



ST. JEROME'S UNIVERSITY

Department of Sexuality, Marriage, & Family Studies

SMF 307: Conflict, Crisis, and Dissolution in Close Relationships

Winter 2019

Mondays & Wednesdays 1-2:20 p.m.

SJ2 2003

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Office Hours: Tuesdays 11:30 to 12:30, Wednesdays 2:30 to 3:30 and by appointment

Email: denise.whitehead@uwaterloo.ca (best way to contact me)

WELCOME to SMF 307!! I am delighted that you are taking this class. I am generally available immediately after class to answer any quick questions you may have. Office hours are on a first come, first served basis. You are also welcome to make an appointment to arrange a mutually convenient time to meet with me if you need more time and are unable to see me during my office hours.

Email is generally answered the same day – Monday to Friday during business hours – and at other times when I am able. If you haven't heard from me within 24 hours during the business week, please resend your email in case I didn't receive it or it got lost among the long list of emails I receive.

Please contact me/come to see me if you are having medical/psychological issues that are compromising your ability to complete the course successfully. Generally, tackling these issues earlier, rather than later in the course, allows for more options.

Mental Health Services

On Campus

- Counseling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counseling Services
- Health Services Emergency service: located across the creek from the Student Life Centre and across the street from St. Jerome's University.

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students.

Phone: 1-866-925-5454

- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880

- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information

Calendar Course Description

Families and close relationships are among the most important and valued human experiences, but they can also be the source of much conflict and pain. This course will examine the dark side of close relationships, with a focus on topics such as conflict and conflict resolution, family violence, poverty, separation and divorce, illness, and death and bereavement.

Prereq: One of SMF 101/206, PSYCH 220R, 253/253R; Level at least 2A

Course Overview

This course will explore the nature of conflict in close relationships (e.g., couples/intimate partners, parent-child, siblings, co-workers, friends, etc.). We will learn to better understand what generates our own reactions, as well as the reactions of others, to conflict.

Classes will be comprised of lecture, class discussions, class activities, and group work in order to engage with various psychological, sociological and anthropological theories of conflict, crisis, and dissolution in close relationships. We will engage in thinking critically about academic literature, but we will also engage in thinking critically about our own lives, as well.

A key component of this course will be the “Writer’s Workshop” series. One of the key goals in this course is to improve student research, information literacy, and writing in the social sciences. See more below.

Required Readings

NOTE: This syllabus presents a preliminary list of the readings. I may add readings as we progress through the course and want to explore new themes and territory.

The Dance of Anger by Harriet Lerner (There is a new March 2014 edition that encompasses a new foreword by the author, but an older copy can also be used).

There should be many used copies around and available through bookstores like Chapters/Indigo or Amazon. Also, seriously consider an EBook version through KOBO or Amazon Kindle (\$11.99).

All other readings are available either electronically on LEARN, through SJU Library/Course Reserves, or through a search of the UW library system.

NOTE: Wilmot, W., & Hocker, J. (2011). *Interpersonal Conflict* (8th Edition) is NOT assigned reading due to its high cost, but will be used to frame lectures. Copies of the text are available at SJU Library Reserves Desk if you wish to engage directly with this book.

Course Goals and Learning Outcomes

After the completion of the course, successful students will be able to:

1. Articulate and explain various theories of conflict
2. Describe and analyze relationship theories and their relevance to understanding conflict
3. Articulate the dynamics associated with conflict in the context of various close relationships
4. Be able to discuss your own conflict resolution strategies with reference to course material
5. Be able to discuss various strategies for resolving conflict and their strengths and weaknesses
6. Hone your research, information literacy, and academic writing skills
7. Develop and employ critical thinking skills
8. Develop and implement effective skills for discussion and active listening in the classroom setting

Course Assignments & Evaluation

Participation	10%	Each Class
Paper Proposal & Outline	10%	Sunday March 17 th by 10pm
Learning Journals (4 x10)	40%	Per dates outlined below
Learning Journal Summative	15%	Tuesday March 26 th by 10 pm
Research paper	25%	Friday April 12 th by 10 pm

Participation (10%)

This course involves a high degree of engagement in the classroom. A successful course of this nature requires active participation of ALL students. This course presupposes a strong interest and a willingness to engage in, and with, the material. The **ideal “active participant”** is a student who contributes to the discussion during every class period, or tries to contribute by raising their hand often when questions are asked. This student shares interesting and/or thought provoking ideas that are relevant to the topic and to the readings.

Consistent with the course goals, class participation will be demonstrated by discussion and active engagement with the activities. Your class participation may not be passive; there must be reciprocity in the classroom where you both listen and share/contribute (*most students who don't do well on their participation grade have often not contributed much to the discussions*). Therefore, each student must contribute to all discussions, including full class and small group, and fully participate in all activities and assignments. Enthusiasm and engagement is also demonstrated through non-verbal behaviour (e.g., posture, eye contact, lack of distraction)

Your participation grade will be assessed by the instructor based on her perceptions about your preparedness of having done the readings, attention, quality of your contributions, sensitivity and compassion in listening to others, and your attitude and level of engagement in the course. Inattention and/or non-course related computer and phone use during class would significantly lower your participation grade. **See Appendix A for a Participation Grade Rubric.**

WRITING ASSIGNMENTS

Kindly note: In this course ALL written work is graded with the expectations associated with a senior 300-level course.

Learning Journals Assignment (40%) & Learning Journal Summative (15%)

Total: 55% of final grade

*****See separate document discussing these assignments and the requirements.*****

Available on LEARN

Research Paper Proposal & Outline (10%)

(see Appendix B for Grading Criteria with attention to the required elements outlined below)

Due Sunday March 17th, by 10 p.m. in DropBox

BRING a Hard Copy to Class (Monday March 18th) with only the LAST FOUR DIGITS OF your student number on the title page for the Peer Review process – NO NAMES! – this is a blind peer review process

Where to start? Conflict typically plays out between key dyadic relationships: intimate partners, friends, parent-child, siblings, parent-parent, workplace colleagues, roommates, etc. Please start by your research process by selecting a dyad/relationship dynamic for the focus of your paper.

Next, identify the nature of the conflict that you anticipate as the focus (e.g., siblings and conflict over perceived parental favouritism, parental conflict after divorce, parent(s) and adolescent conflict, work colleagues over perceived equity of workload, siblings and elder care or death of parent, etc.). Perhaps there is a conflict situation in your own life from which you would like to draw as a topic for your research and paper.

Students are required to submit a research paper proposal & outline on the due date above detailing the work they intend to do for their final papers. These proposals should be polished, well written, analytical, and 3-4 pages long, double-spaced (plus title page and references page).

The proposal/outline must contain the following elements:

- Title page with Working Title of paper – NO name, only include the last four digits of your student number
- Concise statement of interest that outlines the focus of the paper
- The research question (in one sentence)
- A working “thesis” – this will likely change/be finessed as the paper progresses but based on the research to date present your current working thesis.
- Outline THREE key arguments and the supporting evidence with research citations that you are developing
 - Each key argument should have two or three sub-points with supporting evidence from your research that ultimately support the key arguments (this will be discussed in class)

- Your research proposal and outline must draw on **FOUR** academic sources that you have sourced through the library
- You may include course materials/readings, but these are to be used **sparingly** (your four academic sources will serve as the core of your proposal and outline) (note: for the final paper you will be sourcing an additional four sources for a total of 8 sources so keep the other items as you find them!)
- Finally, the proposal should end with 2 or 3 additional questions the student would like to pursue in further detail as their paper develops (this may include references to additional articles that the student has located but has not yet read/included in the proposal and outline.
- All in text citations must be APA compliant
- The proposal/outline must also have an APA compliant REFERENCES list at the end.

Please Note: **Academic sources** are peer reviewed journal articles and books written by academics.

Gray literature may also be used provided it is written by a reputable source and is highly pertinent to the topic (e.g., Statistics Canada data or papers, “think tank” articles, government white papers, etc.). If you are unsure about the quality of the item that you are thinking about using please email a link/copy and we can discuss its quality and relevance.

Non-academic sources including, but not limited to: Newspaper articles, Psychology Today, blogs, Wiki-whatever, TedTalks, YouTube videos, magazine articles etc. do **NOT** count as academic sources and should generally be avoided, or used sparingly (perhaps as way to give context to your topic).

Sources and references for research papers in this course must only include quality academic sources. If you are unsure about the relevance of your source(s) ask me, or a librarian, about its appropriateness.

Writer's Workshops

Consistent with one of the primary goals of this course (developing and honing researching skills, information literacy, and writing skills) students will take part in a semester long series of Writer's Workshops as well as weekly writing assignments, and concluding with a research paper. There will be a variety of in-class discussions and exercises to improve students' research skills, information literacy and writing. The goal is to encourage students to think critically about *what* they're writing about, how they are *sourcing* the information, and *how* they're writing about it. See Class Schedule below for additional details. Students are expected to engage conscientiously with the learning opportunities to enhance these skills.

FINAL RESEARCH PAPER (25%)
Due: Friday April 12th, 2019 by 10 p.m. in Dropbox
(See Appendix B for Grading Criteria)

Guidelines:

- 8 pages +/- a half page (plus separate Title and References page)
- Times New Roman, 12 pt. font, 2.5 cm margins (1 inch), Double spaced
- Pages numbered (note: Title page is page ZERO and this should **not appear** on the title page. Your first page of writing is #1 and this should appear in either the top right or bottom right corner. Locate settings in Word to accomplish this).
- A running header is welcomed but NOT required.
- Do NOT label your first paragraph with the word "Introduction" – it is implied pursuant to APA guidelines.
- You may use sub-headings to structure your writing and guide the reader (also a very effective approach to help organize your writing).

Reference materials: Your final research paper **must include 8 peer reviewed journal articles or other quality sources such as academic books that serve as the core of your paper's evidence.** You are also welcome to use all course materials (sparingly) in writing your paper, but this is in ADDITION to your own research. My assessment of your research will include how well you have incorporated and utilized the research (not just superficially), relevance of the research to your paper topic/argument development, and that you integrate the research across your writing, not merely providing article summaries in your paper.

CLASS SCHEDULE***WW = Writer's Workshop**

This is a tentative schedule. Lecture pace may be altered at times to accommodate material.
 New readings may be added.

Date	Topics covered	Readings	Important Notes
Week 1 Mon January 7	Introduction to the Course	Course Syllabus (posted in LEARN) Learning Journal Assignments Instructions (posted in LEARN)	WW (Writer's Workshops): Intro to Basic APA WW: Paraphrasing & Quoting
Wed January 9	Introduction to Conflict	Wilmot & Hocker (2011). Chapter 1: The nature of conflict (see LEARN and Course Reserves for copy of this chapter) Lerner: Dance of Anger: Chapters 1 & 2	LJ #1 DUE based on WK 1 Readings Dropbox Sunday January 13 th by 10pm

<p>Week 2 Mon January 14</p> <p>Perspectives on Conflict</p> <p>Wed January 16</p> <p>Interests and Goals in Conflict</p>	<p>Ricco, R.B. & Sierra, A. (2017). Argument beliefs mediate relations between attachment style and conflict tactics. <i>Journal of Counseling & Development</i>, 95, 156-167.</p> <p>Dance of Anger: Chapters 3 & 4</p> <p>Whiteman, S.D., McHale, S.M., & Soli, A. (2011). Theoretical perspectives on sibling relationships. <i>Journal of Family Theory & Review</i>, 3, 124-139.</p> <p>Heitler, S.M. (1993). From conflict to distress (chapter 4). In, From conflict to resolution: Skills and strategies for individual, couple, and family therapy (pp.57-71).</p>	<p>WW: What is a thesis?</p> <p>LJ #2 DUE based on WK 2</p> <p>Readings/Activity DropBox Sunday January 20th by 10pm</p>	
<p>Week 3 Mon January 21</p> <p>Power: The Structure of Conflict</p> <p>Wed January 23</p> <p>Class Activity: Family of Origin</p>	<p>Dance of Anger: Chapters 5 & 6</p> <p>Miller (2015): Chapter 11 – Conflict (see LEARN)</p> <p>Heitler (1993). Negotiation patterns and family structures. (pp. 140-160).</p> <p>Construct a multi-generational genogram</p>	<p>LJ#3 DUE based on WK 3 Readings DropBox Sunday January 27th by 10 pm</p> <p>Bring ruler and pencil crayons/fine markers to Wednesday's class.</p>	
<p>Week 4 Mon January 28</p> <p>Conflict Styles</p>	<p>Class Activity: Assess your Conflict Style</p> <p>Dance of Anger: Chapters 7 & 8</p> <p>Agllias, K. (2015). Difference, choice, and punishment: Parental beliefs and understandings about adult child estrangement. <i>Australian Social Work</i>, 68(1), 115-129. (Please locate via UW library)</p>	<p>WW: Developing an Outline: what are the arguments?</p> <p>LJ #4 DUE based on WK 4 Readings DropBox Sunday February 3rd by 10 pm</p>	

Wed January 30	Writer's Workshop	Starting the Research Process <ul style="list-style-type: none"> • Developing a topic • Library search process • What is an "academic source" • Learning from reading – Annotations 	
Week 5 Mon February 4 Wed February 6	Emotions in Conflict & Analyzing Your Conflicts High Conflict Personalities	Leary, M.R., & Springer, C. A. (2001). Hurt feelings: The neglected emotion. In R.M. Kowalski (Ed.), <i>Behaving badly: Aversive behaviors in interpersonal relationships</i> (151-175). Washington: American Psychological Association. Baier, A. How to lose friends. In G. Foster (Ed.) <i>Desire, Love, & Identity</i> (pp. 345-354). Don Mills: Oxford University Press. (see LEARN) What is a BIFF? Read before class one page summary on the "BIFF" (see LEARN) Class Activity: How to write a "BIFF"	WW: Annotations LJ #5 DUE based on WK 5 Readings DropBox Sunday February 10 th by 10 pm
Week 6 Mon February 11 Wed February 13	Forgiveness and Reconciliation	Lerner: Chapter 9 and the Epilogue Marshall, J. (2014): The politics of apology and forgiveness. <i>Pastoral Psychology</i> , 63, 489-501. (UW library) View and discuss: The Elmira Case (Restorative Justice)	LJ #6 DUE based on WK 6 Readings and Film DropBox Sunday February 24 th by 10 pm (note you have 2 weeks to complete this due to Reading week)
FEBRUARY 18-22	READING WEEK	NO CLASSES DURING READING WEEK Emails will not be answered from 17th to 24th	

<p>Week 7 Mon February 25</p> <p>Wed February 27</p>	<p>Interpersonal Negotiation</p> <p>Class Activity</p>	<p>Wood Brooks, A. (2015, December). Emotion and the Art of Negotiation: How to Use Your Feelings to Your Advantage. From Harvard Business Review, pp. 57-64. (Copy available on LEARN)</p> <p>Gottman, J. & Gottman, J. (2017). The natural principles of love. <i>Journal of Family Theory & Review</i>, 9, 7-26. (UW library)</p> <p>Let's put your negotiation skills into action!</p>	<p>LJ #7 DUE based on WK 7 Readings/Activity DropBox Sunday March 3rd by 10 pm</p>
<p>Week 8 Mon March 4</p> <p>Wed March 6</p>	<p>Third-party Interventions</p> <p>Putting your conflict knowledge to work</p>	<p>Morris, M. & Halford, W.K. (2014). Family mediation: A guide for family therapists. <i>Australian and New Zealand Journal of Family Therapy</i>, 35, 479-492. Locate via UW library.</p> <p>Class Activity: Give your best advice about conflict in close relationships</p>	<p>LJ #8 DUE based on WK 8 Readings/Activity DropBox Sunday March 10th by 10 pm</p>
<p>Week 9 Mon March 11</p> <p>Wed March 13</p>	<p>No Classes this week</p>	<p>Work on Research Paper Proposal & Outline</p>	<p>Paper Proposal & Outline Due Sunday March 17th by 10 pm in DropBox</p>
<p>Week 10 Mon March 18</p> <p>Wed March 20</p>	<p>The Peer Review Process (Mandatory class!!)</p> <p>NO CLASS today (Wed)</p>	<p>Please bring a hard copy of your research paper proposal & outline with attached annotations to class with the only identifier being the LAST 4 DIGITS of your student number (NO names please!)</p> <p>Research Paper Proposals & Outlines being marked</p>	<p>Write your LJ Summative this week Learning Journal Summative Due Tuesday March 26th by 10 pm in DropBox</p>

Week 11 Mon March 25	NO CLASS today	Research Paper Proposals & Outlines being marked	Learning Journal Summative Due Tuesday March 26th by 10 pm in DropBox <i>WW: Next steps to finishing your papers; Finessing your writing</i>
Wed March 27	Return and Review Outlines and Writer's Workshop (Mandatory class)	Research Paper Proposals & Outlines with feedback returned	
Week 12 April 1	NO CLASSES THIS WEEK Research & Writing Time!	You have worked hard this semester to keep up with the demands of this class. This final break is to assist you with balancing the demands of your other classes and gives you some time to focus on your paper.	<i>Consider visiting me during office hours if you want assistance with your paper</i>
Wed April 3 (last class)			
Research Paper		Good research, thesis development, analysis, and writing take a lot of time and effort. Plan your work so that you are able to give this paper your best.	Research Paper Due Friday April 12th by 10 pm in DropBox

Participation Expectations

There will be many opportunities for discussion in this course. There are several points that are non-negotiable:

Respect

Given the sensitive nature of this course, and the intimate nature of topics surrounding conflict, crisis, dissolution, and relationships, it is imperative that every member of the class treats each other with respect. This includes not speaking when others are speaking, being attentive, using inclusive language, and respecting each other's life experiences. Because the course will likely involve sharing personal experience with intimate topics, **no recording devices (cameras, videos, audio recorders) are to be used without permission from the instructor.** This means no photos, video, or audio should be taken during class time.

Attendance

Attendance will be taken each class. Due to the extent of information conveyed during class and its highly interactive nature, it is necessary to **attend every class.** If you must miss a class, please let me know via email before the start of class and be prepared that Medical Documentation may be required. **At the instructor's discretion, unexcused absences will be penalized at the rate of 2% per absence to be deducted from the student's final course grade.**

Late Work

1. Assignments are due on the dates and times indicated in the course outline. 10% will be immediately deducted if a student misses the due date and time. An additional 10% will be deducted each day (including weekends) until the assignment is submitted. Any late assignments will only receive a grade and no feedback. After 3 days late an assignment will **no longer be accepted** and will be given a grade of Zero.

2. Exceptions will only be made under unforeseeable and extraordinary circumstances. Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source (e.g. Verification of Illness Form, doctor's certificate, which must suggest both the unforeseeable nature of the circumstances and the severity), copy of obituary, police report, etc. Students must contact the instructor within 24 hours of the due date to make alternative arrangements including the provision of documentation. If no contact is made, a mark of "zero" will be given on the assignment.

3. Elective arrangements (such as travel plans) are not considered acceptable grounds for late work, granting an extension, requesting alternative examination times, or excusing poor performance.

Important information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to occur, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Appendix A: Participation Grading Criteria

10 – Excellent attention, high degree of classroom engagement, high degree of critical and insightful contributions, frequent contributions in (most) every class, and clear indication that course readings completed before each class.

9 – Excellent attention, high degree of classroom engagement, some critical, insightful contributions, frequent contributions, but not always every class, clear indication that course readings completed before each class.

8 – Excellent/Very good attention, very good degree of classroom engagement, frequent contributions often anecdotal with some effort to be critical, clear indication that course readings completed before each class.

7 – Very good attention, very good degree of classroom engagement, and occasional contributions, but more anecdotal, clear indication that most course readings completed before each class.

6 – Good attention, moderate to good classroom engagement, possibly some media use, and occasional contributions, clear indication that most course readings completed before each class.

5 – Good attention (possibly related to sporadic attendance), moderate classroom engagement (possibly related to media use), but virtually no contributions, moderate indication that course readings completed before each class.

4 – Some attention/attendance, and/or high media use, occasional contributions, moderate indication that course readings completed before each class.

3 – Poor attention/attendance, and/or high media use, sporadic contributions, very little indication that course readings completed before each class.

2 – Poor attention/attendance, and/or high media use, little to no contributions, very little indication that course readings completed before each class.

1 – Little to no attention/low attendance, and/or high media use, little to no contributions, little to no indication that course readings completed before each class.

0 – No or minimal attendance – therefore not available for participation, little to no indication that course readings completed before each class.

Appendix B: Research Paper Grading Criteria

Writing expectations are in accordance with a senior 300-level course

A+ (90 to 100)

One could scarcely expect better from a student at this level (and clearly extends beyond superior/above average work below).

A (80 to 89): *Superior work, which is clearly above average*

- Challenging and specific thesis that is clearly developed
- Academic research/references selected are highly appropriate to topic
- Appropriate documentation, research evidence – high degree of integration of research
- Use of research shows depth of knowledge, nuance of understanding
- Quotations are appropriately used, well integrated into the text, with proper documentation
- Sophisticated writing style - Correct and interesting sentence structure, paragraph development, excellent spelling and grammar
- Evidence of originality or independence of thought
- Provision of strong critical analysis
- Complexity, and subtlety in approach to subject – highly engaging introduction and conclusion
- Well-organized with a logical development of the argument/thesis
- Highly accurate compliance with APA (both in-text citations and in references list)

B (70 to 79): *Good work, meeting all requirements, and eminently satisfactory*

- Clear development of a specific thesis
- Very good research/references sourced that are appropriate to the topic
- Research is presented in a largely integrative manner, not merely as summaries
- Provision of critical analysis
- Proper use of quotations
- Correct sentence structure, clear writing style
- Adequate documentation/referencing - very good integration of the research
- Better than formulaic approach to introduction and/or conclusion
- Allowance for some (minor) problems such as:
 - Errors in factual content or interpretation
 - Some minor errors in terminology or general writing skills
 - Occasional lapses in clarity, including vagueness, incompleteness, flaws in structure
- Mostly accurate compliance with APA (both in-text citations and in references list)

C (60 to 69): *Competent work, largely meeting requirements*

- More statement of purpose, rather than thesis
- Research is moderately strong in terms of appropriateness, currency, depth
- Writing suggests lack of thorough understanding/engagement with research
- Generally correct, but tends to provide more description than analysis
- Tends to be too general or superficial in the handling of topic/research evidence
- Weaknesses in argument including, but not limited to, a mechanical approach to the research (veering towards summary rather than integration across articles)
- Lack of adequate research evidence, documentation, or support for statements from research sources
- Quotations overused (e.g., when paraphrasing would have been more appropriate) or not adequately integrated into student's own writing
- Problems with spelling and/or grammar or matters of style
- Writing style conveys simplicity of thought, structure, or expression
- Formulaic introduction and/or conclusion
- Significant errors in regards to compliance with APA (both in-text and in references list)

D (50 to 59): *Fair work, minimally acceptable*

- Lack of clearly articulated statement of purpose or thesis
- Does not provide a defined argument or clear line of developed thought
- Major difficulties with logical structure, and expression of ideas
- Topic has not been thought through, inadequate paragraph development
- Inadequate research found, read and used
- Inadequate engagement with research and thus unable to provide a
- Errors of grammar and diction interfere with understanding
- Over-generalization with inadequate support, evidence, or documentation from references
- Formulaic introduction and/or conclusion
- Significant errors in regards to compliance with APA (both in-text and in references list)

F (≤ 49): *Fail*

- Assignment submitted does not apply to the course
- Basic requirements of the assignment are not met
- Writing/Research is of very poor quality
- In the event of the detection of plagiarism the assignment will be referred to the appropriate Dean and grades/consequences are decided by that person.