

GEORGE MASON UNIVERSITY
College Of Education and Human Development
Education Leadership Program

EDLE 620.DL2
Organizational Theory & Leadership Development

Fall 2018, 3 credit hours

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Office Hours: Online - Tuesdays, 4:30 – 6:30 p.m. and by appointment
Course Term: August 27 -- December 8, 2018

Co-requisite(s): Application to the Education Leadership Program.

Course Description

EDLE 620: *Organizational Theory and Leadership Development* (3:3:0) Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.

General Goals: Organizational Theory and Leadership Development is intended to provide students with an opportunity to explore meanings of leadership in schools, leaders' role in school change and restructuring; and ways school leaders make sense of school organization. Students will explore both how organizations function and leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership practice and situate this practice within a perspective of how school organizations work.

Course Delivery Method

This is a 100% online course using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

The course site will be available on August 27, 2018

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- **Video/Screen casting Tools:** You will use Kaltura, Jing, or Camtasia to record presentations that are consistent with assignment descriptions and instructions.
- **Group Work:** You will use **Google Docs** to complete the collaborative aspects of your assigned group work. The work products will be posted on Blackboard Discussion Boards for class commentary and assessment.
- The following software plug-ins for Pcs and Macs respectively, are available for free download by clicking on the link next to each plug-in:
 - **Adobe Acrobat Reader:** <http://get.adobe.com/reader/>
 - **Windows Media Player:** <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - **Apple QuickTime Player:** www.apple.com/quicktime/download/

On-line Expectations

- **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on Tuesday and **finish** on Monday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing

course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require accommodations to ensure accessibility must be registered with George Mason University Disability Services and provide the instructor with a Faculty Contact Sheet. Academic accommodations are initiated through Faculty Contact Sheets and are not retroactive.

Required Readings

Required Course Texts:

Bolman, L., & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco: Jossey-Bass.

Fullan, M. (2007). *Leading In a Culture of Change*. San Francisco: Jossey-Bass.

Recommended Course Text:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association.

Course Learning Objectives

1. Understand the meaning and significance of the education leader's personal vision and core beliefs in school organizations;

2. Explore and differentiate traditional and critical leadership and organizational theories and their relationship to the study and practice of education leadership; and
3. Engage multiple conceptual and theoretical tools and strategies for observing, describing, and analyzing leadership cases for organizational change and enhanced institutional performance

Course Learning Outcomes

Students who successfully complete this course will be able to:

1. Define, identify, and articulate the meaning and significance of the education leader's personal vision and core beliefs in school organizations.
2. Construct and articulate a vision of effective school leadership as supported by their personal values and core beliefs around leadership, teaching, and learning.
3. Demonstrate knowledge of traditional and critical leadership and organizational theories and their relationship to the field of education leadership.
4. Compare and contrast the theoretical assumptions and traditional organizational theories that inform Bolman & Deal's four-frame model for analyzing organizational behaviors and outcomes.
5. Develop leadership cases that reflect connections between leadership and organizational theory, research, and practice.
6. Analyze leadership cases and scenarios through the practice of framing and reframing.

Program Learning Objectives

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities, and organizations. This first class is intended to introduce students to theory and practice in school leadership. Theory introduced in this class through readings, mixed media, and engagement activities will be used throughout the program to frame the candidate's thinking about leadership practice and decision making.

National Standards and Virginia Competencies

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Reframing Paper.

The course addresses a variety of the **ELLC Standards**, focusing primarily on the following: Standards 1.1, 1.2, 1.3, 1.4, and corresponding components of the Virginia Standards for School Leaders:

1. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:
 - a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:
 - (7) Identification, analysis, and resolution of problems using effective problem-solving techniques;

- (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
- b. Knowledge, understanding and application of systems and organizations, including:
- (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;
 - (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
- e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including:
- (3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;
 - (5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
- f. Knowledge understanding and application of basic leadership theories and influences that impact schools including:
- (1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;
 - (2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;
 - (3) Identify and respond to internal and external forces and influences on a school.

Grading

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points).

Assignment Descriptions (75% or 375 points of total grade)

The three graded assignments required for this course are as follows:

1. Autoethnography-Part One (100 points)

Rationale

Over the next couple of years, you will be asked at three points to reflect in writing on your life in relation to what you are learning or have learned over time and in this program. This assignment represents the first section of a three-part autoethnography that you will be asked to complete. ***Parts two and three will be written about half-way through your internship and at the close of the internship respectively.***

An autoethnography is a blending of an autobiography (story of self) and ethnography (study of culture) that represents one form of qualitative research. The purpose of this three-part assignment (i.e., personal, professional, and transformational ethnographic moments) revolves around having you reflect on your own history as it relates to the development of your values and philosophy, and the impact of this program on your growth as a leader.

Process

In this first section you are asked to impart your story growing up by reflecting on your family history, your school experiences and key moments in your life (leading to what some call “epiphanies”) that affected the ways you believe and act. Part two will treat your professional work history. Part three will address transformational experiences in this program.

Product

The first part of this paper should be a provocative memory that brings the reader into your life story. Then provide an introduction that tells the reader your thesis (e.g., what experiences were most important to your development and why) and foreshadows how you will go about supporting it, followed by the body of the paper which represents an account of your family history, school experiences and any key moments that impacted your life. Wrap up the paper with a conclusion that restates your thesis and summarizes the support you have provided for it.

The paper should be double spaced (APA format) and be approximately 6-9 pages long.

Submission Instructions:

You will upload Part 1 of your Autoethnography using the portal provided in the Assignments link. It must be uploaded no later than **Monday, October 1, 11:59 p.m.**

2. Platform of Beliefs (15% or 75 points)

The Platform of Beliefs assignment serves to help you “locate your compass” by identifying and reflecting on the core values and beliefs that will inform your leadership practice. For this assignment, you will prepare and post a 2 to 3-minute video presentation (using PowerPoint, Keynote, Prezi, Powtoon, or other presentation software to create the presentation and Kaltura or Jing to share a screencast of your presentation) that explains the type of school leader you want to be and why. You will also be expected to view your colleagues’ Platform of Beliefs videos and offer feedback on the similarities and differences you observed between their Platform of Beliefs and your own according to the assignment rubric.

Submission Instructions:

Part 1 - You will upload your final Platform of Beliefs video presentation to the class discussion board by **Monday, November 5, 11:59 p.m.** Part 2 - You will provide your feedback on three other videos on the class discussion board by **Monday, November 12, 11:59 p.m.**

3. *Reframing Paper (40% or 200 points)*

In this assignment, you will write a paper that demonstrates your ability to use multiple frames from the four-frame model to analyze **strategic governance practices and institutional performance** using data collected from the head and board chair of an independent school. **This assignment is the Performance-Based Assessment (PBA) for this course and should reflect your understanding of the key theories and assumptions that support each of Bolman & Deal's four frames** and their application to school leadership practice. Expected length: 8-10 pages.

Submission Instructions:

Upload your paper into the course site using the portal provided in the Assessments link. It must be uploaded no later than **Saturday, December 8, 11:59 p.m.**

Participation Requirements (25% or 125 points of total grade)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade.

Course Introduction (10 pts.)

- Syllabus Quiz

Unit 1 (20 pts.)

- Discussion Board: Personal Leadership Vision
- Blog Post: Beliefs v. Values

Unit 2 (30 pts.)

- Independent Activity: Directed and Open Question Responses
- Group Activity: Article Reviews and Responses

Unit 3 (45 pts.)

- Feedback on Classmates' Platform of Beliefs Videos
- Individual Activity: Leadership Quiz
- Group Activity: A New Principal For Tchikobou High School
- Activity: The Structural Frame
- Activity: The Human Resource Frame
- Activity: The Political Frame
- Activity: The Symbolic Frame

Unit 4 (20 pts.)

- Individual Activities: Integrating Frames
- Discussion Board: Final Reflection

Grading Scale

A+	=	500 points	B+	=	435 - 449	C	=	375 - 399
A	=	475 – 499	B	=	415 - 434	F	=	Below 375 points
A -	=	450 – 474	B-	=	400 - 414			

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism: Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

Copyright: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>

EDLE 620.DL1 Weekly Course Schedule (Fall 2018)

Note: At the instructor's discretion, the topic and reading schedule may be amended during the semester. Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the Course Schedule.

WEEK	DATE	UNIT	LESSON	ACTIVITIES/READINGS/ ASSIGNMENTS
1	Aug 27 –Sept 3	1	Course Overview; Lesson 1: Vision, Beliefs, and Values	Course Syllabus Syllabus Quiz Personal Leadership Vision and Discussion Fullan Ch.1,2
2	Sept 4 - 10	2	Lesson 1: Defining and Theorizing Leadership	Fullan Ch. 3-5 Question Response: Post to Class Discussion Board
3	Sept 11 - 17	2	Lesson 2: Organizational Theory and Schools Leadership	Readings & Discussion Board Posts <ul style="list-style-type: none"> • <i>The Short and Glorious History of Organizational Theory; The School as a Social System</i> • <i>Artful Leadership for Creating Positive Social Change: Reflections on an Arts-Based Autoethnography</i>
4	Sept 18 - 24	2	Lesson 2: Organizational Theory and Schools Leadership (cont.)	<ul style="list-style-type: none"> • Small Group Activity: Article Review Part 1 – Post to Class Discussion Board • Group 1: <i>Leadership Effects on Student Learning Mediated by Teacher Emotions</i> • Group 2: <i>Effective Instructional Time Use for School Leaders: Longitudinal Evidence From Observations of Principals</i>
5	Sept 25 – Oct 1	2	Lesson 3: Bridging Theory and Practice	Assignment 1 Due: Autoethnography (Oct. 1) Fullan Ch. 6 <i>Leading and Managing Today's Independent School</i> Question Response: Post to Class Discussion Board
6	Oct 2 - 8	3	Lesson 1: Making Sense of Organizations	B&D Ch. 1, 2 <i>The Dawn of System Leadership</i> Leadership Quiz Small Group Activity: <i>A New Principal For Tchikobou High School</i> - Post to Class Discussion Board
7	Oct 9 - 15	3	Lesson 2: The Structural Frame	B&D Ch. 3, 4, 5
8	Oct 16 -22	3	Lesson 3: The Human Resource Frame	B&D Ch. 6, 7, 8
9	Oct 23 – 29	3	Independent Research – Strategic Planning	<i>Independent School Leadership: Heads, Boards, & Strategic Thinking</i> Review Reframing assignment description and rubric Investigate strategic governance at an independent school
10	Oct 30-Nov 5	3	Lesson 4: The Political Frame	Assignment 2 Due: Platform of Beliefs (Nov. 5) B&D Ch. 9, 10, 11
11	Nov 6- 12	3	Lesson 5: The Symbolic Frame	B&D Ch. 12, 13, 14 Feedback on classmates' Platform of Beliefs videos Upload School Symbols
12	Nov 13-19	4	Lesson 1: Reframing Leadership and Change	B&D Ch. 15, 16 Question Response: Post to Class Discussion Board
13	Nov 20- 26	4	Lesson 1: Reframing Leadership and Change	B&D Ch. 17, 18 Question Response: Post to Class Discussion Board
14	Nov 27 – Dec 3	4	Lesson 2: Change and Leadership in Action	B&D Ch. 19, 20 Question Response: Post to Class Discussion Board
15	Dec 4-8	4	Writing Week	Assignment 3 Due: Reframing Paper (Dec. 8)

Appendix A:

The following rubric presented on pages 11-13 will be used to assess the TK20 performance for this course.

EDLE 620 Reframing Case Analysis Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Thesis and introduction	<p>9 - 10 points The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.</p>	<p>8 - 8.9 points Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.</p>	<p>7 - 7.9 points The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.</p>	<p>0 - 6.9 points There is no clear introduction or purpose.</p>
(ELCC 1.2) Case description	<p>13.5 - 15 points The case is described thoroughly, with clear delineation of the inputs that impact strategic effectiveness and institutional performance, including the board characteristics, structures, and activities demonstrating comprehensive knowledge of how to chart a strategic direction and the relationship between strategic governance practices and institutional performance of independent schools.</p>	<p>12 - 13.4 points The case is described generally with reference to important data or information that support the strategic plan, demonstrating candidate's adequate knowledge of how to chart a strategic direction and the relationship between strategic governance practices and institutional performance of independent schools.</p>	<p>10.5 - 11.9 points Description of the case is incomplete or poorly constructed, demonstrating candidate's inadequate knowledge of how to chart a strategic direction and the relationship between strategic governance practices and institutional performance of independent schools.</p>	<p>0 - 10.4 points Description of the case is largely missing or wholly inadequate, and hence provides no evidence related to the candidate's knowledge of how to chart a strategic direction nor the relationship between strategic governance practices and institutional performance of independent schools.</p>

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Case analysis - Framing (ELCC 1.1)	<p>13.5 – 15 points The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to clearly articulate the core values in relation to school vision and goals, demonstrating candidate’s thorough knowledge of theories relevant to building, articulating, implementing and stewarding school vision and institutional performance of independent schools.</p>	<p>12 – 13.4 points The frame used to present the case initially is identified, and the frame is used to discuss the core values in relation to school vision and goals, demonstrating candidate’s adequate knowledge of theories relevant to building, articulating, implementing and stewarding school vision institutional performance of independent schools.</p>	<p>10.5 – 11.9 points Analysis is weak or incomplete, or superficially considers the application of the frame to address the core values demonstrating candidate’s inadequate knowledge of theories relevant to building, articulating, implementing and stewarding school vision and institutional performance of independent schools.</p>	<p>0 – 10.4 points Analysis is unrelated to the case, is largely missing or wholly inadequate, and hence provides no evidence related to candidate knowledge of institutional performance of independent schools.</p>
Case analysis - Reframing (ELCC 1.3)	<p>18 – 20 points At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case, demonstrating candidate’s thorough knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.</p>	<p>16 – 17.9 points At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case, demonstrating candidate’s adequate knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement.</p>	<p>14 – 15.9 points Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame, demonstrating candidate’s inadequate knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement.</p>	<p>0 – 13.9 points Re-analysis is unrelated to the case, is largely missing, or wholly inadequate, and hence provides no evidence related to candidate knowledge on standards.</p>

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Reflection (ELCC 1.4)	18 – 20 points Specific lessons derived from frame analysis are presented. Compelling arguments regarding the likelihood of success of the strategic process to enhance institutional performance is analyzed and how school plans might be revised are presented. Reflection demonstrates candidate's comprehensive knowledge of effective strategies for supporting a highly strategic leadership culture.	16 – 17.9 points General lessons derived from frame analysis are presented. Reflection demonstrates candidate's adequate knowledge of effective strategies for supporting a highly strategic leadership culture.	14 – 15.9 points Suggested actions are superficial or weakly related to the analysis and re-analysis. Reflection demonstrates candidate's inadequate knowledge of effective strategies for supporting a highly strategic leadership culture.	0 to 13.9 points Suggested actions are largely missing or wholly inadequate, and hence provides no evidence related to candidate's knowledge to support a highly strategic leadership culture.
Support	9 - 10 points Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.	8 – 8.9 points Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.	7 – 7.9 points The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.	0 – 6.9 points Few to no solid supporting ideas or evidence are presented.
Organization of paper	4.5 - 5 points Paper is powerfully organized and fully developed	4 – 4.4 points Paper includes logical progression of ideas aided by clear transitions	3.5 – 3.9 points Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	0 – 3.4 points Paper lacks logical progression of ideas
Mechanics	4.5 - 5 points Nearly error-free which reflects clear understanding of APA format and thorough proofreading	4 – 4.4 points Occasional APA and/or grammatical errors and questionable word choice	3.5 – 3.9 points Errors in grammar, APA format, or punctuation, but spelling has been proofread	0 – 3.4 points Frequent errors in spelling, grammar, format and/or punctuation