words)

-bring two hard copies to class on January 17

Essay component 2: Working annotated bibliography (min 5 references)

-bring two hard copies to class on January 24

Essay component 3: Context & definitions of key concepts (approx. 500 words)

-bring two hard copies to class on January 31

Essay component 4: Preliminary point of view or claim (approx. 300 words)

-bring two hard copies to class on Feb 7

***Submit (revised components 1-4) to TA / Instructor on Feb 14**

-bring 1 hard copy to class on Feb 14

Essay component 5: Preliminary alternative claims (Include evidence and arguments in favour of and opposing this alternative, approx.. 1000 words)

-bring two hard copies to class on Feb 14

Essay component 6: Preliminary outline of your essay

-bring two hard copies to class on Feb 28

***Submit (revised components 1-4, & components 5-6) to TA / Instructor on March 7**

-bring 1 hard copy to class on March 7

Essay component 7: Preliminary conclusion of your essay (approx. 300 words)

-bring two hard copies to class on March 7

Essay component 8: Full draft of your essay

-bring two hard copies to class on March 14

Revised full draft of your essay

-bring two hard copies to class on March 21

Revised full draft of your essay

-bring two hard copies to class on March 28

***Submit Final version of your essay to TA /Course Instructor on April 4**

-bring one hard copy to class on April 4

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes)

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	March 11 - Apr. 5

Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

Test Banks:

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

Course Materials Copyright Information:

These course materials are designed for use as part of the PSYC 2010 3.0N course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

Course Schedule:

Week 1: January 10: Introduction to course & Purpose of writing & Picking a topic

In class self reflection exercise

-What are your strengths and weaknesses as a writer? What are your goals for the course?

Essay

-Introduce argumentative essay assignment

Read the following for week 2: Chapter 1; Chapter 2(p. 13-23); Chapter 16; Chapter 17(p. 267-269)

Week 2: January 17: Gathering information & Paraphrasing & Visit from librarian

Class Writing Exercise

Writing exercise 1: Paraphrase: Rewrite paragraph in your own words

Essay

-Submit (1) Preliminary Thoughts on Topic to peer in class

Read the following for week 3: Chapter 17; Chapter 18

Week 3: January 24: Context and Defining Key Concepts & Summarizing

Class Writing Exercise

Writing exercise 2: Summary: Summarize a larger piece of writing

Peer feedback on draft 2 of writing exercise 1

Essay

-Submit (2) Working annotated bibliography to peer in class

Read the following for week 4: Chapter 2; Chapter 14; Chapter 13

Week 4: January 31: What is my claim or point of view? & Comparing Points of view

Class Writing Exercise

Writing exercise 3: Comparison: What are the similarities and differences in the point of view of two pieces of writing?

Essay

-Submit (3) Context & definitions of key concepts to peer in class

Read the following for week 5: Chapter 12

Week 5: February 7: Constructing an argument & Rhetorical analysis.

Class Writing Exercise

Writing exercise 4: Rhetorical analysis: What are the purpose, context, audience, claim and argument structure?

Essay

-Submit (4) Preliminary point of view or claim to peer in class

Read the following for week 6: Chapter 3

Week 6: February 14: Constructing an argument cont. & What's being taken for granted?

Class Writing Exercise

Writing exercise 5: What's being taken for granted: if the piece of writing asserts X what must it also already believe but did not state explicitly?

Essay

- Submit (5) Preliminary alternative claims to peer in class. Include evidence and arguments in favour of and opposing this alternative claim / point of view
- Submit (revised versions of 1-4) to TA / Instructor**

Week 7: February 28: Critiquing ones own view & Uncovering structure

Class Writing Exercise

Writing exercise 6: Uncover structure: Describe how piece of writing is organized.

Essay

- Submit (6) Preliminary outline of your essay to peer in class.

Read the following for week 8: Chapter 4

Week 8: March 7: Concluding & Articulating implications

Class Writing Exercise

Writing exercise 7: Articulating implications: Push your observations to about the piece of writing to implications and your implications to conclusions. Address the question So What?

Essay

- Submit (7) Preliminary conclusion of your essay to peer in class.
- Submit (revised versions of 1-6) to TA / Instructor.**
- TA / Instructor feedback (1-4).*

Read the following for week 9: Chapter 5

Week 9: March 14: Revision, Revision, Revision & Dialoguing with ideas

Class Writing Exercise

Writing exercise 8: Dialogue: How does my response to the piece of writing reveal my own assumptions?

Essay

- Submit (8) Full draft of your essay to peer in class.

Read the following for week 10: Chapter 6

Week 10: March 21: Removing clutter and simplifying

Class Writing Exercise

No new writing exercises, continue with previous exercises to completion

Essay

- Submit (current working draft of 8) to peer in class.
- TA / Instructor feedback (1-6).*

Read the following for week 11: Chapter 19

Week 11: March 28: Critical thinking & Open discussion on questions pertaining to essay

Class Writing Exercise

No new writing exercises, continue with previous exercises to completion

Essay

-Submit (current working draft of 8) to peer in class

Week 12: April 4: Conclusion & Debrief

Class Writing Exercise

Writing exercises are completed

Essay

-Submit (9) Final version of your essay to TA / Course Instructor

Templates for Assignments

I) Essay component 1: Preliminary thoughts on controversial issue (approx. 300 words):

Use at least 2 of the following 'prewriting strategies' discussed in the class and in the text book (i.e. freewriting, questioning, lists, diagramming)

II) Essay component 2: Annotated Bibliography. For each of the 5 sources you must (approx. 250 words per source):

-Provide the full bibliographic citation

Examples of APA citation (see numerous web sources for more help):

For a book: Author, A.A.. (Year of Publication). *Title of work*. Publisher City, State: Publisher.

For a journal article: Author, A.A.. (Publication Year). Article title. *Periodical Title*, Volume(Issue), pp.-pp.

-Summarize the source (which may include some of the following: main point / central claim / argument structure, methodology)

-Note how related to other sources (i.e. make links)

-Evaluate credibility & value

-State how the source will be useful for your essay

III) Essay component 3: Context & Definition of key concepts (approx. 500 words):

-Define the 5 most important and/or technical concepts you have encountered so far

-Consider the following kinds of questions:

This is an important issue to address today because...

People first began to talk about this issue in...because...

Previously people did not think about this issue because...

This issue seems to hinge on how people think about...

Over time societies approach to this issue has changed in the following ways...

There appears to be various schools of thought on this issue including...

Historically, this issue has been more or less of a concern depending on...

IV) Essay component 4: Point of view/claim (approx. 300 words):

In my essay I will address the following controversial question...

Although there are a number of possible points of view regarding this issue, currently I plan to argue (i.e., give your answer to the controversial question)....

My current reasons and arguments for my point of view or answer are as follows...

V) Essay component 5: Alternative claims with evidence (approx. 1000 words):

In my essay I will address the following controversial question...

Although there are a number of possible points of view regarding this issue, currently I plan to argue (i.e., give your answer to the controversial question)....

Three alternative claims / points of view (i.e. answers to the controversial question) are as follows...

The following facts and arguments support Alternative 1...However, the following facts and arguments argue against Alternative 1 and ultimately make Alternative 1 less compelling than my point of view...

The following facts and arguments support Alternative 2...However, the following facts and arguments argue against Alternative 2 and ultimately make Alternative 1 less compelling than my point of view...

The following facts and arguments support Alternative 3...However, the following facts and arguments argue against Alternative 3 and ultimately make Alternative 1 less compelling than my point of view...

VI) Essay component 6: Outline (using the following headings organize your essay)

1. Title

- Should be a single phrase
- Not more than 10-14 words
- Example: "Capital punishment: Should it be abolished?"
- Should clearly articulate the focus and content of your paper

2. Claim statement

- This should be a short paragraph (approximately 4-6 sentences)
- State the question to be addressed in the paper. Example: "The question to be addressed in this essay is the following: Is capital punishment ever justified?"
- Then give a statement about what your answer to the question is (i.e., your claim). Example: "This paper will argue that capital punishment is never justified, even in cases of first degree murder."
- **Make sure the reader is fully clear on your claim / point of view and how your claim relates to the central issue/alternative perspectives (see below). This is the position that you will be defending later in the paper.**

3. Context & Key Definitions

- Briefly (approximately 2 paragraphs) describe the historical, social, scientific context for the issue that you would like to discuss. For some issues, there may be a quite a substantial historical context. In this case, do your best to summarize it in just a few paragraphs. For other issues, there may be less historical context, so very little reduction of information will be required.
- Remember to discuss the history of the controversy or how viewpoints on the controversial questions have changed over time.
- A textbook is a good starting point for finding the historical context for many topics. For other hints, look at general books on the topic (often they include an introductory chapter that covers historical context).
- In this section you should also clearly define the key concepts you will be using in your essay.

4. Central Issue

- 2-3 paragraphs (depending on number of viewpoints discussed).
- Describe the central issue(s) that is to be discussed as you see it, or as it currently stands at this point in time. Example: "At this point in time, the issue at hand is whether or not capital punishment is a useful deterrent for criminal activity. Furthermore, there exists the related issue of whether or not its deterrent value provides sufficient justification for its continued use."
- Articulate each of the different possible arguments that could be made about the issue. For each of the topics that I have offered you, there are two or more competing viewpoints that relate to the issue at hand. Your job in this section is to outline what each of these competing viewpoints are (i.e., describe fully what your viewpoint is, along with all of the other major /competing viewpoints on that same issue). It is important that you do this thoroughly enough that any reader will know what each viewpoint is by the time they finish reading this section.
- Example: "As can be gleaned from the previous historical review, the issue of whether or not to abolish capital punishment is one that has been hotly debated over the past century. In the paragraphs that follow, each of the major schools of thought on the issue of capital punishment will be presented..." (next paragraph) "...Those who favour the notion of abolishing capital punishment fall into two different camps. The first camp invokes morality in matters that pertain to the taking of a human life. For individuals in this camp, only God has the right to take human life..." (next paragraph) "...Others who argue against capital punishment do so without invoking issues pertaining to morality. Instead they cite evidence demonstrating that crime rates are not significantly lower in states that still preserve capital punishment (Craske, 1990)." **Overall, remember that in this section your job is to: 1) identify the issue at hand, and 2) introduce ALL sides of it (i.e., both for and against) before you begin arguing for one given point of view.**

5. My claim / point of view

- Approximately 6-8 paragraphs
- For this section, I would like you to develop and articulate a convincing argument for one particular view on the issue at hand.
- In this section you should restate your position on the central issue, and then go on to give a persuasive argument for why your position is the best one. In doing so, you should make attempts to use logical argument, information from historical context (if relevant), arguments articulated by others (remember to reference them), and relevant scientific studies that have been described in your sources.
- In addition to supporting your own position, you will want to address any weaknesses that you see in the other positions on the issue (i.e., the competing positions that you described in the previous section). Example: "...Those who argue against capital punishment often cite the uniform nature of crime statistics across regions with and without capital punishment as evidence that it does not work. However, these arguments do not take into account the density of population (i.e., urban versus rural) within region, and demographic differences between regions that could even out the distribution of criminal activity..."
- **Remember: The whole purpose of this section is to convince the reader that your position is a valid one, and that you can back it up.**

6. Conclusion

- 1-3 paragraphs
- In this section, you want to provide a summary of the issue and your own position on the issue. Follow this up with a brief review of the evidence that you used to support your position (as well as any evidence that argues against any competing positions).
- This is not the time to introduce new ideas and evidence
- Try to end your paper with a bang, or to leave the reader with a strong statement on your view of the issue. This is just a quick review of the first few sections of the paper. No need to repeat yourself too much here, but give a good summary of the issue as you see it, and what your position is on it.

Rubrics for feedback and TA evaluation

I) Rubric for online peer feedback on writing exercises & for various essay components (taken from SPARK)

Please use the following prompts to provide feedback to your peer. Chose 2 prompts that ask you to indicate where in the writing things could be improved and 2 prompts that ask you to complete a sentence based on your reading of the work.

- Please indicate any places in the essay where you find yourself becoming confused. (areas in the draft that may require clarification)
- Please indicate any points in the essay that you find hard to believe. (areas in the draft that may require more evidence or examples)
- Please indicate any ideas you would like to know more about. (ideas in the draft that could be given more prominence or be developed more fully)
- Please indicate any place in the essay where you would like to have an example, or more examples. (portions of the draft that require more examples)
- Please indicate any portion of the essay where you are having trouble seeing the connection to the rest of the essay. (portions of the draft that may not belong in the essay, or that may need improved transition or relationship statements)

- Please complete the following sentence: After reading your essay, it appears to me that your main idea is _____. (whether you have been clear about your focus. Beware of blaming your reader for not recognizing your main idea; ask yourself how you need to revise the draft to focus it more clearly)
- Please complete the following sentence: After reading your essay, it seems to me that the main reason that these ideas are important is _____. (whether you have made the relevance of your essay clear. Consider what revisions are needed so that your reader isn't left asking, "so what?")
- Please complete the following sentence: After reading your essay, what I don't quite understand is _____. (portions of your draft where you may need further explanation, examples or development)
- Please complete the following sentence: The idea I found most interesting in your essay was _____. (ideas in the draft that could be given more prominence or be developed more fully)

II) Rubric for peer feedback on essay drafts

Organization <ul style="list-style-type: none"> * Are headings present? 	
Claim / point of view <ul style="list-style-type: none"> * Clear statement of position 	
Context & Definitions <ul style="list-style-type: none"> * Identification of the most substantial aspects of context 	

* Key concepts are clearly defined	
Central Issues	
* Introduce the opposing views and show awareness of what evidence will be used to support / critique each of these	
My Position	
* Present evidence that will be used to support thesis statement	
* Plan for addressing weaknesses in opposing views	
Conclusion	
* Plan for summarizing, drawing to a conclusion	
Use of References	
* Have references been used appropriately to gather information?	
* Will the sources be cited in appropriate places?	
* Reference list is included	

III) Essay grading rubric TA will use for final version of essay

Clear statement of claim / point of view (2 points)	
Context & Definitions (3 points)	
Central Issue (6 points)	
My Position (12 points)	
– Restate claim	
– Support position with valid evidence and arguments (7 points)	
– Weaknesses in other position (5 points)	

Conclusion (3 points)	
References (2 points) <ul style="list-style-type: none">– At least 5 peer reviewed journal articles– All sources are appropriately cited in the body of the paper and in the Reference section	
Overall Evaluation of Presentation/Argument (12 points)	