

PSY 303 Final Paper

For your final paper, you will have the opportunity to discuss a tv show, series, or movie about adolescents using what you've learned this semester in class. The paper should be 5 pages in length. Please cite the textbook for all claims that you make in the paper. Paper should be in APA format. Please discuss 3-5 different aspects you've learned this semester in the paper. Below you will find the rubric for how you will be graded for this assignment.

If you have any questions or concerns about this assignment, please feel free to email me.

Your paper is due no later than November 24, 2020 at 11:59PM EST.

This paper is worth 100 points of your total grade.

	Advanced/A-level	Good/B-level	Adequate/C-level	Basic Pass/D-level	Not Passing/F
Context of and Purpose for Writing (20 pts)	Demonstrates a thorough understanding of context, audience, and purpose that responds to all elements of assigned task(s).	Demonstrates adequate consideration of context, audience, and purpose and is aligned with assigned task.	Demonstrates awareness of context, audience, purpose, and begins adequate response to assigned tasks(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s)	Seems unaware of academic context; appears uninterested in engaging the assigned task.
Organization on Essay and Paragraph Levels (20pts)	Essay progressively develops through well-ordered paragraphs. Paragraphs themselves show internal order, from transition to claim to evidence to interpretation.	Essay consistently develops; paragraphs have clear points that show internal order. Transitions signal deliberate direction, claim, evidence & interpretation.	Essay's organization more or less reflects a central idea; paragraphs provide points that are relevant to central idea. Transitions may be blunt or minimal.	Paragraphs may be isolated from one another, lacking transitions. Conversely too many topics, patchwriting, or little distinction between author & paragraph may be common.	Paragraphs are difficult to recognize as such. Internal order of any kind is hard to discern.
Quality of Idea: Thesis/Position and Conclusions (20pts)	Specific thesis/position is imaginative, reflecting complexities of issue and synthesizing other perspectives. Logical conclusions reflect student's informed evaluation and ability to prioritize evidence/perspectives.	Specific thesis/position reads and reflects the complexities of an issue. Logical conclusion ties to a range of information, including opposing viewpoints; related consequences/implications are identified clearly.	Specific thesis/position takes a side within conversation on issue. Conclusion logically ties to information, which is chosen and read to fit desired conclusion; some related consequences/implications are identified clearly.	Thesis/position is stated, but is simplistic and obvious. Conclusion is inconsistently tied to some of the information discussed; related consequences/implications are oversimplified.	Lacks thesis or is dramatically simplistic; may include irrelevant/incoherent paragraph topics or issues.
Uses Evidence Critically and Ethically (20pts)	Essay reads information from source(s) with interpretation/evaluation to develop a comprehensive analysis or synthesis. Uses exemplary MLA in-text citations and Works Cited documentation.	Essay reads and takes evidence from source(s) with enough interpretation to develop a coherent analysis or synthesis. Uses polished MLA in-text citations and Works Cited documentation.	Information is read and taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Uses adequate (e.g. it's there) MLA in-text citations and Works Cited documentation.	Information is taken from source(s) without any interpretation/evaluation. Minimal or erratic use of MLA in-text citations and Works Cited documentation.	Does not seem to have any sources; missing any MLA documentation.
Control of Syntax and (20pts)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the essay has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Language's meaning is sabotaged by the amount of syntactical and mechanical errors.