

Psychology 12

Chapter 16 Assignment: APA Paper

1. **Question**

Come up with a question about abnormal psychology that you can research and critically analyze.

2. **Format**

a. Your paper must be written in APA format. Visit Purdue Owl Online Writing Lab to find details about what this looks like:

<http://owl.english.purdue.edu/owl/resource/560/01/>

b. 500 words minimum, 1000 absolute maximum.

c. 12 pt, Times New Roman, DOUBLE SPACED

d. Include an APA title page

e. Separate works cited page.

3. **Sources**

Use your textbook and Wikipedia as jumping off points, and then use a minimum of 3 other sources. Use the checklist on the Evaluating Psychological Perspectives handout from Chapter 1. Can be found at psychology12.weebly.com too.

4. **Due Date**

Friday, January 11, 2013

You will not be given class time, but I am more than happy to look at introductions et

5. **Assessment**

Your rubric is on the reverse side

Name:

Date:

Block:

Assignment

Assessment

	Beginning			Developing			Accomplished			Exemplary		
Explanation of Issues	Issue/problem to be considered critically is stated without clarification or description.			Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.			Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.			Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.		
Evidence Selecting and using information to investigate a point of view	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.			Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.			Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.			Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.		
Influence of Context and Assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.			Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).			Identifies own and others' assumptions and several relevant contexts when presenting a position.			Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.		
Student's Position	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.			Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.			Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).			Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).		
Conclusion and Related Outcomes	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.			Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.			Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.			Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.		
	0	25	45	55	61	67	71	76	81	86	91	100