STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
POLS401
The Psychology of American Politics
3 Credit Hours
8 Weeks
Prerequisite(s): None

Table of Contents

Course Description

This course is an overview of the psychological study of American politics. Various topics and issues are covered throughout the course to include the personality, leadership style and decision making of presidents, voter choices and preferences, and the influence of the media and political attitudes of different groups.

Course Scope

Students will engage in discussions about the relative power of the situation vs. the individual, and how group dynamics and societal pressures can affect otherwise rational individuals. Discussions will also explore the extent individuals can exercise free will and individual morality, balance justice and fairness, and assess personalities and political decision-making. Students will also

investigate the role ethnicity plays in voting and political decisions, and the impact of nationalism and ethnicity on terrorism.

Course Objectives

Upon successful completion of this course, the student will be able to:

CO-1   Analyze the interdisciplinary field of political psychology and how it relates to the study of American politics.
CO-2   Differentiate between the psychological approaches to presidential decision-making, advisory processes, and personality.
CO-3   Evaluate the personality profiles of U.S. presidents.
CO-4   Critique the literature on political socialization.
CO-5   Analyze schools of thought on voting behavior in the United States.
CO-6   Appraise the role of the media in American politics.
CO-7   Examine the attitudes of different groups in the United States on current political issues.

Course Delivery Method

This course will offer the student a highly interactive virtual classroom. Each week's lesson will have a course announcement, assigned readings, a discussion Forum question based on course readings, and Lessons provided by the instructor. **Each week begins on Monday and ends on Sunday by 11:55 pm Eastern**. Students are encouraged to carefully check due dates and times on exams so as not to miss posting an assignment.

Course Materials

1. Lesson notes

2. Web Resources and Assigned Readings:

    Monroe, Kristen Renwick , William Chiu, Adam Martin and Bridgette Portman. "What is Political Psychology." *Perspectives on Politics* 7, no. 4: 859 – 882 (2009) Accessed, January 15, 2015.
    http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/870004742?accountid=8289

    Levine, Howard. "A Sketch of Political Psychology." In Howard Levine (ed.), *Political Psychology, Volume I: Theoretical Approaches*. Los Angeles, CA: Sage, 2010.

Accessed, January 15, 2015. (38 pages) http://www.sagepub.com/upm-data/33601_Lavine.pdf

Sullivan, John L., Wendy M. Rahn, and Thomas J. Rudolph. "The Contours of Political Psychology: Situating Research on Political Information Processing." In James H. Kuklinski (ed.), *Thinking About Political Psychology*. 23-47. Cambridge: Cambridge University Press, 2002. Accessed, January 15, 2015. (24 pages) https://www.surrey.ac.uk/politics/research/researchareasofstaff/isppsummeracademy/instructors%20/SullivanRahnRudolph2002.pdf

Winter, David G. "Things I've Learned About Personality From Studying Political Leaders at a Distance." *Journal of Personality* 73, no. 3: 557-584 (2005). Accessed, January 15, 2015. (27 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mdc&AN=15854006&site=ehost-live&scope=site

Greenstein, Fred. "Can Personality Be Studied Systematically." *Political Psychology* 13, no. 1: 105-128 (1992). Accessed, January 15, 2015. (23 pages) http://www.uky.edu/AS/PoliSci/Peffley/pdf/Greenstein%201992%20PolPsy%20Can%20Personality%20Be%20Studied%20Systematically.pdf

Andeweg, Rudy B., and Steef B. Van Den Berg. "Linking Birth Order to Political Leadership: The Impact of Parents or Sibling Interaction?" *Political Psychology* 24, no. 3: 605-623 (2003). Accessed, January 15, 2015. (18 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tsh&AN=10253937&site=ehost-live&scope=site

Renshon, Jonathan and Stanley Renshon. "The Theory and Practice of Foreign Policy Decision Making. "Political Psychology 29, no. 4: 509-536 (2008). Accessed, January 15, 2015. (27 pages) http://jonathanrenshon.com/publications/Theory%20and%20Practice%20of%20FPDM-Renshon.pdf

Hermann, Margaret G., and Thomas J. Preston.. "Presidents, Advisers, and Foreign Policy: The Effect of Leadership Style on Executive Arrangements." *Political Psychology* 15, no. 1: 75-96 (1994). Accessed, January 15, 2015. (21 pages) https://mysite.wsu.edu/personal/tpreston/home/Various%20Preston%20Publications/Preston%20and%20Hermann%201994%20Political%20Psychology.pdf

Immelman, Aubrey. "The Political Personality of U.S. President George Bush." In *Political Leadership for the New Century. Personality and Leadership for the New Century.* Editors, Lindo O' Valenty and Ofer Feldman. Westport, CT: Praeger, 2002. P. 81-103. Accessed, January 15, 2015. (22 pages) http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/POLS401/Immelman_2002_Ch6.pdf

Winter, David G. "Philosopher-King or Polarizing Politician? A Personality Profile of Barack Obama." *Political Psychology* 32, no. 6: 1059-1081 (2011). Accessed, January 15, 2015. (22 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tsh&AN=67344977&site=ehost-live&scope=site

Glad, Betty, Jerome A. Winer, and James William Anderson. "When Presidents Are 'Tough'." *Annual of Psychoanalysis* 31, 167-178 (2003). Accessed, January 15, 2015. (11 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=11871516&site=ehost-live&scope=site

Thoemmes, Felix J., and Lucian Gideon Conway. "Integrative Complexity of 41 U.S. Presidents." *Political Psychology* 28, no. 2: 193-226 (March 2, 2007). Thoemmes, Felix J., and Lucian Gideon Conway. "Integrative Complexity of 41 U.S. Presidents." (33 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tsh&AN=24195646&site=ehost-live&scope=site

"Voters Share Which Personality Traits They Attribute to Presidential Candidates Barack Obama and John McCain." Youtube video. https://www.youtube.com/watch?v=T_QOoYeDFaA

"Political Expert Howard Fineman Compares Presidential Personalities." Youtube video. https://www.youtube.com/watch?v=zea_5LOEhk4

Alford, John R., Carolyn Funk, and John R. Hibbing. "Are Political Orientations Genetically Transmitted?" *American Political Science Review* 99 no.2: 153-167 (2005). Accessed January 15, 2015. (14 pages) http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/214418733?accountid=8289

Jennings, M. Kent, Laura Stoker, and Jake Bowers. "Politics across Generations: Family Transmission Reexamined." *Journal of Politics* 71, no. 3: 780-799 (2009) Accessed January 15, 2015. (19 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=43381507&site=ehost-live&scope=site

Van Deth, Jan W., Simone Abendschön, and Meike Vollmar. "Children and Politics: An Empirical Reassessment of Early Political Socialization." *Political Psychology* 32, no. 1: 147-174 (2011). Accessed January 15, 2015. (27 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tsh&AN=56599788&site=ehost-live&scope=site

Wong, Janelle, and Vivian Tseng. "Political Socialisation in Immigrant Families: Challenging Top-Down Parental Socialisation Models." *Journal of Ethnic & Migration Studies* 34, no. 1: 151-168 (2008). Accessed January 15, 2015. (17

pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tsh&AN=27601365&site=ehost-live&scope=site

"Fresh Perspectives: American Debt." Youtube video.
https://www.youtube.com/watch?v=j6DgZtt1wpY

Bartels, Larry M. "The Study of Electoral Behavior." August, 2008. Accessed January 15, 2015. (48 pages) http://www.princeton.edu/~bartels/electoralbehavior.pdf

Schaffner, Brian F. "Racial Salience and the Obama Vote." *Political Psychology* 32, no. 6: 963-988 (2011). Accessed January 15, 2015. (25 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=67344984&site=ehost-live&scope=site

 Warner Jordan Education. "Electoral College Voting Patterns." Youtube Video. September 30, 2013. https://www.youtube.com/watch?v=fczkPrXsl4U

Goldstein, Kenneth and Travis N. Ridout. "Measuring the Effects of Televised Political Advertising in the United States." *Annual Review of Political Science* 7, no. 1: 205-26 (2004). Accessed January 15, 2015. (21 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tsh&AN=13986194&site=ehost-live&scope=site

Kahn, Kim Fridkin and Patrick J. Kenney. "Do Negative Campaigns Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation." *American Political Science Review* 93, no. 4: 877-889 (1999). (12 pages) http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/214234116?accountid=8289

Mutz, Diana C., and Byron Reeves. "The New Videomalaise: Effects of Televised Incivility on Political Trust." *American Political Science Review* 99, no.1: 1-15 (2005). Accessed January 15, 2015. (15 pages) http://ezproxy.apus.edu/login?url=http://www.jstor.org/stable/30038915

Nelson, Tom E., Rosalee A. Clawson, and Zoe M. Oxley. "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance." *American Political Science Review* 91, no. 3: 567-583 (1997). Accessed January 15, 2015. (16 pages) http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/214430459?accountid=8289

Prior, Markus. "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout." *American Journal of Political Science* 49(3): 577-592 (2005). Accessed January 15, 2015. (13 pages) http://ezproxy.apus.edu/login?url=http://www.jstor.org/stable/3647733

"Zoe Oxley on Media Framing." Youtube video.
https://www.youtube.com/watch?v=5AnxW7k6-38

Cottam, Martha, Elena Mastors, Tom Preston, and Beth Dietz-Uhler. "The Political Psychology of Race." Chapter 5. 163-192. In Cottam, Martha, Elena Mastors, Tom Preston, and Beth Dietz-Uhler. *Introduction to Political Psychology.* NY: Psychology Press, 2010. Accessed January 15, 2015. (29 pages) http://site.ebrary.com/lib/apus/reader.action?ppg=1&docID=10370094&tm=141934 7843014

Kuklinski, James H., Paul M. Sniderman, Kathleen Knight, Thomas Piazza, Philip E.Tetlock, Gordon R. Lawrence and Barbara Mellers. "Racial Prejudice and Attitudes Toward Affirmative Action." *American Journal of Political Science* 41, no. 2: 402-19 (1997). Accessed January 15, 2015. (17 pages) http://ezproxy.apus.edu/login?url=http://www.jstor.org/stable/2111770

Nteta, Tatishe M., and Jill S. Greenlee. "A Change is Gonna Come: Generational Membership and White Racial Attitudes in the 21st Century." *Political Psychology* 34, no. 6: 877-897 (2013). Accessed January 15, 2015. (20 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=tru e&db=tsh&AN=92561277&site=ehost-live&scope=site

Rabinowitz, Joshua L., David O. Sears, Jim Sidanius, and Jon A. Krosnick. "Why Do White Americans Oppose Race-Targeted Policies? Clarifying the Impact of Symbolic Racism." *Political Psychology* 30, no. 5: 805-828 (2009) (23 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=tru e&db=tsh&AN=44119293&site=ehost-live&scope=site

McKenzie, Brian D. "Barack Obama, Jeremiah Wright, and Public Opinion in the 2008 Presidential Primaries." *Political Psychology* 32, no. 6: 943-961 (2011). Accessed January 15, 2015. (18 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=tru e&db=tsh&AN=67344981&site=ehost-live&scope=site

Brooks, Deborah Jordan, and Benjamin A. Valentino. "A War of One's Own: Understanding the Gender Gap in Support for War." *Public Opinion Quarterly* 75, no. 2: 270-286 (2011). Accessed January 15, 2015. (16 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=tru e&db=bth&AN=61150862&site=ehost-live&scope=site

Kane, Emily W., and Kimberly J. Whipkey. "Predictors of Public Support for Gender – Related Affirmative Action." *Public Opinion Quarterly* 73, no. 2: 233-254 (2009). Accessed January 15, 2015. (21 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=tru e&db=bth&AN=43084163&site=ehost-live&scope=site

Poteat, V. Paul, and Ethan H. Mereish. "Ideology, Prejudice, and Attitudes Toward Sexual Minority Social Policies and Organizations." *Political Psychology* 33, no. 2: 211-224 (2012). Accessed January 15, 2015. (13 pages) http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=tru e&db=tsh&AN=73930931&site=ehost-live&scope=site

Brader, Ted, Nicholas A. Valentino, and Elizabeth Suhay. "What Triggers Public
Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat."
American Journal of Political Science 52, no. 4: 959-978 (2008). (19 pages)
http://ezproxy.apus.edu/login?url=http://www.jstor.org/stable/25193860

"The Attitude Check: Political Attitudes." Youtube video. November 01,2012.
http://www.podfeed.net/episode/THE+ATTITUDE+SHIFT+Political+Attitudes+-
+Nov+012012/3715047

Evaluation Procedures

Grades for this course will be based upon four grading instruments: forum assignments, a midterm
exam, a term paper proposal and final term paper. There are eight weekly discussion questions that
must be responded to in the Forums. Students must post their response before looking at what their
classmates submit onto the Forum. The student will also reply to the posting of at least three other
students to be eligible to receive full discussion participation credit for all Forum assignments. In
addition, students must submit their term paper proposal in Week 3, complete a midterm exam in
Week 4 and complete a term paper by Week 7.

The grade scale and relative weighting for each evaluation tool is provided below:

Grade Instruments:	% of Final Grade
Forum Discussion Assignments (8 @ 100 pts)	50%
Midterm Exam (Week 4)	25%
Term Paper Proposal (Week 3)	5%
Final Term Paper (Week 7)	20%
	100%

Submission of Assignments

Unless otherwise noted, all assignments are due by Sunday at 11:55pm Eastern with initial Forum
responses being due by Friday at 11:55pm Eastern. Any assignments submitted late will receive a
deduction of 5 percent off the score each day it is late, unless the student contacts the instructor
ahead of time about an extenuating situation and receives permission to submit work after the
established deadline. Repeated late submissions may result in failure of the course.

Course Outline

Week	Topic	Readings	Assignments
1	Political Psychology (85 pages)	Levine. Sullivan, et alia, Monroe, et alia.	Welcome Forum Forum 1 - Political Psychology
2	Psychology of Leadership (116 pages)	WinterThinsILearned, Greenstein, Andeweg et alia. Renshon, et alia. Hermann, et alia.	Forum 2 - Leadership
3	Mindset of the Presidency (88 pages)	Immelman. Winter. Glad. Thoemmes, et alia. Video: Voters Share Which Personality Traits…. Political Expert Howard Fineman….	Term Paper Proposal Due Forum 3 - Personality Profile
4	Political Socialization (100 pages)	Alford, et alia. Jennings, et alia. Van Deth, et alia. Wong, et alia. Video: Fresh Perspectives: American Debt.	Forum 4 - Political Socialization Midterm Due
5	Voting Patterns & Behavior (84 pages)	Bartells. Shaffner. Video: Electoral College Voting Patterns, September 30, 2013.	Forum 5 - Electoral Influences
6	The Media (78 pages)	Goldstein, et alia. Kahn, et alia. Mutz, et alia. Nelson, et alia. Prior. Video: Zoe Oxley on Media Framing	Forum 6 - Media and Advertising
7	Attitudes I (107 pages)	Cottam, et alia. Kuklinski, et alia. Nteta, et alia. Rabinowitz, et alia. McKenzie, et alia.	Term Paper Due Forum 7 - Affirmative Action

8	Attitudes II (99 pages)	Brooks, et alia. Kane, et alia. Poteat, et alia. Podcast: The Attitude Shift: Political Attitudes	Forum 8 - Gender & Racial Attitudes

Policies

Please see the student handbook to reference all University policies. Quick links to frequently asked questions about University policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy

Plagiarism Penalty
The instructor has the option of awarding a zero for any assignment found to be plagiarized. Subsequent violations may result in a *failing grade* for the course.

Course Extension Policy
There are very few acceptable excuses and all will require some form of documentation. If you do have an extraordinary circumstance arise that you feel qualifies you for an extension, contact me immediately to determine if it meets the criteria listed in the Student Handbook.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Citation and Reference Style
The suggested citation style for this course is Turabian format, but you are welcome to use additional formats like APA or MLA. You can also review a primer on Turabian Style here:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Net Etiquette
Online universities promote the advance of knowledge through positive and constructive debate - both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple.
- Humor Note: Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Turnitin.com:* **Turnitin.com** is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- *Tutor.com:* Students have access to ten free hours of tutoring service per year through **Tutor.com**. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center." All login information is available.

Selected Bibliography

"Attitudes and Polling." Pew Research Center. http://www.pewresearch.org/topics/polling/

"Political Psychology." International Society of Political Psychology. http://www.ispp.org/

"Publications." Center for the Study of the Presidency and Congress.
        https://www.thepresidency.org/publications

Southern Poverty Law Center Intelligence Report for up to date information on hate groups in the
        United States. http://www.splcenter.org/who-we-are

Forum Grading Rubric

Criteria	Exemplary	Competent	Beginning
Synthesis of Concepts	Response is at least 300 words, shows a clear understanding of main ideas, and mentions at least three concepts from the required weekly readings. There are no irrelevant comments and the information is on point. The response provides examples that tie in with the course material being discussed. *Your Score Range (45-50 points)*	Response is at least 250 words, shows a clear understanding of main ideas, and mentions at least one concept from the required weekly readings. There are no irrelevant comments and the information is generally on point. *Your Score Range (30-44 points)*	Response is less than 250 words, generally mentions a topic from the weekly readings, but does not clearly mention concepts from the required weekly readings. Argument lacks detail and there are some irrelevant comments present. *Your Score Range (< 30 points)*
Discussion Participation	Replied to three or more classmates. Replies are at least 150 words each, demonstrate careful analysis of other's opinions, and incorporate several terms, concepts or theories from the required readings. *Your Score Range (15-20 points)*	Replied to two classmates. Replies were at least a 100 words each, formed a counter-argument or supported another student's answer, and incorporated one or two terms, concepts or theories from the required readings. *Your Score Range (10-14 points)*	Minimal interaction with classmates. Replies are less than 100 words, lack a topic sentence with logically supporting sentences and did not incorporate terms, concepts or theories from the required readings. *Your Score Range (< 10 points)*
Diverse Sources	Cited three or more sources outside of the textbook. *Your Score Range (10 points)*	Cited a couple of sources outside of the textbook. *Your Score Range (5-9 points)*	Cited one or no sources outside of the textbook. *Your Score Range (< 5 points)*
Writing Standards	Response is free of grammatical errors and made proper reference to the	Response is generally free of grammatical errors and includes proper citations.	Response has numerous grammatical errors and lacks proper citations.

course text or to other materials that were used in the discussion. Statements are well organized with a clear thesis statement and concluding thoughts. *Your Score Range (16-20 points)*	Statements are clear with a thesis defined, though a few points may be out of place or confusing. *Your Score Range (10-15 points)*	Statements are disorganized; perhaps with a general structure defined, but stream of logic is lost in the argument. *Your Score Range (< 10 points)*

Midterm Exam Grading Rubric

Criteria	Exemplary	Competent	Beginning
Content & Subject Knowledge	Essay is at least 500 words, demonstrates detailed knowledge of subject matter through extensive factual support, and incorporates key terms from course weekly readings. *Your Score Range (45-50 points)*	Essay is at least 400 words, provides adequate details and supporting facts, and associates course content to the topic being explored. *Your Score Range (35-44 points)*	Essay is less than 400 words, presents some supporting facts, but overlooks critical details; concepts are presented in isolation and do not directly reference key terms from course content. *Your Score Range (< 35 points)*
Critical Thinking	Essay has a strong introductory thesis statement and presents a wide variety of relevant supporting information. Student can clearly organize research in a logical sequence. Several perspectives are explored before drawing thoughtful conclusions. *Your Score Range (25-30 points)*	Essay has a clear introductory thesis statement, information is presented on-point, and essay comes to adequate conclusions. Student demonstrates proficiency in organizing research logically with only a few errors. *Your Score Range (15-24 points)*	Essay does not follow a logical sequence and presents a limited perspective with little demonstration of critical thinking skills. Student does not incorporate research well into a coherent argument. *Your Score Range (< 15 points)*
Writing Standards & Research	Essay is well organized with excellent command of grammar; little to no errors are present. Student exceeds minimum research source	Essay flows well and displays good writing and grammar; no more than five grammatical errors are present. Student meets minimum research source	Essay has a variety of formatting styles and has inconsistencies throughout; contains more than five grammatical errors. Research sources

	requirements.	requirements.	lack variety or do not meet the required number.
	Your Score Range (16-20 points)	*Your Score Range (10-15 points)*	*Your Score Range (< 10 points)*

Term Paper Grading Rubric

Criteria	Exemplary	Competent	Beginning
Content & Subject Knowledge	Paper displays an impressive level of depth of student's ability to relate course content to examples and applications of political issues. Incorporates comprehensive analysis of details, facts, and concepts in a logical sequence. *Your Score Range (25-30 points)*	Paper displays student's above average ability in relating course content to political issues. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge. *Your Score Range (15-24 points)*	Paper presents concepts, but only meets the minimum requirements in this area, overlooking critical details. Concepts are presented in isolation, and content does not have a logical sequencing of ideas. *Your Score Range (< 15 points)*
Critical Thinking	Paper follows a strategic approach in presenting examples of problem solving or critical thinking, while logical conclusions are drawn, which are not immediately obvious. Ideas are well supported and both sides of arguments are thoroughly discussed. *Your Score Range (25-30 points)*	Paper displays a command of critical thinking skills in the presentation of material and supporting statements. Concepts are related and paper contains adequate conclusions, with 2 or fewer errors. *Your Score Range (15-24 points)*	Paper has a limited perspective on key concepts throughout assignment. Contains confusing statements and facts in assignment. Very limited demonstration of critical thinking skills. *Your Score Range (< 15 points)*
Organization of Ideas & Format	Paper is highly organized – presenting the thesis statement in a clear light, weighing several positions for the reader and making a firm conclusion. Student can clearly plan and organize research in a logical sequence. Student exceeds minimum research requirement using at least seven sources. *Your Score Range (16-20 points)*	Paper meets requirements of presenting a thesis statement, supporting evidence, and a conclusion for the reader. Student demonstrates a good skill level in formatting and organizing material in assignment, with a few errors. Assignment meets minimum research requirement. *Your Score Range (10-15 points)*	Paper has a variety of formatting styles, with some inconsistencies throughout. Does not have a continuous pattern of logical sequencing. Sources used for research lack variety or do not meet the required number. *Your Score Range (< 10 points)*
Writing Standards	Student demonstrates an excellent command of grammar. Research is presented in a concise writing style. Extensive	Student displays good writing and grammar. Ideas are expressed with clarity and no more than 3-5 grammatical	Memo contains more than 5 grammatical errors. Student uses a basic vocabulary in assignment. Paper lacks clarity,

| | understanding of word usage. Paper is free of grammatical errors.

Your Score Range (16-20 points) | errors are present.

Your Score Range (10-15 points) | consistency, and correctness.

Your Score Range (< 10 points) |