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# Assessment Report School Year 2014-2015

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Criminal Justice

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Justice

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## Assessment Report Format

An annual assessment report should be completed by each academic program; copies should be submitted to the VPAA and the Unit/School Chair/Dean, who will forward the report from the unit to the Director of Academic Assessment, currently Dr. Teresa Reed, by **June 30**. A copy should be retained by each program for reference and guidance in successive years.

**The report should contain the following information:**

**Name of academic program:** Criminal Justice 2014 to 2015

**Report Summary** (A brief paragraph providing an overview of what reviewers can expect when reading the report)

The reader will observe the assessment activities related to Outcome 6 in Criminal Justice which states: *Vision of the ethical decision making and problem solving strategies applicable to both the operation and administration of justice in a multicultural society which incorporates social justice perspectives.*

While the assessment indicates that students have a strong vision of making ethical choices in various aspects of criminal justice, faculty realizes that learning opportunities must continue to be rigorously offered in this aspect of our students' education. In addition, the reader will have an opportunity to learn of the re-assessment of Outcome 5 after applying the "What, How and Why Outline." This was done on a trial basis on a Criminology assignment in an effort to strengthen students written communications skills. The reader will see that the assessment is going to be carried forward due to inconsistencies in grading (as a result of using different rubrics by which to measure the respective assignments).

**Quincy University Mission Statement**

*Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and life.*

**Program Mission Statement**

***The Criminal Justice Department Mission Statement***

The Mission of the Department of Criminal Justice is to provide undergraduate students with the professional and academic preparation necessary for entry-level positions throughout the criminal justice system and related professions. The program addresses the functions and organization of the criminal justice system, prepares students to think critically about the problems of crime and justice, and provides students with decision-making skills and the understanding of different cultures, ethics and social problems. The department encourages students to recognize that the pursuit of justice involves more than the traditional criminal justice system of police, courts, and corrections, but also includes matters of social justice. The department empowers students to envision criminal justice functions and problems creatively, and to seek non-traditional solutions to challenges. The program provides students with the

preparation necessary for successful graduate study, and further endeavors to provide criminal justice professionals with career-enhancing educational experiences.

The Department of Criminal Justice is an academic department in the Division of Behavioral & Social Sciences at Quincy University. It is committed to pursuing the activities of education, scholarship, and public service in a manner that is consistent with the intellectual traditions of social science inquiry and service that fulfills Quincy University's Mission Statement: "We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom."

### **Program Goals/Objectives Proposed (under review and subject to change)**

#### **Goals**

1. Provide undergraduate students with the professional and academic preparation necessary for entry-level positions throughout the criminal justice system and related professions.
2. Provides students with the preparation necessary for to be life-long learners, especially to be successful in graduate study, and further endeavors to provide criminal justice professionals with career-enhancing educational experiences.
3. Provide opportunities for students to develop critical thinking skills to apply to problem solving and organization.
4. Provide for support of the Bonaventure Program.
5. Create opportunities for students to inculcate Franciscan Values in students, faculty and others.

### **Program Learning Outcomes (A list of all program learning outcomes)**

1. General Understanding of the Criminal Justice Process including the components and processes from the reporting of crime through corrections, and punishment & rehabilitation/treatment phase.
2. General knowledge of the role of each component of the criminal justice system including the publics as well as interactions within and between these components.
3. General understanding of the types and fundamental concepts of law (statutory & regulatory) applicable within criminal justice system.
4. Ability to critically and theoretically analyze justice issues utilizing a general understanding of the principles of good critical thinking skills as well as appropriate utilization of social science research methodologies.
5. The ability to effectively and clearly communicate in various forms.
6. Vision of the ethical decision making and problem solving strategies applicable to both the operation and administration of justice in a multicultural society which incorporates social justice perspectives.
7. Marketable credentials for graduate/law school or employment as demonstrated through internships in work settings
8. Understanding of crime and criminal justice from a global perspective.

#### **I. Program learning outcomes assessed for the current school year**

A. Re-evaluation of Outcome 5 to assess impact of an adjustment to the assignment. Outcome 5 reads as follows: *The ability to effectively and clearly communicate in various forms.*

B. 6. *Vision of the ethical decision making and problem solving strategies applicable to both the operation and administration of justice in a multicultural society which incorporates social justice perspectives.*

## II. A detailed description of the methods of program assessment used this year

A. To re-assess Learning Outcome 5, I used a direct measure which was course imbedded in G: Criminology Course (CRJ 343.00). I focused on one assignment. Students will have met the objective if they score 73% or above for the assignment. This represents the lowest C score. I selected this course because it is a three hundred level course that all Criminal Justice majors must take. The majority of the students were junior or senior level students. I chose the assignment based on the representative nature of the assignment as research writing. It required the students to organize the report along the lines of a formal (secondary) research report. Because the topic that they chose to study is a social-justice issue, the assignment required formal organization of research results.

In the previous year's assessment, I examined Outcome 5 in three forms, oral presentation (communication), research writing and technical writing. While the students met the minimum expectation in terms of grades, I observed problems in organizing their writing in both the research writing and technical writing (and to a certain extent in the oral communications, as well). In order to assist them in organizing their writing, I introduced a "What, How and Why Outline which is titled "Functional Outline Worksheet" on a trial basis to Long Paper assignment in Criminology. I instructed the students on the use of the form in class and walked the students through application of the form (see Appendix 1). The students were also informed that this is an aid to help them organize their work. I did not mention the previous year's assessment or pending reassessment. I then graded their papers, paying particular attention to the organization of the material in a qualitative assessment.

1. The long paper from G:Criminology (CRJ343)
  - a. Represents a **formal secondary research report** (see Appendix 2)
  - b. Point Value = 100
  - c. I used Quincy University's Intensive Writing Rubric for grading (See Appendix 3)

B. To assess Learning Outcome 6, I used a qualitative assessment of an assignment which was course imbedded in Police and Society (CRJ 340). I selected this course because it is a three hundred level courses that all Criminal Justice Majors must take.

The majority of the students were junior or senior level students. The course includes significant opportunities for students to consider ethical issues, behavioral integrity and the relationship of both of those to bias (attitude) and discrimination (behavior). I chose this particular assignment because it required the students to identify the ethical issues in policing in both a historical sense and in terms of right/wrong choices as well as consider the integrity of the officers. The video which was an integral part of the assignment included examples of policing varied cultures including different races, gender, age and people living at or below the poverty level in neighborhoods of transition.

Although I considered the student's objective performance to confirm their understanding of the assignment and overall grasp of the terminology and material, I used qualitative assessment as follows.

Qualitative Assessment: 10 papers were evaluated against the following questions and criteria.

1. Did the student indicate in his/her writing an understanding of the importance of ethical behavior in policing?
2. Did the student identify one or more situations in the video wherein ethics was considered and adhered to in the decision making of the officers?
3. Did the students write about the connection between ethical choices of the police and discrimination (behavior) or lack thereof as observed in the video?

In this assessment, I include observations by the students of both positive and negative (identifying wrongful attitudes or actions by the officer) in assessing the students' performance in each question.

Operational Definitions: For the purpose of this course and this assignment, the following terms were defined for the students in course reading and lecture/discussion. Please note these definitions as they impact the understanding of this assessment.

Ethics: "the ability to recognize right from wrong and to follow one's own sense of what is right" Implicit in this definition is awareness which is defined as knowing what is right and wrong in a given situation and action that is doing the right things (Lecture chapter 14-Hess text.)

Integrity: "An uncompromising adherence to a code of moral, artistic or other values; utter sincerity, honesty and candor; avoidance of deception, expediency, artificiality or shallowness of any kind. The quality or state of being complete and undivided: material, spiritual or aesthetic wholeness; organic unity". (From lecture in support of chapter 14 and as found in the 3rd edition of Webster's International Dictionary)

Implicit in this definition are several important factors highlighted for the student:

- a. complete honesty and no partial truths,
- b. a sense of wholeness with a sense of ethics in thought, word and behavior, and
- c. consistency in that a person behaves the same when being watched and not being observed. A person who acts with integrity is honest when the truth helps or may have negative consequences.

Diversity: Describes a vast range of similarities and differences that have become factors requiring attention in living and working together. It is often applied to the communication and training interventions in an organization that seeks to deal with the interface of people who are different from each other. Diversity has come to include age, race, ethnicity, gender, education, job level, disability, sexual orientation, and other dimensions of similarities and differences among people. A short definition of diversity is the ways that we are the same or different.

Bias: Preference or an inclination to make certain choices that may be positive (bias toward excellence or people) or negative (bias against people) often resulting in unfairness. Bias is an attitude.

Prejudice: A judgement or opinion formed before facts are known or the casting of a group of people in a favorable or unfavorable light, and usually without just grounds or sufficient information. Prejudice is an attitude.

Discrimination: The denial of equal treatment to groups because of their racial, ethnic, gender, religious or other form of cultural identity. Discrimination is a behavior.

Note to reader:

Ethics and Integrity are differentiated for the students to engender an understanding of the necessity to behave in a right manner in a given situations (ethics) and to consistently behave ethically (integrity).

Bias, prejudice and discrimination are differentiated for the students so that they understand the exact meaning of each term in order to better assess and apply each to their own behavior given that these terms are frequently used interchangeably in cultures. Furthermore, these terms are differentiated between attitude and action. Students are taught that while both are important, attitudes are often difficult to change but actions can be controlled through personal awareness of underlying attitudes, discipline and by agencies through policy, procedures, rules and regulations based on sound values and mission statements.

In class discussion, a clear connection is made between ethics, integrity and non-discrimination. Persons who claim to be ethical person in an integral sense do not discriminate against persons. Persons who discriminate are not persons of integrity.

### III. Results of this year's assessment

A. The long paper from G:Criminology (CRJ343)

1. The long paper from G:Criminology (CRJ343)
2. The following statistical analysis represents the grades including those which were corrected.
3. Results:

Statistic	Assessment Year	2014-2015	2013-2014	Comments
Median		85	88	
Mode		100	94	
Mean		79.50	83	80% (low B-)

B. Outcome 6 and the assignment in Police and Society

1. Quantitative Assessment: The following quantitative statistics represent the students' performance in the assignment.

- a. Median = 25
- b. Mode = 25
- c. Mean = 21.42

2. Qualitative Assessment: The following reveals the number of students who successfully met the criteria.

- a. 1. Did the student indicate in his/her writing an understanding of the importance of ethical behavior in policing? Yes=9 No= 0
- b. 2. Did the student identify one or more situations in the video wherein ethics was considered and adhered to in the decision making of the officers? Yes=8 No= 2
- c. 3. Did the students write about the connection between ethical choices of the police and discrimination (behavior) or lack thereof as observed in the video? Yes=9 No= 1

IV. **Analysis of assessment results**

A. The long paper from G:Criminology (CRJ343)

To successfully achieve this objective, students were expected to earn a minimum grade of 73% which is a low C. On face value, the students exceeded the requirement however I am not satisfied that there was meaningful improvement in organization of their content. The intent of implementing the "What, How and Why Outline" or Functional Outline Worksheet on a trial basis to the Long Paper assignment was to assist them in organizing material as required of a research report written in APA style. Obviously, this is more of a qualitative perception on my part. Grade wise the students did drop in terms of class average however that is due in part to the fact that I used a different rubric for grading. During this same time period, I changed the rubric which has had an effect on grades of written assignments on which it is applied. Generally, the grades have dropped across all of my courses, some more than others. Therefore, I cannot say with confidence that this outline had a positive effect, negative effect or no effect. I remain concerned enough about this however to continue the assessment process another year. I will reapply the "What, How and Why Outline" on the same assignment in the same course and use the same rubric and see if the data indicates improvement as a result of this aid in teaching this aspect of social justice research which is organizing and writing the research report.

B. Outcome 6 and the assignment in Police and Society

In terms of the quantitative assessment which served little purpose for this assessment other than to confirm the students understood the assignment, the student did very well. They far exceeded



my expectations for the assignment on every level. For the purpose of this assignment, the results indicated that the students understood the assignment and the terminology.

In terms of the qualitative assessment which holds greater meaning for assessing outcome 6, clearly the students demonstrated an understanding of the meaning of ethics, integrity and its relationship to non-discriminating behavior. Again, for clarification purposes, the wording for Outcome 6 is *Vision of the ethical decision making and problem solving strategies applicable to both the operation and administration of justice in a multicultural society which incorporates social justice perspectives*. The video incorporated reenactments of true stories of three New York Police officers in a family over three generations. The vignettes included both operational and administrative examples. Some of the officers, political officials and citizens exercised ethical behavior and others did not. The students identified examples of each of the aforementioned criteria in the movie indicating that they assessed behaviors that posed an ethical dilemma for the person/s in the scene and correctly identified ethical behavior or identified behavior that was not ethical (based on the aforementioned definitions). In my opinion the variety of situations in which the students successfully performed, indicates that the following educational opportunities are having a positive influence on the students.

1. The combined educational experiences that the students in this assessment have experienced in their education to date,
2. the educational focus on ethical issues afforded the students in this course supported their ability to identify possible ethical dilemmas and make appropriate choices in those situations,
3. the university's emphasis on Franciscan values plus the related requirement to take an ethics course at the 300 level and
4. the emphasis on ethics, integrity and linking them to discrimination is supporting the students' ability to make good choices.

## V. **Planned program changes based on assessment results**

Plans for program changes motivated by assessment results (noting which changes can and will be implemented by program faculty, which require consultation or approval by the VPAA or academic committees, and which involve requests for changes by other academic programs

### A. Written Communications:

I do not plan on any program changes at this point. I do intend to repeat the use of the "What, How and Why Outline" on a trial basis in Criminology next year to see if the outline improves the students ability to develop appropriate theme, purpose or thesis and

incorporating them in writing papers. I remain hopeful that this will lead to improved organization and content, including better use of introduction and conclusion.

In addition, I will continue to **encourage students to use their English** grammar books and other sources to help them with language related problems noted above.

B. I do not plan on any program changes related to Outcome 6 *Vision of the ethical decision making and problem solving strategies applicable to both the operation and administration of justice in a multicultural society which incorporates social justice perspectives*. The assessment indicates that the general education experiences combined with major specific education related to outcome 6 are having the desired effect. I will continue to focus on the teaching the terms as noted in the Operational Definition section and continue to use scenario based and student engagement exercises related to this topic in the courses that I teach.

#### VI. **Program Aspirations**

- Program Aspirations for the next academic year,
  - With the recommended changes noted above, I hope to see a 5 % increase in the average score in each of the aspects of learning out-come 5 as an indication of student growth in this skill. We will continue to work towards this aspiration.
  - Resources required I do not anticipate a monetary outlay beyond the investment of my preparation time and class time.

#### VII. **Possible changes (additions/modifications) in assessment methods for the future**

As I have another Criminal Justice faculty member to assist me, we will continue to complete a review of the current programs goals and objectives as well as outcomes. This will necessarily impact assessment. This remains on going.

#### VIII. **Other pertinent information** (optional)

Please note that this document is focused on program assessment based on success in meeting learning outcome goals. Each academic unit may have other goals (e.g., faculty development, scholarship, honors, fund raising, and so on). An addendum summarizing results in these areas may be attached to the report as desired.

Appendix 1

**FUNCTION OUTLINE WORKSHEET**

A function outline consists of brief statements about how each paragraph functions within an essay in terms of its relationship either to the thesis or to one of its supporting points; the purpose of writing a Function Outline is to focus attention on thesis development and coherence and to initiate revision. Function outlines may be written either in the margins of the essay itself or on a separate sheet of paper, such as the Function Outline Worksheet below:

**Steps For Writing a Function Outline:**

1. Number all the paragraphs in your essay.
2. Underline the thesis statement. Write the thesis statement below.

**Thesis Statement:** \_\_\_\_\_

\_\_\_\_\_

3. Skim the essay, underlining the main supporting points. Briefly summarize these points below:

First main point: \_\_\_\_\_

Second main point: \_\_\_\_\_

Third main point: \_\_\_\_\_

Fourth main point: \_\_\_\_\_

Fifth main point: \_\_\_\_\_

4. Go through the essay, paragraph by paragraph, noting how each one functions to support the main point of the essay. As you read, think about the following questions: Does the paragraph develop a main supporting point? Does it provide background material? Is it an example? Does it present a counter-argument? Locate specific words or cueing devices in the paragraph to refer you back to the thesis and remind the reader of the main point to be developed. If cueing devices do not appear, think about what material you might want to add.

Other questions to consider: Are there places in the paragraph that seem to head in another, perhaps related, direction? If so, can these sections be refocused or do you wish to modify the thesis to accommodate a potential new direction?

In the space below, indicate the function of each paragraph in your essay (You may continue on the

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back):

Paragraph #1 \_\_\_\_\_

Paragraph #2 \_\_\_\_\_

Paragraph #3 \_\_\_\_\_

Paragraph #4 \_\_\_\_\_

Paragraph #5 \_\_\_\_\_

Paragraph #6 \_\_\_\_\_

Paragraph #7 \_\_\_\_\_

Paragraph #8 \_\_\_\_\_

Paragraph #9 \_\_\_\_\_

Paragraph #10 \_\_\_\_\_

Paragraph #11 \_\_\_\_\_

Having worked through the entire essay, note which areas of the paper that need modifications or elaboration. Answer the following questions:

- 1. Do you feel that the thesis statement should be modified in any way? If so, what cueing and support would be needed?**
- 2. Have you followed your outline as stated in you Introduction?**
- 3. Does your Conclusion state your findings and key points for the reader to remember and that supports your findings (consistent with introduction)?**

Adapted from:

Knight, K. (2015, January 1). Kimknight.com. Retrieved February 6, 2015, from <http://kimknight.com/>

**Quincy University  
CRIMINOLOGY  
Harry L. Cramer  
Assignment**

**Assignment Title: Long Paper: Criminological Research-Secondary Analysis**

**Objective/s:** Referring to Syllabus page 3: Program/Department Outcomes: 4 and 5  
Course Specific Objectives: 1 and 4

**Due Date:** April 22<sup>nd</sup>, 2015

**Policy on Late Work:** 1. I will deduct one grade step for each day that school is in Session for late work turned in.  
2. The due date is by the end of class and deduction begins then

**Form of Submission:** Paper version only, Upload to Live Text

**Total Possible Points:** 100 points

**RESEARCH PAPER:**

1. Using the Sociological Research Method of Secondary Analysis, identify a research question of interest to you. Develop a hypothesis based on your question. Do a secondary research (source review of published works and other sources) to prove or disprove your theory. Following the specifications for the **long paper** below, report your findings.

2. A Summary of the methodology:

- Define the Problem:
  - What do you want to investigate? You will need to do a brief review of literature to define the problem.
  - Operationalize concepts and terms. You need to define for the reader of your research what you mean by key terms and concepts. For example, for your paper, if you use the term delinquent, what do you mean by delinquent? Delinquent can refer to a juvenile who has been adjudicated a delinquent or it can take on a behavioral definition of a juvenile who is committing procriminal behavior but who has not necessarily been arrested and adjudicated through juvenile court. Other terms like youth, adult, intelligence, love, respect, crime, violence, and so on need to be defined for the reader.)
- Review the literature: As you refine your problem into a theoretical statement and then a research question which will be the actual topic of your research, you will want to know what has already been done; what literature and sources are available to you? You will be building on existing knowledge or may be replicating studies in some cases. That is OK; you do not have the time to do your own research.
- Formulate the Hypothesis which is tentative statement of relationship between independent and dependent variables. For example,
  - Boys who witness violence in their homes engage in violent behavior as adults.

- Students who read poorly drop out of school before completing high school more often than children who read well.
- Children living in poverty and who attend Head Start tend to be more successful in school than children who live in poverty who do not attend Head Start.
  - “\_\_\_\_\_” = terms to be operationally defined
- Choose Research Design (cost, time, access), which in your case is Secondary Analysis.
- **Meet with Professor Cramer to review progress thus far**
- Collect and Analyze sources which are available to you
- Write the review of literature you have conducted
- Write your conclusion with justification.

**Do not submit paper or re-writes electronically or by Moodle.**

DO NOT SIMPLY DESCRIBE THE SUBJECT OF YOUR PAPER.

3. Specifications: *Long Paper Specifications*

- Cover Sheet APA Style
- Abstract
- References in text references (parenthetical) using APA Style
- **References (Bibliography or Works Cited Page) APA Style citing a minimum of 5 sources** (the text may be cited but it does not count towards the minimum number of sources).
  - You may only cite one half of the minimum number source from Internet sources.
- Pages numbered
- **Minimum length of 7 (no longer than 10 pages) typed pages of text:**
  - I define a page as one complete typed page of text.
  - Abstract, References, cover sheet and other annexes do not count in your page count but may favorably affect your grade in terms of quality of content or help you meet other requirements.
- Papers must be typed in double space, 12 CPI, Times New Roman font.
- Margins-one-inch margins on all sides, top and bottom
- Check the schedule for the due date.
- Re-submission is optional but if submitted, the first version must be handed in with the revised version of the paper along with my comments and it must be received no later than two weeks after the first paper was returned.

Corrections will not be permitted for papers that are fall short of the required \_\_\_\_\_ minimum length.

- I suggest students retain a copy of each assignment on their computers or a paper copy.

***Other Paper Information:***

I am looking for a quality research paper. Your sources should be reflective of the added length, as well. As this is a 300 level course, I will be looking for quality sources. While you may well want to refer to “Wikipedia”, blogs or on-line sources of information for ideas and directions, I will give greater deference to scientific, Psychological, Sociological and/or law journals showing that the information has been subjected to academic or professional review and comment. I will evaluate the quality of your sources and the number of them.

**Student Responsibility for Documenting Sources and general guidelines for Evaluation of Student Compliance**

Students are required to document all sources using APA (American Psychological Association) Style in Criminal Justice courses that I teach. This means that students are required to enter sources of their information in the form of abbreviated citations in parentheses. Generally, an abbreviated citation of a source should appear immediately following the completion of a thought which the student has developed based on the information from a single source. A parenthetical reference (an abbreviated citation of a source) should also appear after each direct quote from a source. These parenthetical references will need to appear throughout the paper. Please consult an APA style manual for more complete directions or contact your instructor.

In addition students are also required to have a "Works Cited" page/s which will contain the complete citation of all sources used in the paper.

Failing to properly cite the sources used in a paper is usually considered a crime and is certainly a form of cheating called plagiarism. Therefore, papers turned into me lacking one or both will receive a grade of "0" or a failing numerical grade.

Students may be allowed to correct deficiencies for an improved grade but the student will not be eligible for any extra credit for correcting errors of omission of either parenthetical references in the body of the text or work cited page.

The instructor reserves the right to follow the university policy on cheating for papers turned in lacking proper documentation.

A **parenthetical reference** will look something like this (specific appearance will vary depending on the type of source, the amount of references to the source and other factors). For this example, this is a book with a single author.

*In a multicultural society, each culture retains its own standards of ethics and behaviors (Schmallegar, 2011, p. 26).* Or as in a direct quote:



*"Multiculturalism describes a society that is home to a multitude of different cultures, each with its own set of norms, values and routine behaviors (Schmallegar, 2011, p. 26).*

**The Works Cited** page reference for a book with one author will look like this example.

*Schmallegar, F. (2011). Criminal justice today: an introductory text for the 21st century, eleventh edition. Upper Saddle River, N.Y.: Prentice Hall.*

Note that the second (and subsequent lines) line is/are indented. These appear as a list of references on a works cited page. Again the exact form will vary somewhat depending on the source as with the parenthetical references.

I will refer to The Everyday Writer by Andrea Lunsford or the most current APA style manual for evaluating the application of the APA style. Other sources for APA may be found on the Brenner Library web page. Thank you.





(Appendix 3 p. 2)

**Format:**

*APA Format* –  Incorrect form reference citations 5 pts.;  Works Cited Page 5 pts.

*Sources:*  No parenthetical References = 0 No Works Cited Page  Grade =0

*Abstract:* No Abstract  = -5 pts. Poorly written Abstract affects “Content Grade”

*Coversheet:*  None -5 pts.;  Incorrect format effects grading

*Page Setup:*  Improper Margins -5 pts.;

*Character Size:* Too Large/Small -5 pts.  *Spacing Size* Too Large/Small -5 pts.

*Pages not numbered*-2 pts.

*Paper Length* Required \_\_\_\_ Student Submitted \_\_\_\_

*Sources Number* Required \_\_\_\_ Student Cited \_\_\_\_

*Source Quality:* 4 3 2 1 0 (refer to side 1 for interpretation)

*Introduction*  Good  Adequate  Weak  Lacks Thesis/Purpose Statement -10 pts.

*Conclusion:*  Good  Adequate  Weak  Lacks Continuity w/ Thesis/Purpose 10 pts.

**Assignment and Content:**

Student did not fulfil the assignment in terms of content

Poor organization

Paper written too general

Paper lacked clear purpose when written

Paper lack cohesion in content

Paper Appears to have been plagiarized in whole or in part or other cheating observed

**Other Comments:**

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Please Note: If you are planning to resubmit this paper, you must submit your original paper, this form and your revised version. I will not accept your revision without the original paper and this form. Thank you.