

**PSYC 430 Psychology of Peace (Hansvick, PLU): Grading Rubrics**

**WEEKLY REFLECTIONS/WORKSHEETS (worth 100 points total)**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Assignment Completion</b>	All parts of the assignment are completed and demonstrate the full potential of the student's capability.	All parts of the assignment are completed and partially demonstrate the full potential of the student's capability.	Most parts of the assignment are complete and partially demonstrate the full potential of the student's capability.	The assignment was not completed.
<b>Thoughtful Reflection</b>	Writing consistently indicates deep and thoughtful reflection about the topic.	Writing usually indicates deep and thoughtful reflection about the topic.	Writing seldom indicates deep and thoughtful reflection about the topic.	Writing does not indicate deep and thoughtful reflection about the topic.
<b>Comprehension</b>	Understands the material and accurately answers all questions related to the material.	Understands most of the material and accurately answers most questions related to the material.	Understands some parts of the material and accurately answers some questions related to the material.	Has trouble understanding or remembering most parts of the material or answering most questions related to the material.
<b>Information Analysis</b>	Consistently analyzes the information correctly and completely understands the concepts involved.	Often analyzes the information correctly and usually understands the concepts involved..	Seldom analyzes the information correctly and rarely understands the concepts involved.	Cannot analyze the information correctly and does not understand the concepts involved.
<b>Position Statement</b>	The position statement provides a clear, strong statement of the author's position on the topic and how it relates to the assignment.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
<b>Logical Reasoning</b>	Regularly uses logical reasoning skills consistently and with ease.	Often uses logical reasoning skills consistently and with ease.	Seldom uses logical reasoning skills consistently and with ease.	Does not use logical reasoning skills consistently and with ease.

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**DISCUSSION AND CLASS PARTICIPATION (60 points)**

<b>CATEGORY</b>	<b>Mastering</b>	<b>Developing</b>	<b>Emerging</b>	<b>Missing</b>
<b>Initiative</b>	Regularly volunteers answers to questions. Demonstrates readiness to take responsibility for the learning of the group.	Volunteers to answer questions an appropriate share of the time. Participates in discussion most days.	Volunteers to answer some questions without prompting. Demonstrates lack of preparation or interest in group learning.	Does not willingly volunteer or participate. Appears ready to rush discussion or leave quickly.
Appropriate share of time without dominating				
<b>Listening</b>	Demonstrates ability to reflect and build upon other students' perspectives. Brings discussion back if other students digress or linger too long on non-central point.	Listens quietly and also raises discussion points that are in keeping with the flow of conversation.	Listens quietly but may also disrupt the flow of conversation by changing topic or ignoring other students' comments.	Interrupts others by whispering, making noises or comments that distract others. Preoccupied with other activities.
Active listening; asks for clarification, offers suggestions, explaining material ("Going back to Jack's earlier comment...")				
<b>Comprehension</b>	Demonstrates connection and analysis with assigned readings. Contributes new questions to discussion or application of readings to outside examples.	Understands the material well enough to refer to text/assigned readings during discussion.	Understands some parts of the material but makes errors in relating class discussion to the course materials.	Has trouble understanding or remembering the material or answering any questions related to the material.
Demonstrates analysis of readings and connection with other courses, materials, personal experiences, class discussions				
<b>Interpersonal Skills</b>	Expresses own ideas and opinions while being sensitive to the feelings of others. Shows respect for others' opinions by acknowledging points of disagreement and looking for points of common ground.	Expresses own ideas and opinions and can summarize or paraphrase accurately points raised by others. Is careful to show respect for others' responses and opinions.	Expresses own ideas and opinions but disregards others' responses and opinions or raises issues out of context.	Offers insensitive responses and shows disrespect for others' responses and opinions.
Skills: affirms others, willing to problem-solve interpersonal difficulties, honesty; provides support to others by drawing them out (e.g., "I can see why you think that, Matt, but what if...?")				

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### CURRENT EVENTS (Popular Press Clippings) (50 points total)

#### Goals:

- 1) Build awareness of the application of course concepts to current events
- 2) Strengthen learning and integration across concepts covered during the course
- 3) Become more informed about events occurring at local, national, and international levels

#### Task:

- 1) Search the popular press for current events and relate them to our text materials. You need to find a minimum of 10 items throughout the semester.
- 2) Use the key words list from Christie et al. (see separate handout) to stimulate your thinking.
- 3) Photocopy the article (if not your own resource) or print out a copy from the electronic resource.
- 4) Provide a half- to full-page typed summary of how the article illustrates one (or more) of the concepts we are covering. Highlight the key words.
- 5) Feel free to use creativity in applying theoretical/conceptual concepts to current events, but be sure that you explain how/where the application occurs.

CATEGORY	Excellent	Competent	Needs Work
<b>Difficulty of Interpretation</b>	Events provide a challenge in terms of interpretation based on the course materials.	Articles include mention of the concepts being applied with interpretation being somewhat superficial.	There is little connection between the concepts and events, so that interpretation is not clear.
<b>Creativity</b>	Clearly demonstrates ability to apply concepts in unique, new, or unusual ways beyond an understanding of the basics.	Demonstrates ability to apply concepts in unique, new, or unusual ways for some of the events/concepts.	Writing does not demonstrate thinking "outside the box" in relation to events/concepts.
<b>Comprehension</b>	Provides analysis of specific concepts/current events that is exceptionally detailed and thoughtful.	Understands the course material and accurately applies basic or general concept(s) to event.	Does not analyze the information clearly enough to show a minimal understanding of the concepts involved; misinterprets concepts.
<b>Variety</b>	Interprets a wide range of key words or events.	Interpretation of events occurs for some of the concepts but events selected for analysis are somewhat similar.	Events selected are repetitive and overlap conceptually, being similar in nature.
<b>Assignment Completion</b>	Completes at least 10 analyses of current events, providing support for the application of concepts to events.	Completes 7-9 analyses of current events/concepts but explanations are somewhat limited in terms of depth.	Completes fewer than 7 current event analyses. Concepts are inadequately explained.
<b>Application of Text/Course Materials</b>	Relates event(s) to concepts from class and reading materials, demonstrating a thorough understanding of the course materials	Interpretation includes some cognitive (i.e., factual, knowledge-based) foundation from class materials	Interpretation of events is based upon personal opinions and attitudes without citing concepts from course

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### COMMUNITY EVENTS/ACTIVITIES (Popular Press Clippings) (75 points)

#### Goals:

- 4) Explore in more depth special topics and/or the role of activists in courageous resistance by:
  - a) attending 5 local (PLU and Tacoma-Pierce County) panels/activities/events related to peace and social justice issues,
  - b) interviewing at least 2 outspoken activists within the community about their career paths towards courageous resistance and social justice, or
  - c) attending at least 3 meetings of the same activist group within the region (i.e., not at PLU)
- 5) Strengthen application and integration of course concepts covered during the course
- 6) Understand own attitudes/beliefs better by taking a risk (going beyond comfort level) to explore issues of peace and justice within the local community

#### Task:

- 1) Relate challenges/risks to personal and sociocultural perspectives of self and the audience as they respond to events/panels
- 2) Go beyond the descriptive to the analytical level for the event
- 3) Identify components of attitudes (i.e., cognitions, behaviors, affect)
- 4) Feel free to use creativity in applying theoretical/conceptual concepts but be sure that you explain how/where the application occurs.

CATEGORY	Excellent	Competent	Needs Work
<b>Difficulty of Interpretation X 2</b>	Events provide a challenge in terms of interpretation based on the course materials.	Articles include mention of the concepts being applied with interpretation being somewhat superficial.	There is little connection between the concepts and events, so that interpretation is not clear.
<b>Degree of Risk</b>	Clearly demonstrates ability to apply concepts in unique, new, or unusual ways beyond an understanding of the basics.	Demonstrates ability to apply concepts in unique, new, or unusual ways for some of the events/concepts.	Writing does not demonstrate thinking "outside the box" in relation to events/concepts.
<b>Comprehension</b>	Provides analysis of specific concepts/current events that is exceptionally detailed and thoughtful.	Understands the course material and accurately applies basic or general concept(s) to event.	Does not analyze the information clearly enough to show a minimal understanding of the concepts involved; misinterprets concepts.
<b>Structure/</b>	Provides a clear rationale for selection of events/activists; spread out throughout the term so that thoughtful reflections	Interpretation of events occurs for some of the concepts but events selected for analysis are somewhat similar.	Events selected are repetitive and overlap conceptually, being similar in nature.
<b>Assignment Completion</b>	Attends and provides reflections for events, providing support for the application of concepts to events.	Completes some of the task but explanations are somewhat limited in terms of depth.	Concepts are inadequately explained.
<b>Application of Text/Course Materials</b>	Relates event(s) to concepts from class and reading materials, demonstrating a thorough understanding of the course materials	Interpretation includes some cognitive (i.e., factual, knowledge-based) foundation from class materials	Interpretation of events is based upon personal opinions and attitudes without citing concepts from course

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### NONFICTION BOOK REVIEW (worth 50 points total)

This is an opportunity to research in more depth a single author's perspective on a topic that has caught your attention because of your preparation for leading class discussion or because class has stimulated you to look more deeply into a specific topic. Select a book from the recommended reading list and write your review with the following criteria in mind. Review should be 3-5 pages, double-spaced and will be posted on our class website.

**Author:**

**Title:**

**Publication Information (date, publisher, number of pages):**

CATEGORY	Mastering	Developing	Emerging	
<b>Detail/Extent of Coverage</b>	Discussion of the most important theme using at least 3 major concepts to back up how thesis is supported.	Covers at least several ideas from the book with some context and depth.	Summarizes a theme or idea from the book on a superficial level.	
<b>Thoughtful Reflection</b>	Writing consistently indicates deep and thoughtful reflection about the book as it is related to course concepts/materials.	Writing indicates some deep and thoughtful reflection about the book.	Writing does not indicate deep reflection; summary may be accurate and descriptive without providing any analysis.	
<b>Organization</b>	Structure of the review flows, with a clear outline to highlight the major points raised by the reviewer.	Structure of the paper flows and is easily read, although some transitions may be missing or there is an illogical order. There is a clear -cut introduction and conclusion.	The major points are lost or embedded within the review. There are no transitional phrases and the ideas "jump" around.	
<b>Critique</b>	Thoughts, responses and reactions are well written, conveying the overall success or failure of the author to contribute to a meaningful dialogue on the topic.	Reviewer's thoughts, responses and reactions provide some insight but do not indicate to any great extent how well written or meaningful is the author's point.	Critique consists of a basic opinion based on personal feeling (e.g., "I liked it" or "I enjoyed it") but there is no evaluation of author, theme.	
<b>Author and Sources</b>	Clearly evaluates the credibility of the author and sources cited to highlight gaps in understanding and/or narrowness in perspective.	Sources are examined in a limited manner; analysis of the author's perspective and potential biases is vague and lacking in detail.	Little to no detail is provided on author, publication (year, publisher), and context for writing the book.	
<b>Difficulty/Complexity</b>	Selected book provides intellectually challenging concepts and opportunities for integration across theoretical and interdisciplinary perspectives.	Some errors in grammar, sentence structure, and spelling in the review; at least some challenge in terms of the ideas or text selected beyond popular literature.	Errors in grammar, sentence structure, and spelling throughout the review distract from review. Selected book is geared toward populist audience.	