SCWK 316  
Social Welfare Policies and Programs II

SEMESTER        Spring 2012
DAY/TIME         Tuesday 1:30 – 4:15 pm
LOCATION         Price Building Room 213
INSTRUCTOR       Dr. Dolores Finger Wright
OFFICE/OFFICE PHONE Room 217/ 302-857-6784
EMAIL            dwright@desu.edu
OFFICE HOURS     Monday 2:00 – 3:30 pm  
                 Tuesday 10:00 – 11:30 pm  
                 Wednesday 1:00 – 4:00 pm  
                 Thursday 2:00 – 3:30 pm

course description

Consistent with the generalist perspective of social work practice, the purpose of this course is to ensure that the student is able to analyze social welfare policies within a specific conceptual framework. The course will help students to apply the framework of analysis to study and evaluate various social welfare policies. To this end, students will, among other things, examine residual and universal social welfare benefits and related policies regarding their goals, recipients, entitlements, how social welfare programs are financed, their effectiveness and adequacy, etc. The course will also examine the degree to which the concept of social and political justice bears on the nature and scope of social welfare programs and the policies that govern them.

Particular emphasis will be placed on policies that address poverty, racially oppressed groups and other populations at risk such as the aged that have become central issues in the analysis of the welfare system. Managed care, welfare reform, privatization of Social Security, and political ideologies will be discussed within the context of their significance in any analysis of social welfare programs and related policies for the millennium.

course credits       Three (3) semester hours
COURSE PREREQUISITES  Freshman and Sophomore General Education Requirements.  
SCWK 101, SCWK 201

BLACKBOARD ENHANCED COURSE  Please log on to Blackboard for additional online course materials

COMPETENCIES & PRACTICE BEHAVIORS

This course will address the following Educational Policy and Accreditation Standards Core competencies and identified practice behaviors:

Obj. III EP 2.1.3. Apply critical thinking to inform and communicate professional judgments

Practice Behaviors

PB 12 Analyze models of assessment, prevention, intervention, and evaluation

PB 13 Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Obj. 5 EP 2.1.5 Advance human rights and social and economic justice

PB 18 Social workers understand the forms and mechanisms of oppression and discrimination

PB 19 Social workers advocate for human rights and social and economic justice

PB 20 Social workers engage in practices that advance social and economic justice

Obj. VIII EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

PB 25 Analyze, formulate, and advocate for policies that advance social well-being

PB 26 Social workers collaborate with colleagues and clients for effective policy action.

Obj. IX EP 2.1.9 Respond to contexts that shape practice

PB 27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services

PB 28 Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
Department of Social Work Underpinnings

1. A Black perspective for social work practice
2. Empowerment
3. Strengths perspective
4. Rural Perspective
5. Global perspective

ATTENDANCE POLICY

Since regular class attendance is a vital part of the educational process, students are required to attend all classes and to be present throughout the class period. The Office of the Provost and Vice President for Academic Affairs issues excuses for students who are absent from classes while participating in official University related activities or on University related travel. If the absence is excused by the Office of the Provost and Vice President for Academic Affairs for the student’s participation in official University related activities, all work (tests, quizzes, due assignments, etc.) may be made up. In all other cases, only the instructor can approve a student’s request to be absent from class. A student’s final grade in a course will not be reduced solely because the student has incurred absences. (This policy is consistent with University Policy, effective Spring 2000.)

In this course, the student is responsible for requesting approval, in writing, ahead of time when an absence is planned. In the event of an unexpected absence, the student needs to advise the instructor as soon as possible after that absence. Unapproved absences and absences, without timely written notification to the instructor, will not be excused.

MAKE-UP POLICY FOR EXAMINATIONS AND ASSIGNMENTS

Each student is expected to take tests/exams and submit written assignments on the scheduled date and time that such work is due. Exams will be given either using blackboard or paper and pen/pencil. Make up exams are given only in extreme cases and only after the student provides adequate documentation of circumstances beyond the student’s control. A student who is not able to take a test as scheduled, must notify the instructor in advance and then must schedule and take a make-up test within three (3) days. A student who does not follow this procedure will receive a grade of zero on the test. Also, in fairness to students who take the exam on time, 10% will be deducted from makeup exams. Quizzes (announced or unannounced) may not be made up. All papers and case-analyses are due in class on the assigned dates. Due dates for some of the papers and assignments will be indicated on the assignments. A point a day will be deducted for late papers. If the absence is excused by faculty/staff/advisor for the student’s participation in official University related activities, all work (tests, quizzes, due assignments, etc.) may be made up. The instructor reserves the right to make exceptions to this make-up policy in case of inclement weather, recognized religious holidays, and extenuating circumstances.

The instructor does not print or photocopy papers for students.

STUDENTS’ RESPONSIBILITY FOR INCOMPLETE GRADES
Students are expected to complete all course requirements and stay on track with the course, regardless of his or her presence in class. Failure to meet these responsibilities may result in a grade of “I” (Incomplete) that automatically turns into an “F” after six (6) weeks into the next semester. An Incomplete grade will be given if:

1. At least 80% of the course work has been successfully completed so that a passing grade can be earned.

2. The student has made arrangement with the instructor prior to the time that final grades are assigned.

3. The student has provided information necessary to satisfy the instructor that circumstances beyond the control of the student has prevented him or her from completing the required work by the established deadline(s).

4. The students have met the minimum requirement for attendance.

STATEMENT ON EQUAL OPPORTUNITY

Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX

Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388.


AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.

Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-7304. The Office of Disabilities Handbook can be found at http://www.desu.edu/sites/default/files/u73/ODS%20handbook.pdf

HONESTY POLICY

Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (2008-2009 Undergraduate Student Handbook, p. 20)

UNIVERSITY GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>A-</td>
<td>80-89</td>
</tr>
<tr>
<td>B+</td>
<td>70-79</td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
</tr>
<tr>
<td>C+</td>
<td>50-59</td>
</tr>
</tbody>
</table>

Assessment Criteria for Measuring Learning Objectives/EP Competencies, Practice Behaviors and Department Underpinnings

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent, perfect/without error, clear readily understandable</td>
</tr>
<tr>
<td>A-</td>
<td>Extremely well done-errors do not detract from clarity</td>
</tr>
<tr>
<td>B+</td>
<td>Very well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>B</td>
<td>Well done, but amount of errors detract from clarity</td>
</tr>
<tr>
<td>C+</td>
<td>Good; errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td>C-</td>
<td>Acceptable, but with major errors and lacks clarity</td>
</tr>
</tbody>
</table>

1. **Advanced**—Students demonstrated an outstanding understanding, clear recognition and sound application of all dimensions of this practice behavior or underpinning.
2. **Proficient**—Students demonstrated an acceptable understanding, recognition and application of all dimensions of this practice behavior or underpinning.
3. **Satisfactory** - Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

4. **Unsatisfactory** - Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**TEACHING METHODS**

I. **Didactic Teaching**
   This is a front-loaded presentation that introduces the unit that includes a presentation of the assigned reading(s).

II. **Coaching-large and small group activities**
   (Development of intellectual skills based on an increased understanding of ideas and social work values by relating content to practice situations.)

III. **Seminar-facilitated discussion**
   (Student-centered discussion; open with main ideas from the text, reinforced learning, based on open-ended questions around a theme; and limited talk by professor.)
   (The professor maps the discussion and evaluates the sequence and path of talk turns.)

IV. **Graded Writing Assignments** (Based on a theme -- students write to reinforce understanding and remembering of new material introduced – writing must include at least one reference to the text.)
   They may not be recorded and shared beyond the class by any means. Use of pagers and cell phones are not permitted in class. Students are not to leave class to answer pagers or cell phones.

**COURSE EVALUATION**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Debates/Panel Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project/Paper</td>
<td>25%</td>
</tr>
<tr>
<td><strong>100% (total course grade)</strong></td>
<td></td>
</tr>
</tbody>
</table>
COURSE OUTLINE

Unit 1:  1/11: Lecture -Definitions – terms and concepts; historical review of social welfare programs and policies; values and ideology that shape social welfare policies; political/economic influences; examination of policy frameworks, scientific inquiry and scientific methodology. Remember: policy is ALWAYS written in an historical context – it is shaped by norms, values, ideas, and attitudes of its authors and of the general public at the time it was written.

Assignments – Readings and activities: Text: Preface, chapters 1 and 2


Activity. Lecture and review of the “policy based profession”; objective TEST to identify what we have retained from Social Welfare Policy and Programs 1 and related courses.

Unit 2: 1/18 The many meanings of policy analysis, the methods of policy analysis, and policy analysis as science, art, and politics. This perspective is from the point of view of professional academic policy analysts which provides the practitioner with a basic understanding of the policy analysis field and provides the foundation for examining methods that can be used in practice with clients.

Social Welfare Policies and Programs 11

Supplemental text –preface, chapters 1 and 2
Activities: (1) Class discussion – students should be able to compare and contrast each of the approaches identified in Table 3.1 of the text and their implications for social work practice; an income distribution simulation activity that will be explained and conducted in class.

(2) Write a paper on the peculiar difficulties of engaging in historical agency policy analysis and why the agency’s historical development is an important tool for understanding current agency programs and policy.

Unit 3: 1/25: The nature of social/economic analysis policy – How U.S. values conflict and contradict each other and how they appear to be illogical because they attempt to balance many different and conflicting values when translated into social welfare policy. Identifying the hypotheses or theories on which the policy is developed, and examining the components of economic analysis; interests and power considerations – who receives what and how; operationalizing policy, positive contributions analysis can make at the program level, roles of the agency and agency program choices, examining how agency programs can relate to communities and other agencies and the politics of social welfare policy.
Assignments – Text -Chapters 5 and 6  
Supplemental text – chapters 3 and 4
Activities: Group discussions regarding the efficacy of the various policy making models

Unit 4: 2/2: Applying the framework, crucial concepts of human need, populations at risk-incidence and prevalence, methods of counting, populations, social characteristics and probability, probability and accuracy of prediction, ethical and value concerns, and alternative methods of analysis. How the policy framework is applied to major policies affecting social workers today and their service provision to clients

Quiz
Assignments – Text – Chapter 7  
Supplemental text – 5 and 6
Activities: Panel presentation regarding the TANF social welfare policy and its effectiveness or lack thereof

Unit 5: 2/8: Policy analysis – applying the framework continued. Aging- Social security as an entitlement – purpose and development of the 1935 Social Security Act; changes over time; examination of social security’s role in reducing poverty; implications for the future. Political and economic analysis and effectiveness of reforms. Mental health and managed care- who has access and barriers to access. Examine the social worker’s role in managing mental health care and what the history has been regarding HMO’s. The extent of a worker’s ability to influence the system and the implications of reform efforts.

Assignment: Readings: Text – Chapters 8 and 9
Review selected web sites and develop a research question and select an appropriate methodology – answer the following questions:
What problem are you trying to understand?

Can you identify the conditions, theoretically or empirically, that brought about the problem?

Can you identify the characteristics of those most likely to experience the problem?

Unit 6: 2/15: Policy analysis – Substance abuse policies and the historical context within which they have evolved. The policy analysis framework is applied to two substance abuse policies: drug tests for welfare clients and separation of treatment for those who are dually diagnosed. The problem of substance abuse is defined differently by different groups: individuals, mental health workers, employers, family members, and police. Policies are developed based on their interpretation of the problem. Substance use and abuse have been viewed differently over time; substances that once were legal are now illegal; and substances that once were illegal are now legal.
2/15 – Mid Term Exams

Assignment: Chapter 10 in text
Activities: Quiz; lecture and group discussion - sort out the many political, moral and legal aspects of substance abuse policy; reach a consensus about the level of seriousness of abuse; develop the most effective and humane ways of dealing with substance abuse.

Units 7 and 8: 2/22: Child Welfare: Family preservation policy. Historical analysis of child welfare policy in the U.S. current proposals for policy reform. Historical framework includes The Child Rescue Movement; the involvement of the social work profession with child welfare; dominant theme of child abuse in the 1970’s; foster care, once a solution to providing a safe environment for abused, neglected and dependent children, becomes a problem; the emergence of Family Preservation. Lessons learned from applying the social welfare policy analysis framework to the dominant social welfare policies in the US. The imperative and the importance of social workers taking action to shape program evaluations, to build coalitions, to disseminate information, to lobby, to engage in political action to get candidates elected and to run for political office.

Assignment: Text: Chapters 11 and 12

Activities: Lecture and group discussion regarding the merits of Family Preservation on three levels and applying social, political, and economic analysis; and how one acts on the lessons learned

Unit 9: 3/3: Review of definitions: group discussion: why social work is considered a policy based profession; practice implications for policy; the policy analysis framework for all of the social issues discussed; and the relationship of the content of this course to that of other academic courses.

Final Exam
BIBLIOGRAPHY


Cauchon, Dennis. *Pensions Funds Fall Short of Guarantees,*” *USA Today* (17 January 2006), p. 7A


Leashore, Bogart R. and Cates, Jerry R. “. Use of historical methods in social work research,” Social Work Research and Abstracts 21 (Summer 1984), pp.24-25


<table>
<thead>
<tr>
<th>Objective</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignments</td>
<td>Demonstrates comprehension of complex reading material</td>
<td>Demonstrates comprehension of all average and some complex reading material</td>
<td>Demonstrates comprehension of most of the average reading material</td>
<td>Demonstrates lack of comprehension of the reading material</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>Uses appropriate professional vocabulary; grammar and sentence structure are nearly flawless. Organization is exceptionally clear; includes support that conforms to discipline-specific professional norms</td>
<td>Reflects consistently correct grammar and mechanics; uses standard English; shows coherent organization; includes detailed support</td>
<td>Makes minor grammatical errors, but does not display habitual deviations from standard English; shows some organization; uses details to support assertions; meets minimum criteria for the assignment</td>
<td>Makes serious grammatical errors; displays habitual deviations from standard English usage; uses poor organization; shows academic dishonesty</td>
</tr>
<tr>
<td>Speaking in Class</td>
<td>Uses standard English; uses slides or notes most efficiently to keep presentation(s) fluid; always contributes consistently to class discussion</td>
<td>Uses standard English; uses slides or notes as an outline for presentation(s); contributes consistently to class discussion</td>
<td>Uses standard English; reads slides or notes during presentation(s); makes some appropriate contributions to discussions</td>
<td>Uses non-standard English or inappropriate voice volume; does not focus presentation or it is unorganized; does not contribute to class discussion</td>
</tr>
<tr>
<td>Listening</td>
<td>Is attentive during class discussions and presentations; note-taking is most appropriate and copious</td>
<td>Is attentive during class discussions and presentations; takes notes when appropriate</td>
<td>Is attentive much of the time, but occasionally is not focused</td>
<td>Displays evidence of not being attentive during class presentations and discussions</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Locates appropriate sources that exceed requirements and expectations; comprehends and cogently integrates these sources</td>
<td>Locates adequately sufficient and appropriate sources; comprehends and integrates these sources</td>
<td>Locates some appropriate sources, but other sources are not related to the task or are not reputable</td>
<td>Is unable to locate appropriate sources in the library or on-line or the majority of sources utilized are not reputable</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Raises pertinent and provocative questions about the subject or discipline; demonstrates superior understanding of what is expected in the class; most consistently bases decisions on information using logic</td>
<td>Raises important questions about the subject or discipline; demonstrates understanding of what is expected in the class; bases decisions on information using logic</td>
<td>Shows evidence of logical thinking, but there is evidence of occasional lapses of clarity, accuracy, precision or relevance</td>
<td>Is unable to make inferences and judgments based on concepts and theories. Thinking is not clear, accurate, precise or relevant</td>
</tr>
<tr>
<td>Reasoning and Problem Solving</td>
<td>Analysis of problems is exceptionally perceptive; proposed</td>
<td>Analysis of problems is superior; proposed solutions display an appropriate</td>
<td>Analysis of problems is adequate if uninspired; proposed solutions</td>
<td>Is unable to understand the complexities of a problem; fails to</td>
</tr>
<tr>
<td>solutions display a deep knowledge of the subject matter and creative application of this knowledge</td>
<td>knowledge of the subject matter and application of this knowledge</td>
<td>display a superficial knowledge of the subject matter and application of this knowledge is uneven</td>
<td>propose any feasible partial solutions</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Northern Arizona University
## Oral Communications Rubric:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ADVANCED (A)</th>
<th>PROFICIENT (B)</th>
<th>SATISFACTORY (C)</th>
<th>UNSATISFACTORY (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization and Development</td>
<td>Topic, purpose, and content are expertly fitted to audience and setting; presentation is engaging and very easy to follow.</td>
<td>Topic, purpose, and content are well fitted to audience and setting; presentation shows good organization.</td>
<td>Topic, purpose, and content relate to audience and setting for the most part; organization of the presentation is adequate.</td>
<td>Topic, purpose, and content are inappropriate for the audience and setting; presentation is very difficult to follow.</td>
</tr>
<tr>
<td>2. Presentation Delivery</td>
<td>Speaker is exceptionally articulate. Projection and volume are excellent. The speaker makes constant and appropriate eye contact and engages the audience superbly. There are no pauses or other distractions that detract from the presentation.</td>
<td>Speaker’s articulation is adequate. Projection and volume are acceptable but could be improved. The speaker makes good eye contact and engages with the audience noticeably. There are few pauses or other distractions that detract from the presentation.</td>
<td>Presentation components are very good in quality. Figures and all elements of the slides are executed well, with no major problems. Slides are on the whole clear and easily readable. Presentation design is very good. Very few slides are read verbatim.</td>
<td>Speaker is inarticulate. Projection and volume are inadequate. Eye contact is minimal or nonexistent. There are pauses or other distractions that seriously detract from the presentation.</td>
</tr>
<tr>
<td>3. Use of Presentation Technology (if required)</td>
<td>Presentation components are superb in all respects. Figures and all elements of the slides are of the highest quality. Slides are exceptionally clear readable. Presentation design is innovative and creative. No slides are read verbatim.</td>
<td>Presentation components are very good in quality. Figures and all elements of the slides are executed well, with no major problems. Slides are on the whole clear and easily readable. Presentation design is very good. Very few slides are read verbatim.</td>
<td>Presentation components are acceptable, with room for improvement. Figures and all elements of the slides are adequate even though minor errors may be present. Slide readability and clarity could be improved. Presentation design is adequate. Some slides are read verbatim.</td>
<td>Presentation components are unacceptable, with major flaws. Figures or other slide elements have significant flaws. Slide readability and clarity are substandard and negatively impact the overall presentation. Design is sloppy or poorly thought out. Many slides are read verbatim.</td>
</tr>
<tr>
<td>4. Interaction</td>
<td>Speaker thoroughly and expertly responds to questions with material that goes beyond ideas already presented; shows expertise in listening and speaking protocols.</td>
<td>Speaker thoroughly responds to questions with material that sometimes go beyond ideas already presented; shows awareness of listening and speaking protocols.</td>
<td>Speaker responds to questions adequately, but rarely goes beyond the material presented; awareness of listening and speaking protocols is acceptable but could be improved significantly.</td>
<td>Responses to questions are inarticulate or incorrect; presenter shows minimal or no awareness of listening and speaking protocols.</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Documentation and Supporting Material</td>
<td>Documentation and supporting material reinforce the presentation, exceed requirements and are expertly incorporated.</td>
<td>Documentation and supporting material adequately reinforce the presentation, meet requirement and are well incorporated.</td>
<td>Documentation and supporting material adequately reinforce the presentation and meet basic requirements.</td>
<td>Documentation and supporting material are not used or are totally inadequate.</td>
</tr>
</tbody>
</table>

Adapted from St. Mary's College [http://www2.bc.cc.ca.us/jfulks/basicSkills%20course_coding/Example_Writing_Rubric.pdf](http://www2.bc.cc.ca.us/jfulks/basicSkills%20course_coding/Example_Writing_Rubric.pdf) and California State University Longbeach [www.cecs.csulb.edu/~maples/Dept-docs/Writing-Rubric.doc](http://www.cecs.csulb.edu/~maples/Dept-docs/Writing-Rubric.doc)