

# Department of Psychology PSY 330

# Moral Psychology and Cultural Values

4 Units

# Fall, 2018

Meeting days: Tuesday/Thursday	Instructor: Dr. Ross Oakes Mueller
Meeting times: 10:00-11:45am	Phone: x2905
<b>Meeting location:</b> Taylor 314 (sometimes Fermanian Patio)	E-mail: RossOakesMueller@pointloma.edu
Credit Hours: 4 Units	Office hours: Click Here to Schedule
<b>Final Exam:</b> Thursday, December 13 <sup>th</sup> from 10:30am-1:00pm (do not buy a ticket home before this date)	Office Location: Culbertson 213

## **PLNU Mission**

## To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## **Catalog Description**

Introduction to the psychological study of morality, prosocial behavior, and character development, including a survey of historical and contemporary theories of morality. Includes a particular emphasis on the role of cultural norms and values, as well as an analysis of the ways in which such values are developed and transmitted in contemporary culture (e.g., media, academics, family, etc.).

## **Learning Outcomes**

In taking this class, you can expect:

1. To learn the historical and contemporary psychological theories of moral development and moral motivation.

- 2. To learn to apply moral psychological theories to better enhance character development in real-life situations (e.g., parenting, education, preaching, discipleship, etc.).
- 3. To better understand the differences in values across cultures, as well as factors that may contribute to such differences, and the implications that such differences have for a life of Christian discipleship.
- 4. To increase your ability to read, comprehend, and critically evaluate articles and studies published in psychological journals.
- 5. To learn to integrate multiple theories and findings into a single unified understanding of human character and morality.

The purpose of each class session is to highlight selected topics from the required readings and to supplement this material with related ideas. *Students are responsible for all assigned readings, whether or not discussed in class*. On a typical day, a 30-minute review of the material will be combined with a one-hour "graduate style" discussion. Each student is expected to have read the assigned reading for class discussion, and be prepared to think critically about and discuss the reading in class.

#### **Course Credit Hour Information**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## **Required Texts**

Narvaez, D., & Lapsley, D.K. (Eds.) (2009). Personality, Identity, and Character: Explorations in Moral Psychology. New York: Cambridge University Press.

Coursepack of Articles to be purchased from University Readers.

Online articles available through links on Canvas.

#### **Academic Accomodations**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

#### **Course Requirements and Evaluation**

#### Daily Reading Responses (15%) and Class Participation (10%)

By 8:00am on the morning of each class session you will turn in a **Daily Reading Response** on Canvas. This serves to help you prepare for each class discussion, and provides a record of your having read (and thought critically about) the material. It also allows me to read through your responses, and gauge your

level of understanding prior to our discussion. Each response will be given a letter grade for its thoughtfulness and clarity. A-level papers will include a brief (one-paragraph) summary of the main ideas of the article, and 1-2 short paragraphs of thoughtful response. The best papers are those that either a) critically question one or more of the assumptions or conclusions of an article, or b) use the article as a jumping-off place for thinking about how moral development may be either enhanced or hindered by parents, friends, schools, churches, etc.

FURTHERMORE, each class you are **graded on your participation in class discussion**, ranging from D/F ("Could somebody get this guy some coffee? Stat!") to A/B (Actively contributing to the discussion in meaningful ways). If you miss a class, no credit will be given for class discussion, and you will only receive (partial) credit for your daily reading reflection if you *turn it in before the next class in which you are present* (i.e. turn in missing reflections prior to the *very next class* to receive credit).

## Reading Summaries and Discussion Leader (30%)

Many sessions two students will assist the Professor in summarizing the assigned reading. Approximately once every other month (2 times throughout the semester) you will be a discussion leader or co-leader for one class period. As discussion leader you will:

- 1. <u>Written Reading Summary (5/10%)</u>: Provide a written Reading Summary for each student in the class (format and length to be described in class), in which you will briefly overview the background, methods, and findings of the assigned article. You will also critique the article and suggest implications for the Christian life of virtue. This will likely require you to read the article 2-3 times to make sure that you understand it well ... so plan ahead.
- 2. <u>Class Presentation and Discussion Leading (3.5/7%)</u>: Spend the first 15-25 minutes of class outlining the main points of the reading (as in your written Reading Summary above). Then use your knowledge of the text to help lead discussion of the reading.
- 3. Wikipedia editing (1.5/3%): Here is your first chance for publication!!! Once you finish summarizing the article, you will incorporate your article summary into the Wikipedia entry for Moral Psychology. Students from this class have been updating the entry for Moral Psychology over the last nine years. In fact, the MAJORITY of the information on this website was entered and refined by students from previous PSY 330 classes! However, as you will see, some of the statements are a little confusing, or poorly written, or include less relevant information from the studies. For this portion of your assignment, you should: a) check to see if the main idea and findings of your article have been summarized in 2-4 well-written (and cited) sentences, under the proper heading (e.g., Moral Intuitions, Moral Emotions, etc.); b) if not, then summarize/cite the key findings of your study/article; c) if so, then edit what is written to make it more accurate/readable/concise/etc. The key is to provide the world's population with the most accurate information possible on your topic, without overwhelming them with irrelevant details from the study. We will discuss, in class, the method for creating a Wikipedia account and editing an entry. This is an exciting chance for you to personally change the way that the world understands Moral Psychology (and get yourself some easy points in the process!).

Each mini-presentation will be given a letter grade, and is worth either 10% (1st Presentation) or 15% (2nd Presentation) of your course grade. See the attached grading rubric, for details. (These are equivalent to unit exams in other classes). But there's more!!! Here is an OPPORTUNITY FOR EXTRA CREDIT:

1. Media Clips: An additional 5% will be added to each reading summary/discussion grade each time that you bring in media clips (electronic or photocopied) that are relevant to the discussion topic for that day (be aware, that as each summary/presentation is worth 20% of your grade, this one bonus grade on a single paper could bump your final grade up a partial grade level ... e.g., from a B+ to an A-). NOTE: In order to receive this extra credit, you must adequately explain such clips and their connection to the material, and they must ACTUALLY BE RELEVANT to the topic at hand.

## Moral Psychology "Cheat Sheet" (5%)

One of the primary goals of this class is to equip you to read, summarize, critique, and synthesize academic journal articles. However, "synthesizing" and applying ideas can become difficult when the topics change from week to week. One tool that many researchers use is an "annotated bibliography." You can think of it as the "cheat sheet" of the research world. It is a single document that briefly outlines the main points of multiple articles, and can be used to refresh your memory on past articles when needed (e.g., before or during class, when writing a paper, when lecturing your family about moral identity formation over Thanksgiving dinner, etc.). This assignment will involve updating a single GoogleDoc with information from each article that we read (see template and guidelines on Canvas).

#### Morality and Values in the Media Project (35%)

Throughout the semester, keep your eyes and ears pealed for instances of values, morality, character development, moral dilemmas, etc. as they appear in TV, movies, books, plays, artwork, and music. Your final project will consist of a paper and presentation written about one such instance, and the ways in which it either illustrates or contradicts one or more theories of moral psychology. Specifically, your paper will involve identifying a film, book, TV show, news clip, etc. in which morality or values are either discussed or illustrated by the characters. You must then relate this example to one or more of the theories/articles that we have discussed in class.

The paper should be 6-8 pages long, and will involve a more in-depth investigation of one or more of the theories we have discussed. Specifically, you should include the following elements:

- 1) <u>describe the media source</u> upon which you are drawing, including a brief sketch of the relevant thoughts/actions/discussions of each key character; (1-2 pages)
- 2) <u>discuss one or more of the theories</u> that we have covered over the course of the semester (e.g., willpower, moral reasoning, moral identity, etc.), and be sure to demonstrate a thorough understanding of the material (this section should include at least 2 outside articles—feel free to ask me about recommended articles); (2-3 pages)

- 3) discuss the relationship between your chosen media "clip" and the theory, specifically: <u>diagnose</u> the ways in which the character either illustrates or violates the "virtues" of the theory (i.e. using the language of the theory, in what ways does the character possess vs. lack compassion and/or "moral character," 1-2 pages); and
- 4) using this theory, identify and describe <u>practical activities or interventions</u> would you prescribe for this person to help them become more compassionate and/or moral (for instance, according to this theory, what types of interventions might you suggest to help such a character develop morally; or, what might you suggest that teachers/parents/coaches/ministers/etc. do to help individuals develop into moral adults?) (1-2 pages)

Finally, you will <u>create a final PowerPoint presentation</u> for the class, which will include briefly discussing the theory/theories that you focused on (feel free to be creative in how you present this), setting-up and presenting the media clip (this could mean reading a passage, if you use a book), discussing the ways in which the theory(ies) relate to the media clip, and discussing the implications of the theory for one or more practical interventions that you would make into this character's life. This presentation can follow your paper quite closely, so the only trick will be to present it in a way that is interesting and engaging for the rest of the class. The overall presentation should be <u>between 13-17 minutes</u> including the media clip. Be sure to let me know what you will need from me as far as presenting the media clip. <u>See the attached grading rubric, for details.</u>

#### Act of Compassion (5%)

At some point in the first half of the semester, you and the rest of your classmates will plan a time when the entire class can get together for some sort of act of compassion or service. There are no limits to what this can be. I will leave it to your collective discretion both to generate and coordinate an activity in which we as a class can be of service to others. Your attendance at this activity will earn you full credit for this portion of your grade.

#### Attendance Policy (and contribution to your grade)

Because of the seminar-style nature of this course, regular attendance is absolutely essential. Indeed, each day in class you will earn up to ½% of your grade for your participation. Thus, any absence that is not for a "University-sponsored event" (see below) will result in an F for that day. Furthermore, this course will strictly follow the PLNU attendance policy as specified in the University Catalog. Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If you are absent from more than 10 percent of class meetings (3 days), you will receive a written report which may result in de-enrollment. If the absences exceed 20 percent (6 days), even if you have not yet received a written report, you will be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, you will receive the appropriate grade for your work and participation. See <a href="Academic Policies">Academic Policies</a> in the (undergrad/graduate as appropriate) academic catalog. Please note the following key points and elaborations of the attendance policy.

 "There are no allowed or excused absences except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Provost."

- You are not excused for being ill. Illness does not comprise an excused absence. You are not
  excused from class if you have a Doctor's appointment. You are not excused from class if you
  have a Doctor's excuse. The University allows you four absences for these (and other) situations
  outside your control.
- University-sponsored activities that are approved in writing by the Provost usually are for NAIA
  events for student athletes and occasionally field trips for other PLNU courses.
- When you are <u>absent</u> in this class <u>three times</u> (for any cause), a Notice of Deenrollment will be sent to the Vice Provost for Academic Administration. <u>Your fourth absence may result in</u> <u>deenrollment.</u>

Save your absences for situations that are outside of your control. Do not consider your allowable absences as the number of times that you can miss class without being deenrolled. If you become ill after you used your allowable absences you will be deenrolled from the course.

#### **Ferpa Policy**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually (via Canvas). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See <a href="Policy Statements">Policy Statements</a> in the (undergrad/ graduate as appropriate) academic catalog.

#### **Final Examination Policy**

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the <u>Class Schedules</u> site. No requests for early examinations or alternative days will be approved.

#### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic <u>dis</u>honesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See <u>Academic Policies</u> for definitions of kinds of academic dishonesty and for further policy information.

# **Z** Score

Grade	Percentage Score	Z-Score	Cumulative %	% Receiving Grade	
Α	93-100%	1.33	0.0918	9.2%	
A-	90-92%	1	0.1587	6.7%	15.9%
B+	88-89%	0.67	0.2514	9.3%	
В	84-87%	0.33	0.3707	11.9%	
B-	80-83%	0	0.5	12.9%	34.1%
C+	77-79%	-0.33	0.6293	12.9%	
С	70-76%	-1	0.8413	21.2%	
C-	65-69%	-1.33	0.9082	6.7%	40.8%
D+	62-64%	-1.67	0.9525	4.4%	
D	55-61%	-2	0.9772	2.5%	
D-	50-54%	-2.33	0.9901	1.3%	
F	49% or below	<-2.33	1	1.0%	9.2%

A minimum of 50 % is needed to pass the course.

<u>Week</u>	<u>Date</u>	<u>Day</u>	Assigned Reading (Due)	<u>Topic</u>
	The Psych	ologi	cal Study of Morality and C	ompassion_
Week 1	8/30/18	Th	Syllabus	What is morality?
Week 2	9/4/18	Т	Haidt (2008). Morality.	Two "stories" of morality.
			Ch. 10 - Walker & Frimer (2009)	Who is moral? What are they
	9/6/18	Th	Moral personality exemplified	like?
			Morality as Willpower	
			Baumeister, Miller, & Delaney	Theological implications of
Week 3	9/11/18	Т	(2005). Self and Volition	morality as willpower.
			Metcalfe & Mischel (1999). A	
			hot/cool-system analysis of	
	9/13/18	Th	delay of gratification.	A theory of willpower.

<u>Week</u>	<u>Date</u>	Day	Assigned Reading (Due)	<u>Topic</u>
			Muraven, Baumeister & Tice	
			(1999). Longitudinal	
	0/10/10	_	Improvement of Self-Regulation	
Week 4	9/18/18	Т	Through Practice	How to build willpower.
			Morality as Reasoning	
			Kohlberg (1984). Moral stages	
			and moralization. (pp. 183-205)	
			AND Kohlberg (1977) Moral	Morality as moral reasoning
			development: A review of the	or, "Kohlberg, the 800-lb
	9/20/18	Th	theory	gorilla of moral psychology."
			Cilliana 9 Attances (4000) T	The question   quitarrel   que
			Gilligan & Attanucci (1988) Two Moral Orientations: Gender	Theoretical, cultural, and
Week 5	0/25/19	т	Differences and Similarities	empirical critiques of
week 5	9/25/18	Т	Differences and Similarities	Kohlberg.  Review of Willpower & Mora
	9/27/18	Th		Reasoning
	3/2//10			ricusorinig
			Marality as Idontity	
			Morality as Identity	
			Colby, Damon, Killen & Hart	
			(1999). The development of	
			extraordinary moral	
Week 6	10/2/18	T	commitment	The lives of moral exemplars
			Hardy & Carlo (2005). Identity as	Moral identity theory, as it
	10/4/18	Th	a Source of Moral Motivation.	stands today.
			Hart (1995). Prosocial Behavior	
			and Caring in Adolescence or Ch.	Have to manage manage
			9 - Hart & Matsuba (2009) Urban neighborhoods as context	How to measure moral
Week 7	10/0/19	Т	for moral identity development	identity & contextual
Week /	10/9/18		Tor moral identity development	Influences on moral identity
	10/11/18	Th		Review of Moral Identity
			Morality as Values	
			Schwartz & Zanna (1992).	
			Schwartz & Zanna (1992). Universals in the content and	
Week 8	10/16/18	Т	Schwartz & Zanna (1992). Universals in the content and structure of value	Morality as universal values.
Week 8	10/16/18	T	Schwartz & Zanna (1992). Universals in the content and	Morality as universal values. How values can lead to

Week	<u>Date</u>	Day	Assigned Reading (Due)	<u>Topic</u>
	Intermis	sion:	Cross-Cultural Differences	in Values
			Schwartz (1999). A theory of	
			cultural values and some	Cross-cultural differences in
Week 9	10/23/18	T	implications for work	values.
			Ch. 4 - Wong (2009) Cultural	
	10/25/18	Th	pluralism and moral identity	A new theory of culture.
			Na valita e a Minta e	
			Morality as Virtue	
			Lapsley & Narvaez (2004). A	
			social-cognitive approach to the	Morality as virtue. Virtue as
Week 10	10/30/18	Т	moral personality	"moral expertise."
			Ch. 6 - Narvaez (2009) Triune	The neurobiology &
			Ethics Theory and Moral	cognitions of virtue
	11/1/18	Th	Personality	development.
			<b>Morality as Emotions</b>	
			Haidt, J. (2003). The moral	The broad spectrum of moral
Week 11	11/6/18	Т	emotions	emotions
			Ch. 11 - Emmons (2009)	Morality as moral emotions.
			Greatest of the virtues?	What is a moral emotion?
			Gratitude and the grateful	The example of gratitude.
	11/8/18	Th	personality	The enample of grantages
			Batson, Klein, Highberger &	
			Shaw (1995). Immorality From	Do moral emotions always
			Empathy-Induced Altruism or Batson, Fultz & Schoenrade	lead to moral behaviors?
Week 12	11/13/18	Т	(1987). Distress and Empathy	
WEEK 12	11/13/16	1	Review of Values, Virtue, &	
	11/15/18	Th	Moral Emotions	
	,,	1		1
			Morality as Intuitions	
			moranty as intuitions	
			Haidt (2001). The Emotional Dog	
Week 13	11/20/18	Т	and Its Rational Tail	Morality as moral intuitions.
	11/22/18	Th	No class!!! Thanksgiving!!!	T
			Greene (2007). The secret joke	Why some brilliant moral
Week 14	11/27/18	Т	of Kant's soul or Haidt &	philosophers are still jerks.

Week	<u>Date</u>	Day	Assigned Reading (Due)	<u>Topic</u>
			Graham (2007). When Morality	
			Opposes Justice	
			Ch 18 - Blasi (2009) The moral	
			functioning of mature adults	
			and the possibility of fair moral	
	11/29/18	Th	reasoning	A rebuttal against Haidt
	<u>An Ir</u>	ntegra	ated Model of Moral Motiv	ation_
Week 15	12/4/18	Т	Final Presentations	An Integrated Model (Part 1)
	12/6/18	Th	Final Presentations	An Integrated Model (Part 2)
			Final Presentations from 1:30-	
Final Present.	12/13/18	Th	4:00pm	

NOTE: THIS IS THE <u>THURSDAY</u> OF FINALS WEEK ... DO NOT PURCHASE A TICKET HOME BEFORE THIS DATE. THIS IS THE ONLY TIME YOU CAN PRESENT.

## FINAL EXAMINATION POLICY

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# <u>Article Summary, Presentation, and Wikipedia Entry</u> 1st presentation is worth 10%, 2<sup>nd</sup> worth 20% of Final Grade

	1				Good job, but			Noods significant		Nonda large seels		Missing/
		Noorly Dorfort				Missing some key	Noods improvement	Needs significant	Missing manulson	Needs large-scale	Complete Bo	
Cultural	Df+ (4000/)	Nearly Perfect	FII+ (000/)	C+1 (050()	missing a few key	Missing some key	Needs improvement	improvement	Missing many key	improvement	Complete Re-	Incomplete
Criteria	Perfect (100%)	(95%)	Excellent (90%)	Great! (85%)	elements (80%)	elements (75%)	(70%)	(65%)	elements (60%)	(55%)	write (50%)	(0%)
					7+ spelling or	Although your						
				4-6 spelling or	grammatical	meaning is still	Grammar and	A large number				
				grammatical	errors, beginning	relatively clear,	spelling errors are	of grammatical	Most of your	Most of your		
			2-3 spelling or	errors. And/or 4-5	to affect	many of your	beginning to make it	and spelling	sentences include	sentences include	Nearly every	
			grammatical	confusing or	readability.	sentences have	difficult to	errors, which	spelling and grammar	spelling and	sentence has	
			errors; or A few	awkwardly	And/or a number	grammatical and	understand the	make your text	errors, and make your	grammar errors,	errors in it,	
	Perfect! No spelling or		(not more than	phrased	(about 10-20%)	spelling errors. A	meaning of your	difficult to	text difficult to	and make your text	which make	
	grammar errors. Fantastic	One or two	5%) confusing	sentences (not	of confusing or	significant number	sentences. A large	understand. Over	understand. The poor	quite difficult to	your text nearly	
	organization and perfect	spelling/gramm	or awkwardly	more than 10%)	awkwardly	(about 20%-30%)	number (about 30%-	50% of sentences	quality of most	understand. Most	illegible.	
	writing. Arguments are	atical errors or	phrased	(or fewer,	phrased	of confusing or	50%) of confusing or	are confusing or	sentences and/or the	sentences are	Sentences are	
	structured well, sentences	confusing	sentences, or	depending on the	sentences;	awkwardly phrased	awkwardly phrased	poorly phrased	significant	difficult to read,	nearly illegible,	
	are clear, . Your sentences,	passages.	one dis-	length); and/or	and/or more	sentences; and/or	sentences; and/or	and the overall	disorganization makes	and your	and almost no	Missing or
Grammar/	and overall arguments flow			slight		significant				1		_
	well.	Otherwise,	ordering.Other	ŭ .	significant	ŭ .	pervasive	structure is	your meaning difficult	statements are	meaning is	completely
Phrasing (5%)	weii.	great!	wise, good!	disorganization.	disorganization.	disorganization.	disorganization.	disorganized.	to understand	quite unclear.	clear.	illegible.
				Great start!								
				You've just made								
				a few errors or a								
				few more								
			Excellent! Just	additions needed								
			one or two	in your discussion							You are missing	
			minor errors or	of the background	Good job, but			You are missing			or have made	
	Perfect! You have discussed		additions	problem that this	your discussion	You have two or		or have made		You are missing or	major errors in	
	the ways in which the		needed on your	study is	of the	more significant		major errors in		have made major	all or nearly all	
	author has drawn upon	Nearly perfect!	discussion of	attempting to	background	errors of omission		discussing	You are missing or	errors in OVER	of the	
	previous research and	Just a few	the background	address, and/or	problem includes	or commission in		NEARLY HALF of	have made major	HALF of the	background	
	statistics to make their	minor	problem,	more specificity	multiple errors	your discussion of	You have multiple	the background	errors in discussing	background	problems/theo	
			1 .		•	· ·	· ·	_	HALF of the	_	1 -	
De alcono con al	argument that their study is	corrections or	and/or slightly	needed in your	and/or	previous	significant errors (of	problems/theorie		problems/theories	ries that drive	
Background	important. You have	additions	more specificity	descriptions of	significantly	studies/problems	commission or	s that drive this	background	that drive this	this paper (see	
Problem (Why	mentioned any unanswered	needed in	needed. To	these problems	more detail and	and/or much more	omission) in your	paper (see	problems/theories	paper (see	previous	
was this	questions from previous	discussing the	whom is this	and how they link	examples are	detail/specificity	discussion of the	previous grading	that drive this paper	previous grading	grading	Missing or
article	studies that led to this	background to	author	to this current	needed in your	needed in these	background	categories for	(see previous grading	categories for	categories for	completely
written?) (5%)	study/article.	this study.	responding?	study.	discussion.	paragraphs.	problems.	details).	categories for details).	details).	details).	illegible.
											You are missing	
	1		Excellent! This	1	1			You are missing			or have made	
			is still a					or have made			major errors in	1
			thorough					major errors in			ALL or NEARLY	1
	1		description of	1	1		Although you have	NEARLY HALF of		You are missing or	ALL of your	1
	1		the theory, but	1	Good job in	You have started to	started to describe	your discussion		have made major	discussion of	1
	1	Nearly perfect!	you have either	Great start! This is	giving a broad	describe this	the study/theory,	of this	You are missing or	errors in OVER	this	1
	Perfect! You have	This is a great	made one or	a good description	overview of the	study/theory, but	you have multiple	study/theory, or	have made major	HALF of your	study/theory,	1
		description of	two errors in	of the	study/theory, but	have left out a	significant errors (of		errors in HALF of your	discussion of this	and/or your	1
	thoroughly and articulately							are missing	,			1
	explained the study (for	the	describing the	study/theory, but	you need to	number of key	commission or	multiple	discussion of this	study/theory, or	paper is so	1
Description of	empirical articles) or theory	study/theory,	theory, or your	either lacks some	include	details and/or you	omission), or your	significant	study/theory, or are	are missing many	confusing that	1
Methodology	(for theoretical articles) that	but could use	description	detail throughout	significantly	have made a	descriptions are	details, or your	missing many	significant details,	it is nearly	
/Results	was central to this study.	either a bit	lacks some key	or includes a few	more details	number of errors	confusing enough	paper is quite	significant details, or	or your paper is	illegible (see	
(Empirical) or	You have included complete	more detail, or	details or is	errors in your	(and/or check	and/or your	that it is difficult to	confusing (see	your paper is very	very confusing (see	previous	1
Theory	descriptions of methods or	is missing a few	otherwise	descriptions, or	the accuracy of	writing becomes	tell whether or not	previous grading	confusing (see	previous grading	grading	Missing or
				i .	1	1		1	1	1	1	1
(Theoretical)	terms that may be	important	unclear in	becomes	your	significantly	you understood the	categories for	previous grading	categories for	categories for	completely

# <u>Article Summary, Presentation, and Wikipedia Entry</u> 1st presentation is worth 10%, 2<sup>nd</sup> worth 20% of Final Grade

		Nearly Perfect			Good job, but missing a few key	Missing some key	Needs improvement	Needs significant improvement	Missing many key	Needs large-scale improvement	Complete Re-	Missing/ Incomplete
Criteria	Perfect (100%)	· ·	Excellent (90%)	Great! (85%)	elements (80%)	elements (75%)	'	· ·	elements (60%)	·	write (50%)	
Criteria	Perfect (100%)  Perfect! Your argument about the strengths and weaknesses of this study/theory draws upon, not only a solid understanding of its findings, but also previous theories as to why people do the things that they do. You have organized your argument such that your discussion of strengths/weaknesses is well-founded(not merely your opinion), and considers a variety of elements of the study/theory (e.g., operational definitions, methodology, analyses, alternate explanations for findings, statements of cause-and-effect, etc.). Where there are	(95%)  Nearly perfect! Just a few minor additions	Excellent (90%)  Excellent! Just one or two minor errors in your descriptions of strengths and weaknesses, or a few more details needed,	Great! You've just made a few errors in your descriptions of strengths and weaknesses, and/or more specificity needed in your discussion	Good job, but your discussion of the study's/theory's strengths and weaknesses includes multiple errors or omissions and/or significantly more specificity	You have two or more significant errors in your discussion of strengths and weaknesses, or are missing some key elements or critiques, and/or much more specificity needed in your critical analysis of this study/theory. You may have used a little too much	You have multiple significant errors (of commission or omission) in your discussion of the strengths and weaknesses of this study/theory, and/or you have over-used	You are missing or have made major errors in NEARLY HALF of your discussion of the strengths and weaknesses of this study/theory, or are missing multiple significant critiques, or have drawn mostly on personal opinion rather than reasoned	You are missing or have made major errors in HALF of your discussion of strengths and weaknesses, or your argument is nearly all based on pure opinion, rather	You are missing or have made major errors in OVER HALF of your discussion of strengths and weaknesses or your argument is completely opinion-based with	You are missing or have made major errors in all or nearly all of your discussion of strengths and weaknesses, and/or this section is nearly illegible or has almost no structure to the argument	(0%)
Evaluation (Strengths &	weaknesses, you have suggested alternate	needed in your discussion of	and/or slightly more specificity	and/or there one or more logical	needed in your critical	personal opinion, and not quite	personal-opinion, and have not given	argument (see previous grading	than reasoned argument (see	no support (see previous grading	(see previous grading	Missing or
Weaknesses)	studies/theories that would	strengths/weak	needed in your	errors/omissions	examination of	enough reasoned	enough reasoned	categories for	previous grading	categories for	categories for	completely
(15%)	overcome these limitations.	nesses.	arguments.	in your argument.	these issues.  Good job, but your discussion includes multiple	argument.	argument.	details).	categories for details).	details).	details).	illegible.
Remaining	Perfect! You have raised a number of very insightful questions regarding either the nature or implications of this research. You have also explicitly discussed ways in which this study/theory can be used (either positively or negatively) in our lives as Christians, and have	Nearly perfect! Just a few minor corrections either on the questions you raise or on your connections	Excellent! Just one or two minor errors in your connection between faith	Great! You've just made a few errors in your connection the study and the life of faith, and/or	errors (of either omission or commission) in your discussion of how the various theories connect to the life of faith, and/or significantly more specificity or critical	You have two or more significant errors (of commission or omission) in your attempts to connect the findings/theory to the life of faith, and/or much more specificity needed in your discussion	You have multiple significant errors (of commission or	You are missing or have made major errors in NEARLY HALF of your discussion of these connections and the lingering	You are missing or have made major errors in HALF of your discussion of these	You are missing or have made major errors in OVER HALF of your discussion of these connections and the lingering	You are missing or have made major errors in all or nearly all of your discussion of these connections and the lingering questions (see	
Questions &	attempted to examine this	between the	and theories	more specificity	thought is	of these	omission) in your	questions. (see	connections and the	questions (see	previous	
Theological Implications	study/theory from a Christian theological	findings/theory and the life of	and/or slightly	needed in your links between	needed in your discussion and	connections and the lingering	discussion of these connections and the	previous grading	lingering questions (see previous grading	previous grading categories for	grading categories for	Missing or completely
(10%)	perspective.	the Christian.	more specificity needed.	them.	questions.	questions.	lingering questions.	categories for details).	categories for details).	details).	details).	illegible.

# <u>Article Summary, Presentation, and Wikipedia Entry</u> 1st presentation is worth 10%, 2<sup>nd</sup> worth 20% of Final Grade

					Good job, but			Needs significant		Needs large-scale		Missing/
		Nearly Perfect			missing a few key	Missing some key	Needs improvement	improvement	Missing many key	improvement	Complete Re-	Incomplete
Criteria	Perfect (100%)	(95%)	Excellent (90%)	Great! (85%)	elements (80%)	elements (75%)	(70%)	(65%)	elements (60%)	(55%)	write (50%)	(0%)
						You have two or						
						more significant					You are missing	
						errors (of omission					or have made	
						of commission) in		You are missing		You are missing or	major errors in	
					Good job, but	your discussion		or have made	You are missing or	have made major	ALL or NEARLY	
					your discussion	and class-leading,	You have multiple	major errors in	have made major	errors in OVER	ALL of your	
				Great! You've just	included multiple	and/or much more	significant errors (of	NEARLY HALF of	errors in HALF of your	HALF of your	discussion and	
				made a few errors	errors and/or	specificity needed	commission or	your discussion	discussion and/or	discussion and/or	or you had	
	Perfect! Your presentation	Nearly perfect!		or had some	significantly	in your discussion,	omission) in your	and/or a good	HALF of your	over half of your	clearly done	
	and discussion-leading	Just a few		noticeable	more specificity	and/or significant	class discussion,	portion of your	presentation was	presentation was	little	You were
	showed that you were well	minor errors or	Excellent! Just	disorganization in	was needed	levels of	and/or	presentation was	significantly	disorganized or	preparation.	either
	prepared, had thoroughly	mis-	one or two	your class	and/or there was	disorganization	disorganization	disorganized (see	disorganized or	unclear. (see	(see previous	absent or
Presentation -	read and thought about the	organization in	minor errors in	presentation and	some significant	impeded the clarity	impaired the clarity	previous grading	unclear. (see previous	previous grading	grading	clearly had
Organized	article, and had organized	your leading of	your discussion	discussion-	disorganization	of your	and effectiveness of	categories for	grading categories for	categories for	categories for	not done
(15%)	your thoughts prior to class.	discussion.	during class.	leading.	evident.	presentation.	the class discussion.	details).	details).	details).	details).	the reading.
(1570)	your moughts prior to mass.	uiscussion:	during class.	reading.	CVIGCIICI	presentation	the class diseassion.	uctuiis):	actuns).	actans).	You have either	the reading.
											failed to	
					Good job, but						generate any	
	Perfect! You had prepared a				multiple						questions or	
	significant number of				questions were	Multiple guestions					applications, or	
	engaging, and thought				unclear and/or	were unclear,					they were so	
	provoking questions for the				significantly	and/or you only					vague or	
	class to consider throughout		Excellent! Just a		more specificity	had a few		You only		You only engaged	confusing that	
Presentation -	its discussion of this paper.	Nearly perfect!	little more		needed in such	questions		prepared one or		the class once	they did not	
Engaging and	You also identified multiple	Just one or two	clarity or	Great! You just	descriptions	prepared, and/or		two questions		using either a	contribute to	
Thought-	diverse applications (both	minor errors in	specificity	need to be clearer	(and/or the class	much more	You either only	and/or one or	You have prepared	question or a	the	You were
Provoking		clarity in the	needed in the	in a few of your	could have	specificity needed	· ·			1 3	conversation	either
Questions	practical and theological) to which this study pertains,	-	questions you	questions, and/or	benefitted from	in such your	generated a couple of questions or	two vague applications(see	only one or two poorly phrased questions	vague/simple application (see		absent or
and	and engaged the class in	questions you asked and/or in	asked and/or in	more specificity	having a few	applications (or	applications, or they	previous grading	and/or applications	previous grading	(see previous	clearly had
Applications	discussion regarding these	your	your	needed in your	more questions	only had a few	were quite unclear	categories for	(see previous grading	categories for	grading categories for	not done
(15%)	ŭ ŭ	•	,	-	· ·	l '		_		details).	details).	
(15%)	applications.	applications.	applications.	applications.	or applications)	applications).	or vague.	details).	categories for details).	· · · · · · · · · · · · · · · · · · ·	· · · · · ·	the reading.
								Vou are missing		You are missing or	You are missing	
								You are missing		have made major errors in OVER	or have made	
					Good job but			or have made		HALF of your	major errors in	
	Porfoct! Vou house sussings!		Evenloret livet	Great Ventus inst	Good job, but			major errors in NEARLY HALF of		· ·	all or nearly all	
	Perfect! You have succinctly	Noorly porfort!	Excellent! Just	Great! You've just	your Wikipedia	Vou hous true o	Var. have multipl-		Vau are missing or	Wikipedia entry, or	of your	
	described the essence and/or implications of the	Nearly perfect!	one or two	made a few minor	entry includes	You have two or	You have multiple	your Wikipedia	You are missing or	it is so unclear that	Wikipedia	
	· ·	Just one minor	minor errors in	errors (or one	multiple errors	more significant	significant errors (of	entry, or it is	have made major	it is difficult to	entry, or it is	
	study/theory that you had	correction in	your Wikipedia	significant error)	and/or	errors in your	commission or	quite unclear	errors in HALF of your	understand your	nearly illegible	
	read in 3-4 sentences, and	your otherwise	entry and/or	in your Wikipedia	significantly	Wikipedia entry	omission) in your	(see previous	Wikipedia entry, or it is	writing (see	(see previous	Missinger
Milian a -1:-	smoothly integrated your	perfect	slightly more	entry and/or	more specificity	and/or much more	Wikipedia entry, or	grading	very unclear (see	previous grading	grading	Missing or
Wikipedia	comments into the already-	Wikipedia	specificity	more specificity or	and/or clarity is	specificity or clarity	the entry itself is	categories for	previous grading	categories for	categories for	completely
Entry (15%)	existing Wikipedia entry.	entry.	needed.	clarity is needed.	needed.	is needed.	unclear.	details).	categories for details).	details).	details).	illegible.

# **Morality and Values in the Media Project**

Criteria	Perfect (100%)	Nearly Perfect (95%)	Excellent (90%)	Great! (85%)	Good job, but missing a few key elements (80%)	Missing some key elements (75%)	Needs improvement (70%)	Needs significant improvement (65%)	Missing many key elements (60%)	Needs large-scale improvement (55%)	Complete Re-write (50%)	Missing/In complete (0%)
Description of Media Clip (15%)	Perfect! You have discussed the characters and elements of the plot that are relevant to the theory you have chosen. You have included insights or summaries of the character's behavior that you will later use in your analysis.	Nearly perfect! Just a few minor corrections or additions needed in discussing the plot and characters involved in this media clip.	Excellent! Just one or two minor errors or additions needed on your discussion of the plot/character and/or slightly more specificity needed in your descriptions to help us make the links in the rest of your paper.	Great start! You've just made a few errors or a few more additions needed in your discussion of the plot/characters that your paper will address; and/or more specificity needed in your descriptions of these elements to better help us understand the rest of your paper.	Good job, but your discussion of the plot/characters includes multiple errors and/or significantly more detail and examples are needed in your discussion.	You have two or more significant errors of omission or commission in your discussion of character/plot (that are necessary for the rest of your argument) and/or much more detail/specificity needed in these paragraphs.	You have multiple significant errors (of commission or omission) in your discussion of the character/plot.	You are missing or have made major errors in discussing NEARLY HALF of the characters/plot that are essential to your arguments in the rest of this paper (see previous grading categories for details).	You are missing or have made major errors in discussing HALF of the characters/plot that are essential to your arguments in the rest of this paper (see previous grading categories for details).	You are missing or have made major errors in OVER HALF of the characters/plot that are essential to your arguments in the rest of this paper (see previous grading categories for details).	You are missing or have made major errors in all or nearly all of the characters/plot that are essential to your arguments in the rest of this paper (see previous grading categories for details).	Missing or completel y illegible.
Description of Theory (25%)	Perfect! You have thoroughly and articulately explained the theory or theories that you have chosen. You have included complete descriptions of concepts or terms that may be confusing, and have provided a thorough overview of the most important elements of the theory.	Nearly perfect! This is a great description of the theory, but could use either a bit more detail, or is missing a few important details.	Excellent! This is still a thorough description of the theory, but you have either made one or two errors in describing the theory, or your description lacks some key details or is otherwise unclear in places.	Great start! This is a good description of the study/theory, but either lacks some detail throughout or includes a few errors in your descriptions, or becomes confusing in parts.	Good job in giving a broad overview of the study/theory, but you need to include significantly more details (and/or check the accuracy of your statements).	You have started to describe this theory, but have left out a number of key details and/or you have made a number of errors and/or your writing becomes significantly confusing.	Although you have started to describe the theory, you have multiple significant errors (of commission or omission), or your descriptions are confusing enough that it is difficult to tell whether or not you understood the theory.	You are missing or have made major errors in NEARLY HALF of your discussion of this theory, or are missing multiple significant details, or your paper is quite confusing (see previous grading categories for details).	You are missing or have made major errors in HALF of your discussion of this theory, or are missing many significant details, or your paper is very confusing (see previous grading categories for details).	You are missing or have made major errors in OVER HALF of your discussion of this theory, or are missing many significant details, or your paper is very confusing (see previous grading categories for details).	You are missing or have made major errors in ALL or NEARLY ALL of your discussion of this theory, and/or your paper is so confusing that it is nearly illegible (see previous grading categories for details).	Missing or completel y illegible.

# **Morality and Values in the Media Project**

Criteria	Perfect (100%)	Nearly	Excellent (90%)	Great! (85%)	Good job, but	Missing some key	Needs	Needs significant	Missing many key	Needs large-scale	Complete Re-write	Missing/In
		Perfect			missing a few key	elements (75%)	improvement	improvement	elements (60%)	improvement	(50%)	complete
		(95%)			elements (80%)		(70%)	(65%)		(55%)		(0%)
Application of	Perfect! Your argument	Nearly	Excellent! Just one	Great! You've	Good job, but your	You have two or	You have multiple	You are missing	You are missing or	You are missing or	You are missing or	Missing or
Theory to	about the "diagnosis" of the	perfect!	or two minor errors	just made a few	discussion of your	more significant	significant errors	or have made	have made major	have made major	have made major	completel
"Diagnose"	character draws upon, not	Just a few	in your discussion of	errors in your	discussion of the	errors in your	(of commission or	major errors in	errors in HALF of	errors in OVER	errors in all or	y illegible.
and Explain	only a solid understanding	minor	the "diagnosis" of	discussion of the	"diagnosis" of your	discussion of the	omission) in your	NEARLY HALF of	your discussion of	HALF of your	nearly all of your	, ,
Issues in the	of the theory you have	additions	your character, and	"diagnosis" of	character, and your	"diagnosis" of your	discussion of the	your discussion	the "diagnosis" of	discussion of the	discussion of the	
Compassion/	described, but also a clear	needed in	your explanation for	your character,	explanation for	character, and your	"diagnosis" of your	of the	your character, and	"diagnosis" of your	"diagnosis" of your	
Morality of	understanding of how this	your	their current state,	and your	their current state	explanation for their	character, and your	"diagnosis" of	your explanation for	character, and your	character, and your	
Your	theory explains why people	discussion	or a few more	explanation for	includes multiple	current state, or are	explanation for	your character,	their current state,	explanation for	explanation for	
Character	do the things that they do	of the	details needed,	their current	errors or omissions	missing some key	their current state,	and your	or your argument is	their current state	their current state,	
(25%)	and HOW such tendencies	"diagnosis"	and/or slightly more	state, and/or	and/or significantly	elements or	and/or you have	explanation for	nearly all based on	or your argument	and/or this section	
	develop. You have organized	of your	specificity needed in	more specificity	more specificity	concepts, and/or	over-used	their current	pure opinion, rather	is completely	is nearly illegible or	
	your argument such that	character,	your arguments.	needed in your	needed in your	much more	personal-opinion,	state, or are	than reasoned	opinion-based with	has almost no	
	your discussion of the	and your		discussion	critical	specificity needed in	and have not given	missing multiple	argument (see	no support (see	structure to the	
	diagnosis of the character is	explanation		and/or there	examination of	your argument of	enough reasoned	significant	previous grading	previous grading	argument (see	
	well-founded on concepts	for their		one or more	these issues.	how this theory	argument.	applications, or	categories for	categories for	previous grading	
1	from the theory (not merely	current		logical		applies to (and		have drawn	details).	details).	categories for	
	asserting your opinion), and	state.		errors/omission		explains) this		mostly on			details).	
	displays appropriate use of			s in your		character. You may		personal opinion				
	theoretical concepts and			argument.		have used a little too		rather than				
	terms in an explanation of					much personal		reasoned				
	how they might have developed in the way that					opinion, and not quite enough		argument (see previous grading				
	they have.					reasoned argument.		categories for				
	they have.					reasoned argument.		details).				
								details).				
Theory-								1				
, ,	Nearly perfect! You have	Excellent!	Great! You have	Very good. You	Good. You have	Good, but there are	OK, but there are	You have made a	Over half of your	Over 75% of your	You are missing	This
Relevant	identified two or three	Excellent! Overall, you	Great! You have provided a very	Very good. You have included	Good. You have given a basic	Good, but there are some key errors or	OK, but there are multiple (3+)	You have made a significant	Over half of your descriptions involve	Over 75% of your descriptions	You are missing nearly every single	This section of
									,		_	
Relevant	identified two or three	Overall, you	provided a very	have included	given a basic	some key errors or	multiple (3+)	significant	descriptions involve	descriptions	nearly every single	section of
Relevant Interventions for Your Character	identified two or three moral/compassion-related "goals" for your character, and have accurately and	Overall, you have done a great job on this	provided a very thorough overview of two or three interventions, and	have included general descriptions of two three	given a basic overview of two or three interventions, but	some key errors or omissions, here. Specifically, you are missing at least one	multiple (3+) aspects of these interventions that are either missing,	significant number of errors and/or omissions AND you have a	descriptions involve significant errors, or you are missing over half of the elements	descriptions involve significant errors, or you are missing most of	nearly every single important element of this theory & intervention, or	section of your paper is either
Relevant Interventions for Your	identified two or three moral/compassion-related "goals" for your character, and have accurately and articulately described two or	Overall, you have done a great job on this section.	provided a very thorough overview of two or three interventions, and they make general	have included general descriptions of two three interventions,	given a basic overview of two or three interventions, but may be missing	some key errors or omissions, here. Specifically, you are missing at least one or two relevant core	multiple (3+) aspects of these interventions that are either missing, or that have been	significant number of errors and/or omissions AND you have a number of	descriptions involve significant errors, or you are missing over half of the elements of these	descriptions involve significant errors, or you are missing most of the key elements	nearly every single important element of this theory & intervention, or your grammar,	section of your paper is either missing,
Relevant Interventions for Your Character	identified two or three moral/compassion-related "goals" for your character, and have accurately and articulately described two or three different interventions	Overall, you have done a great job on this section.	provided a very thorough overview of two or three interventions, and they make general sense with your	have included general descriptions of two three interventions, but have made	given a basic overview of two or three interventions, but may be missing some of the	some key errors or omissions, here. Specifically, you are missing at least one or two relevant core ideas of the theory,	multiple (3+) aspects of these interventions that are either missing, or that have been poorly matched to	significant number of errors and/or omissions AND you have a number of stylistic and	descriptions involve significant errors, or you are missing over half of the elements of these interventions or links	descriptions involve significant errors, or you are missing most of the key elements of these	nearly every single important element of this theory & intervention, or your grammar, spelling, and	section of your paper is either missing, or is
Relevant Interventions for Your Character	identified two or three moral/compassion-related "goals" for your character, and have accurately and articulately described two or three different interventions that make sense in the	Overall, you have done a great job on this section. There are only minor	provided a very thorough overview of two or three interventions, and they make general sense with your theory. However,	have included general descriptions of two three interventions, but have made either a few	given a basic overview of two or three interventions, but may be missing some of the important details	some key errors or omissions, here. Specifically, you are missing at least one or two relevant core ideas of the theory, or you have not fully	multiple (3+) aspects of these interventions that are either missing, or that have been poorly matched to either a) the theory	significant number of errors and/or omissions AND you have a number of stylistic and organizational	descriptions involve significant errors, or you are missing over half of the elements of these interventions or links to your theory. Or	descriptions involve significant errors, or you are missing most of the key elements of these interventions. Or	nearly every single important element of this theory & intervention, or your grammar, spelling, and structure has made	section of your paper is either missing, or is almost
Relevant Interventions for Your Character	identified two or three moral/compassion-related "goals" for your character, and have accurately and articulately described two or three different interventions that make sense in the context of this theory. All of	Overall, you have done a great job on this section. There are only minor issues of	provided a very thorough overview of two or three interventions, and they make general sense with your theory. However, you have either	have included general descriptions of two three interventions, but have made either a few small errors or	given a basic overview of two or three interventions, but may be missing some of the important details with respect to the	some key errors or omissions, here. Specifically, you are missing at least one or two relevant core ideas of the theory, or you have not fully described two three	multiple (3+) aspects of these interventions that are either missing, or that have been poorly matched to either a) the theory or b) your	significant number of errors and/or omissions AND you have a number of stylistic and	descriptions involve significant errors, or you are missing over half of the elements of these interventions or links to your theory. Or the interventions do	descriptions involve significant errors, or you are missing most of the key elements of these interventions. Or there is very little	nearly every single important element of this theory & intervention, or your grammar, spelling, and structure has made this section nearly	section of your paper is either missing, or is almost completel
Relevant Interventions for Your Character	identified two or three moral/compassion-related "goals" for your character, and have accurately and articulately described two or three different interventions that make sense in the context of this theory. All of these interventions are well-	Overall, you have done a great job on this section. There are only minor issues of style and	provided a very thorough overview of two or three interventions, and they make general sense with your theory. However, you have either made a few minor	have included general descriptions of two three interventions, but have made either a few small errors or one larger error	given a basic overview of two or three interventions, but may be missing some of the important details with respect to the theory or the	some key errors or omissions, here. Specifically, you are missing at least one or two relevant core ideas of the theory, or you have not fully described two three interventions. Or,	multiple (3+) aspects of these interventions that are either missing, or that have been poorly matched to either a) the theory or b) your character's areas	significant number of errors and/or omissions AND you have a number of stylistic and organizational	descriptions involve significant errors, or you are missing over half of the elements of these interventions or links to your theory. Or the interventions do not seem	descriptions involve significant errors, or you are missing most of the key elements of these interventions. Or there is very little link between your	nearly every single important element of this theory & intervention, or your grammar, spelling, and structure has made	section of your paper is either missing, or is almost
Relevant Interventions for Your Character	identified two or three moral/compassion-related "goals" for your character, and have accurately and articulately described two or three different interventions that make sense in the context of this theory. All of these interventions are well-suited to the "areas of	Overall, you have done a great job on this section. There are only minor issues of style and organizatio	provided a very thorough overview of two or three interventions, and they make general sense with your theory. However, you have either made a few minor errors or omissions,	have included general descriptions of two three interventions, but have made either a few small errors or one larger error with respect to	given a basic overview of two or three interventions, but may be missing some of the important details with respect to the theory or the specifics of the	some key errors or omissions, here. Specifically, you are missing at least one or two relevant core ideas of the theory, or you have not fully described two three interventions. Or, the links between	multiple (3+) aspects of these interventions that are either missing, or that have been poorly matched to either a) the theory or b) your character's areas of growth. Or, you	significant number of errors and/or omissions AND you have a number of stylistic and organizational	descriptions involve significant errors, or you are missing over half of the elements of these interventions or links to your theory. Or the interventions do not seem appropriate to the	descriptions involve significant errors, or you are missing most of the key elements of these interventions. Or there is very little link between your interventions and	nearly every single important element of this theory & intervention, or your grammar, spelling, and structure has made this section nearly	section of your paper is either missing, or is almost completel
Relevant Interventions for Your Character	identified two or three moral/compassion-related "goals" for your character, and have accurately and articulately described two or three different interventions that make sense in the context of this theory. All of these interventions are well-suited to the "areas of growth" that your character	Overall, you have done a great job on this section. There are only minor issues of style and organizatio n. All of the	provided a very thorough overview of two or three interventions, and they make general sense with your theory. However, you have either made a few minor errors or omissions, have a few	have included general descriptions of two three interventions, but have made either a few small errors or one larger error with respect to linking your	given a basic overview of two or three interventions, but may be missing some of the important details with respect to the theory or the specifics of the intervention. Or,	some key errors or omissions, here. Specifically, you are missing at least one or two relevant core ideas of the theory, or you have not fully described two three interventions. Or, the links between your interventions	multiple (3+) aspects of these interventions that are either missing, or that have been poorly matched to either a) the theory or b) your character's areas of growth. Or, you have made a	significant number of errors and/or omissions AND you have a number of stylistic and organizational	descriptions involve significant errors, or you are missing over half of the elements of these interventions or links to your theory. Or the interventions do not seem appropriate to the theory you chose or	descriptions involve significant errors, or you are missing most of the key elements of these interventions. Or there is very little link between your interventions and the theory/goals	nearly every single important element of this theory & intervention, or your grammar, spelling, and structure has made this section nearly	section of your paper is either missing, or is almost completel
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Criteria	Perfect (100%)	Nearly Perfect (95%)	Excellent (90%)	Great! (85%)	Good job, but missing a few key elements (80%)	Missing some key elements (75%)	Needs improvement (70%)	Needs significant improvement (65%)	Missing many key elements (60%)	Needs large-scale improvement (55%)	Complete Re-write (50%)	Missing/In complete (0%)
Grammar/Phr asing (10%)	Perfect! No spelling or grammar errors. Fantastic organization and perfect writing. Arguments are structured well, sentences are clear, . Your sentences, and overall arguments flow well.	One or two spelling/gra mmatical errors or confusing passages. Otherwise, great!	2-3 spelling or grammatical errors; or A few (not more than 5%) confusing or awkwardly phrased sentences, or one dis-ordering. Otherwise, good!	4-6 spelling or grammatical errors. And/or 4-5 confusing or awkwardly phrased sentences (not more than 10%) (or fewer, depending on the length); and/or slight disorganization.	7+ spelling or grammatical errors, beginning to affect readability. And/or a number (about 10-20%) of confusing or awkwardly phrased sentences; and/or more significant disorganization.	Although your meaning is still relatively clear, many of your sentences have grammatical and spelling errors. A significant number (about 20%-30%) of confusing or awkwardly phrased sentences; and/or significant disorganization.	Grammar and spelling errors are beginning to make it difficult to understand the meaning of your sentences. A large number (about 30%-50%) of confusing or awkwardly phrased sentences; and/or pervasive disorganization.	A large number of grammatical and spelling errors, which make your text difficult to understand. Over 50% of sentences are confusing or poorly phrased and the overall structure is disorganized.	Most of your sentences include spelling and grammar errors, and make your text difficult to understand. The poor quality of most sentences and/or the significant disorganization makes your meaning difficult to understand	Most of your sentences include spelling and grammar errors, and make your text quite difficult to understand. Most sentences are difficult to read, and your statements are quite unclear.	Nearly every sentence has errors in it, which make your text nearly illegible. Sentences are nearly illegible, and almost no meaning is clear.	Missing or completel y illegible.
Presentation - Organized (15%)	Perfect! Your presentation and discussion-leading showed that you were well prepared, had thoroughly read and thought about the article, and had organized your thoughts prior to class.	Nearly perfect! Just a few minor errors or mis- organizatio n in your leading of discussion.	Excellent! Just one or two minor errors in your discussion during class.	Greatl You've just made a few errors or had some noticeable disorganization in your class presentation and discussion- leading.	Good job, but your discussion included multiple errors and/or significantly more specificity was needed and/or there was some significant disorganization evident.	You have two or more significant errors (of omission of commission) in your discussion and class-leading, and/or much more specificity needed in your discussion, and/or significant levels of disorganization impeded the clarity of your presentation.	You have multiple significant errors (of commission or omission) in your class discussion, and/or disorganization impaired the clarity and effectiveness of the class discussion.	You are missing or have made major errors in NEARLY HALF of your discussion and/or a good portion of your presentation was disorganized (see previous grading categories for details).	You are missing or have made major errors in HALF of your discussion and/or HALF of your presentation was significantly disorganized or unclear. (see previous grading categories for details).	You are missing or have made major errors in OVER HALF of your discussion and/or over half of your presentation was disorganized or unclear. (see previous grading categories for details).	You are missing or have made major errors in ALL or NEARLY ALL of your discussion and or you had clearly done little preparation. (see previous grading categories for details).	You were either absent or clearly had not done the reading.
Presentation - Engaging and Thought- Provoking Questions and Applications (15%)	Perfect! You had prepared a significant number of engaging, and thought provoking questions for the class to consider throughout its discussion of this paper. You also identified multiple diverse applications (both practical and theological) to which this study pertains, and engaged the class in discussion regarding these applications.	Nearly perfect! Just one or two minor errors in clarity in the questions you asked and/or in your applications .	Excellent! Just a little more clarity or specificity needed in the questions you asked and/or in your applications.	Great! You just need to be clearer in a few of your questions, and/or more specificity needed in your applications.	Good job, but multiple questions were unclear and/or significantly more specificity needed in such descriptions (and/or the class could have benefitted from having a few more questions or applications)	Multiple questions were unclear, and/or you only had a few questions prepared, and/or much more specificity needed in such your applications (or only had a few applications).	You either only generated a couple of questions or applications, or they were quite unclear or vague.	You only prepared one or two questions and/or one or two vague applications(see previous grading categories for details).	You have prepared only one or two poorly phrased questions and/or applications (see previous grading categories for details).	You only engaged the class once using either a question or a vague/simple application (see previous grading categories for details).	You have either failed to generate any questions or applications, or they were so vague or confusing that they did not contribute to the conversation (see previous grading categories for details).	You were either absent or clearly had not done the reading.
Wikipedia Entry (15%)	Perfect! You have succinctly described the essence and/or implications of the study/theory that you had read in 3-4 sentences, and smoothly integrated your comments into the already-existing Wikipedia entry.	Nearly perfect! Just one minor correction in your otherwise perfect Wikipedia entry.	Excellent! Just one or two minor errors in your Wikipedia entry and/or slightly more specificity needed.	Great! You've just made a few minor errors (or one significant error) in your Wikipedia entry and/or more specificity or clarity is needed.	Good job, but your Wikipedia entry includes multiple errors and/or significantly more specificity and/or clarity is needed.	You have two or more significant errors in your Wikipedia entry and/or much more specificity or clarity is needed.	You have multiple significant errors (of commission or omission) in your Wikipedia entry, or the entry itself is unclear.	You are missing or have made major errors in NEARLY HALF of your Wikipedia entry, or it is quite unclear (see previous grading categories for details).	You are missing or have made major errors in HALF of your Wikipedia entry, or it is very unclear (see previous grading categories for details).	You are missing or have made major errors in OVER HALF of your Wikipedia entry, or it is so unclear that it is difficult to understand your writing (see previous grading categories for details).	You are missing or have made major errors in all or nearly all of your Wikipedia entry, or it is nearly illegible (see previous grading categories for details).	Missing or completel y illegible.