

Eastern Mennonite University
PAX 540 STAR Level I
Breaking Cycles of Violence: Building Healthy Individuals and Communities
Syllabus—2 SH Credits, Spring 2012
Strategies for Trauma Awareness and Resilience Program
Center for Justice and Peacebuilding

Instructors: Elaine Zook Barge, STAR Director Vernon E. Jantzi, Ph.D.
bargee@emu.edu vernon.jantzi@emu.edu
Tel: 540-432-4694 Tel.: 540-432-4495

Course Meets: January 9-13, 2012 from 8:30 a.m. – 5 p.m in Strite Conference Room,
Campus Center 105 (*ends at noon on Friday, January 13*)

Course Objectives:

- Identify types of trauma and how trauma affects the body, mind, emotions and spirit
- Describe victim and aggressor experiences and their relationship to the cycles of violence initiated by unresolved trauma
- Examine ways to build resilience and accompany people and communities on the healing journey through practices and processes presented in the healing path model, known informally as the “snail model.”

Course Description:

This course presents an integrated training approach to the violence, trauma, and conflict caused by nature, human beings or structures. Unhealed trauma often leads to more violence as victims act out against others or become self-destructive. STAR combines theory with experiential learning to increase awareness of the impact of trauma on the body, brain, emotions, spirit and relationships. The course offers tools for addressing trauma and breaking the cycles of violence. The STAR multidisciplinary framework draws on the fields of neurobiology, restorative justice, trauma healing, conflict transformation, and spirituality for building healthy, resilient individuals and communities. The theoretical and practical focus of the course provides a model to understand and interrupt cycles of violence at the individual, communal and societal levels.

Readings and Other Resources:

- **Required Reading**
 1. STAR manual (handed out at first class session)
 2. Yoder, Carolyn, *The Little Book of Trauma Healing*, Akron PA: Good Books, Inc 2007
(Read the book in its entirety before the first day of class)
 3. Levine, Peter. *Waking the Tiger: Healing Trauma*. Berkeley, CA: North Atlantic Books, 1997. (If you have already read this book, choose another of Levine’s works—see bibliography below)
 4. Schirch, Lisa: *The Little Book of Peacebuilding*
 5. Zehr, Howard: *The Little Book of Restorative Justice*

- **Recommended Reading**

The STAR I Manual includes an extensive list of bibliographic and other resources. Please consult the Manual for further references or consult a slightly edited version of that section below.

Course Requirements and Assignments:

- **Class attendance:** 35 points
- **Daily reading responses:** 10 points
- **Required Reading Critique** 20 points
- **Course reflective paper** 35 points

Total points: 100

1. Attendance—This two-hour credit course requires 4 ½ days of in-class learning. Therefore, class attendance is weighted heavily at 45% of the grade. All participants benefit when all other participants are fully engaged and seeking to upgrade their level of knowledge and skills. Therefore, students are expected to actively participate in all simulations and exercises. This may, on occasion, require overnight preparation.
2. Daily Reading Responses—Participants will be given assigned readings on a daily basis. Since these readings will relate to the material to be covered the next day, each student will be asked to write a one-half to one page response to each reading assignment. The responses will be printed in hard copy and brought to class the following morning.
3. Required Reading Critique—Participants are expected to read the assigned texts and write an integrative critique of the readings in light of the course and their respective professional interests. If a participant has already read the Levine text, *Waking the Tiger*, another of Levine’s books should be selected as a substitute. The critique should include a brief summary of the main points or point of each text as well as an analysis on how the various books relate to each other and/or to the general STAR objective of helping to create healthy and resilient communities and individuals. The integrative critique should be at least 4-5 pages long. **Due on January 18, 2012.**
4. Reflective Paper—Each participant will write a reflective paper to integrate the course material with an area of interest to him/her. This 10-12 page (double-spaced) may include a topic of interest covered in the course or an area of research derived from the course. The paper will use appropriate citations (*see supplemental information below on writing*). Each participant will work with the professor of record to get the topic of the paper approved. **Due on January 31, 2012.**

The Required Reading Critique and the Reflective Paper will each be submitted in both hard copy via campus mail **and** email to Vernon Jantzi, professor of record, at vernon.jantzi@emu.edu. Participants who do not come to campus regularly should make special arrangements with the professor of record regarding the hard copy.

Bibliography of Resources (Edited version of the STAR I Manual reference section)

Books and Articles

General Trauma

Bartsch, Karl and Evelyn Bartsch. Stress and Trauma Healing: A Manual for Caregivers. Contact: Diakonia Council of Churches, Durban, 4008 South Africa.

(This practical, comprehensive manual is filled with exercises and information related to trauma, communities, and self care help. It was written for use with church groups, but can be adapted. Available from the EMU bookstore.) It is also available in Spanish and Indonesian.

Cane, Patricia Mathes, Ph.D. Trauma Healing and Transformation. California: Capacitar Inc., 2000. (This book is full of mind-body exercises suitable for groups of parents and children, teachers and students, persons with formal or informal education---the whole range. It has wonderful photos of real people that illustrate how to do the exercises. Available directly from Capacitar: 23 East Beach St, Suite 206, Watsonville, California 95076 Phone 1-831-722-7703 or on the web at: www.capacitar.org)

Docherty, Jayne Seminare. Learning Lessons from Waco. New York: Syracuse University Press, 2001.

Eckberg, Maryanna. Victims of Cruelty: Somatic Psychotherapy in the Treatment of Posttraumatic Stress Disorder. Berkeley, CA: North Atlantic Books, 2000.

Fawcett, John, ed. Stress and Trauma Handbook: Strategies for Flourishing in Demanding Environments. California: World Vision International, 2003.

Figley, Charles R. and Berthol P.R. Gersons, and Rolf J. Kleber, ed. Beyond Trauma: Cultural and Societal Dynamics. New York and London: Plenum Press, 1995.

Forrest, Margot Silk and Francine Shapiro, Ph.D. EMDR: Eye Movement Desensitization and Reprocessing. New York: Basic Books, 1997.

Gopin, Marc Ph.D. Healing the Heart of Conflict. Rodale, 2004.

Heggen, Carolyn Holderread, Ph.D. Sexual Abuse in Christian Homes and Churches. Scottdale, PA: Herald Press, 1993

Herman, Judith Lewis. Trauma and Recovery: The Aftermath of Violence – from Domestic Abuse to Political Terror. New York: Basic Books, 1992.

(This book is packed with information and is a classic in the field.)

Hudson, Jill M. Congregational Trauma: Caring, Coping and Learning. Alban Institute, 1998. (A practical book and easy to read designed for Christian clergy but with principles that apply to any group.)

Khamis, Vivian. Political Violence and the Palestinian Family. New York: The Haworth Maltreatment and Trauma Press, 2000.

Levine, Peter. Waking the Tiger: Healing Trauma. Berkeley, CA: North Atlantic Books, 1997. (Practical, down-to-earth, easy to read, Levine's book emphasizes the physical dimensions of trauma and how to use this information to aid in trauma transformation.)

Levine, Peter A. and Gabor Mate. In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness, Berkeley, CA: North Atlantic Books, 2010.

Siegel, Daniel J. and Marion F. Solomon, ed. Healing Trauma: Attachment, Mind, Body, and Brain. New York: W.V. Norton & Company, 2003.

Van der Kolk, Bessel, Alexander McFarlane and Lars Weisaeth, ed. Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body and Society. New York: The Guilford Press, 1996.

Yoder, Carolyn. The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened. Intercourse, PA: Good Books, 2005.

Zimbardo, Philip. The Lucifer Effect: Understanding How Good People Turn Evil. Random House, 2007 (Builds on his famous "Stanford Experiment" as well as his work with the Abu Greb atrocities.)

Boss, Pauline. Ambiguous Loss: Learning to Live with Unresolved Grief. Cambridge, MA, 1999.

Grief

Secondary Trauma/Compassion Fatigue

Figley, Charles, ed. Compassion Fatigue: Coping With Secondary Traumatic Stress Disorder in Those Who Treat the Traumatized. Brunner-Routledge, 1995. (Part of the Brunner/Mazel Psychosocial Stress Series.)

Stamm, B. Hudnall, ed. Secondary Traumatic Stress: Self-Care Issues for Clinicians, Researchers & Educators. Sidran Press, 1999.

Transcending trauma: inspiring accounts of individuals and communities who chose to journey toward transformation in the face of personal and national trauma and tragedy

Arnold, Johann Christoph. Be Not Afraid: Overcoming the Fear of Death. New York: Orbis Books, 2002.

Arnold, Johann Christoph. Why Forgive? Farmington, PA: The Plough Publishing House of the Bruderhof Foundation, 2000.

Levine, Peter A. Healing Trauma: A Pioneering Program for Restoring the Wisdom of Your Body, Boulder, CO: Sounds True, Inc., 2005

Loss, Pauline. Trauma, and Resilience: Therapeutic Work with Ambiguous Loss, New York: W.W. Norton & Company, Inc., 2006

Chacour, Elias. Blood Brothers. Chosen Books Publishing Co., 1987.

(The story of a courageous Palestinian priest who rejects both violence and acquiescence, choosing instead “a third way.”)

Frankl, Viktor. Man’s Search for Meaning. Washington Square Press, 1998.

Henderson, Michael. The Forgiveness Factor: Stories of Hope and a World of Conflict. Salem, OR: Grosvenor Books, 1996.

(Henderson relates stories of persons of various faiths, many in policy level governmental positions, from around the world. Shows the impact of forgiving/reconciliation on communities and societies.)

Minow, Martha. Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence. Boston, Mass: Beacon Press, 1998.

Norberg, Tilda. Ashes Transformed. Nashville, TN: Upper Room Books, 2002.

Tutu, Desmond. No Future Without Forgiveness. Double Day, 2000.

Weingarten, Kaethe. Common Shock: Witnessing Violence Everyday. Penguin Books, 2003.

Zehr, Howard. Transcending: Reflections of Crime Victims. Intercourse, PA: Good Books, 2001.

Children and trauma

Cane, Patricia Mathes Cane, Ph.D. and Mary Duennes. Capacitar For Kids: A Multicultural Wellness Program for Children, Schools and Families. Santa Cruz, CA: Capacitar International, Inc, 2005.

Hartzell, Mary M.Ed., and Daniel J. Siegel, M.D. Parenting from the Inside Out. New York: Penguin, 2003.

Levine, Peter A. and Kline, Maggie.. Trauma Through a Child's Eyes: Awakening the Ordinary Miracle of Healing. North Atlantic Books, 2007

Levine, Peter A. and Kline, Maggie. Trauma-Proofing Your Kids: A Parents' Guide for Instilling Confidence, Joy and Resilience, Berkeley, CA: North Atlantic Books, 2008.

MacNair, Rachael M. Gaining Mind of Peace: Why Violence Happens and How to Stop It. USA, 2003.

Naparstek, Belleruth. Invisible Heroes: Survivors of Trauma and How They Heal. New York: Bantam Dell, 2004.

Restorative Justice

MacRae, Allan and Howard Zehr. The Little Book of Family Group Conferences: New Zealand Style. Intercourse, PA: Good Books, 2004.

Zehr, Howard, Changing Lenses: A New Focus for Crime and Justice. Herald Press, 1990.

Zehr, Howard, The Little Book of Restorative Justice. Intercourse, PA: Good Books, 2002.

Ackerman, Peter and Jack Duvall. A Force More Powerful. New York: St. Martin's Press, 2000.

Peacebuilding

Anderson, Mary B. and Lara Olson. Confronting War: Critical Lessons for Peace Practitioners. Cambridge, MA: Collaborative for Development Action, Inc., 2003.

Docherty, Jane Seminare. The Little Book of Strategic Negotiation: Negotiating During Turbulent Times. Intercourse, PA: Good Books, 2005.

Easwaran, Eknath. Nonviolent Soldier of Islam. Nilgiri, 1984.

Fleischman, Paul R. M.D. The Buddha Taught Nonviolence, Not Pacifism. Seattle, WA: Pariyatti Press, 2002.

Gilligan, James. Violence: Reflections on a National Epidemic. New York: Random House, 1996.

Herr, Robert and Judy Zimmerman Herr. Transforming Violence: Linking Local and Global Peacemaking. Scottsdale, PA: Herald Press, 1998.

Lederach, John Paul. Building Peace: Sustainable Reconciliation in Divided Societies. Washington, DC: United States Institute of Peace, 1997.

Lederach, John Paul. The Journey Toward Reconciliation. Scottsdale, PA: Herald Press, 1999.

Lederach, John Paul. The Little Book of Conflict Transformation. Intercourse, PA: Good Books, 2003.

MacRae, Allan and Howard Zehr. The Little Book of Family Group Conferences—New Zealand Style: A Hopeful Approach when Youth Cause Harm. Intercourse, PA: Good Books, 2004.

- Marshall, Chris. The Little Book of Biblical Justice: A fresh approach to the Bible's teachings on justice. Intercourse, PA: Good Books, 2005.
- Max-Neef, Manfred A. with Antonio Elizalde, Martin Hopenhayn. Human scale development: conception, application and further reflections. New York: Apex, 1991
- McCarty, Colman. I'd Rather Teach Peace. New York: Orbis Books, 2002.
- Potorti, David. September 11th Families for Peaceful Tomorrows. Canada: RDV Books, 2003.
- Pranis, Kay. The Little Book of Circle Processes: A New/Old Approach to Peacemaking. Intercourse, PA: Good Books, 2005.
- Sampson, C., Abu-Nimer, M., Liebler, C., and Whitney, D. Eds. Positive approaches to peacebuilding: A resource for innovators. Washington, DC: Pact Publications, 2003.
- Schirch, Lisa. The Little Book of Strategic Peacebuilding. Intercourse, PA: Good Books, 2004.
- Sider, Ronald. Exploring the Limits of Non-Violence. Spire, 1988.
- Slattery, Laura, Ken Butigan, Veronica Pelicaric, and Ken Preston-Pile. Engage: Exploring Nonviolent Living. Oakland, CA: Pace e Bene Press, 2005.
- Strassen, Glen, ed. Just Peacemaking: Ten Practices for Abolishing War. Cleveland, OH: The Pilgrim Press, 1998.
- Stutzman Amstutz, Lorraine and Judy H. Mullet. The Little Book of Restorative Discipline for Schools. Intercourse, PA: Good Books, 2005.
- Varshney, Ashutosh. Ethnic Conflict and Civic Life: Hindus and Muslims in India. New Haven, CT: Yale University Press, 2001.
- Wink, Walter. Jesus and Nonviolence: A Third Way. Augsburg Fortress Publishers, 2003.
- Yoder, John Howard. Nevertheless: The Varieties and Shortcomings of Religious Pacifism. Scottsdale, PA: Herald Press, 1992.
- Zehr, Howard. The Little Book of Contemplative Photography: Seeing with Wonder, Respect and Humility. Intercourse, PA: Good Books, 2005.
- Zehr, Howard. The Little Book of Restorative Justice. Intercourse, PA: Good Books, 2002.

Videos

A Force More Powerful.

In addition to English, this series is available in Farsi, Arabic, Spanish, French, and Mandarin. This video set is expensive. If you can't find it at a library or video store, and you would use it extensively for educational purposes, contact them. You may be able to get it for you for a better rate.

www.aforcemorepowerful.org

Bringing Down a Dictator

Bringing Down A Dictator documents the spectacular defeat of Slobodan Milosevic in October, 2000, not by force of arms, as many had predicted, but by an ingenious nonviolent strategy of honest elections and massive civil disobedience.

www.aforcemorepowerful.org

For the Love of Tomorrow.

To order, Contact Chris Hartnell
604-575-1264. Cost is \$25.00 plus shipping.

Journey toward Forgiveness.

Video features stories of anger and forgiveness in the face of death. Stories include family survivors of violent or wrongful death; near-death from racial injustice; terminal illness, and reconciliation for crimes against ancestors. DVD and VHS.

<http://store.mennomedia.org>

Restorative Justice: Rooted in Respect.

Explores how restorative justice works to build community, restore relationships and speak to harm. Also examines how perspectives and understanding have changed in addressing both victims and perpetrators of crime and violence. Available in DVD.

www.mcc.org/store or 888-563-4676

The Power of Forgiveness

New and powerful documentary featuring stories on the Amish, Ground Zero, Thich Nhat Hanh, Elie Wiesel and other, with reflections from Thomas Moore, James Forbes and Marianne Williamson. Available in DVD only.

www.journeyfilms.com

Websites

Several sites offer excellent resources on topics covered in STAR.

A

www.aforcemorepowerful.org

Resources and education on non-violent direct action.

www.afmpgame.com

"Can a computer game teach how to fight real-world adversaries? Dictators, military occupiers and corrupt rulers, using methods that have succeeded in actual conflicts? Not with laser rays or AK47s, but with non-military strategies and nonviolent weapons? Such a game, A Force More Powerful (AFMP), is now available. A unique collaboration of experts on nonviolent conflict working with veteran game designers has developed a simulation game that teaches the strategy of nonviolent conflict. A dozen scenarios, inspired by recent history, include conflicts against dictators, occupiers, colonizers and corrupt regimes, as well as struggles to secure the political and human rights of ethnic and racial minorities and women.

A Force More Powerful is the first and only game to teach the waging of conflict using nonviolent methods. Destined for use by activists and leaders of nonviolent resistance and opposition movements, the game will also educate the media and general public on the potential of nonviolent action and serve as a simulation tool for academic studies of nonviolent resistance. Taken from <http://www.afmpgame.com/>

<http://www.appreciative-inquiry.org/>

www.atss-hq.com

Association of Traumatic Stress Specialists: source of ATSS handouts in STAR I manual.

B

www.brc21.org/resources/res_cmnt.html Boston Research Center's articles on "Perspectives on Terrorism and Nonviolence."

C

www.capacitar.org

Capacitar means "to empower." Capacitar uses a hands-on popular education approach to teach simple wellness practices leading to healing, wholeness and peace for individuals and the world.

www.childswork.com

E

www.emu.edu/ctp/bse-intro.html

"Beyond September 11." The website of Eastern Mennonite University's Conflict Transformation Program. Contains articles and links to articles useful resources about responses to and development of "just peace" in today's climate.

F

www.free-mandala.com

Mandala designs available here.

H

www.healingofmemories.co.za

Website of Fr. Michael Lapsley, the priest from New Zealand who lost both hands when a bomb was mailed to him in South Africa.

I

www.icisf.org

The official site of the International Critical Incident Stress Foundation. Contains information on training sites and dates for CISM trainings plus helpful articles.

www.istss.org

International Society Traumatic Stress Society produces a journal and promotes academic research of trauma related topics.

J

www.jewishpeacefellowship.org

Thought provoking articles and a newsletter are offered on this site.

K

www.killology.com

Killology Research Group, the website of Lt. Col Dave Grossman studies the reactions of healthy people in killing circumstances (such as police and military in combat) and the factors that enable and restrain killing in these situations.

M

www.mhwwb.org

Contains excellent free manuals including Coping with Disasters: A Guidebook to Psychosocial Intervention and A Guide for Humanitarian, Health Care, and Human Rights Workers: Caring for Others, Caring for Yourself.

www.mpfweb.org

The website of the Muslim Peace Fellowship. Contains thought provoking articles and relates teachings from the Koran to current issues.

N

www.newsongsforpeace.org

UNESCO- endorsed project intended to encourage people to write new songs that work toward peace in the world. The songs will be collected and published.

O

On Earth Peace. "Peace Witness Action Group." Bsaylor_oepe@brethren.org. A list to alert you of nonviolent action occurring throughout the US and beyond.

P

www.Play2Grow.com

Contains a free downloadable booklet, Will They Fly a Plane Into Our House?, plus information for adults working with children and an information/art therapy section for children.

www.publicconversations.org (Public Conversations Project (PCP))

The PCP provides workshops on leading dialogues on difficult topics.

S

www.shoesofpeace.org

A Christian website that challenges youth and adults to be lifelong peacemakers through a letter sharing forum that posts letters submitted by other committed peacemakers. This grew out of the book *Shoes of Peace* which was made up of letters from 36 committed peacemakers, many of whom have stepped over the lines of authority, facing life-threatening danger.

www.sojo.net

Sojourners community and magazine website. Contains study guides/resources on non-violent action, urban violence, justice, and peacebuilding from a challenging Christian perspective.

www.studycircles.com

Contains free materials on facilitating dialogues on controversial issues. Has guidelines for facilitators plus excellent materials and a process for studying difficult topics.

T

www.traumahealing.com

Peter Levine's site (author of Waking the Tiger)

www.trauma-pages.com

(David Baldwin's Trauma Pages. Rich with research articles and general information on trauma.)

Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 12/11

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

Grading Scale & Feedback:

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.

A GPA of 3.0 is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

Academic Support Center & Disability Support Services:

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

Class Attendance:

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades: (STAR coursework due in January!)

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Writing Standards –Graduate Level (Grid Version)

Criteria	A excellent	B minimal expectations	C below expectations	Comments
Content (quality of the information/ideas and sources/details used to support them)	<ul style="list-style-type: none"> - shows clarity of purpose - shows depth of content - applies insight and represents original thinking -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources 	<ul style="list-style-type: none"> - shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources 	
Structure (logical order or sequence of the writing)	<ul style="list-style-type: none"> - is coherent and logically developed - uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed - uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed - uses some awkward transitions 	
Style (appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)	<ul style="list-style-type: none"> - is concise, eloquent, and rhetorically effective - composes varied sentence structure 	<ul style="list-style-type: none"> - displays concern for careful expression - composes some varied sentence structure 	<ul style="list-style-type: none"> - displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés 	
Conventions (adherence to grammar rules: usage, mechanics)	<ul style="list-style-type: none"> - composes well-constructed sentences -makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually has well-constructed sentences - makes several errors - makes word choices that distract the reader 	
Source Integrity (appropriate acknowledgment of sources used in research)	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style 	
The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

Approved by University Faculty

April 28, 2004

Revised by the Writing Committee

April 2008

Updated March 2009