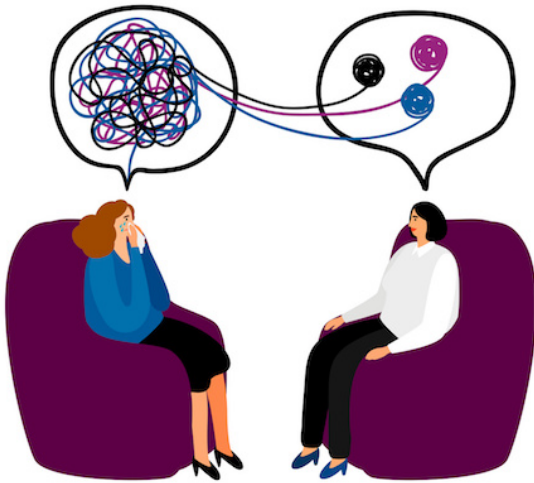


Introduction to Counseling Psychology



PCO4930
Monday, Periods 9-11 (4:05-7:05pm)
Spring 2025

Instructor: Marissa Falk, M.S., M.P.H.
Email: marissafalk@ufl.edu

Office: PSY 232 (by appt) or Zoom
Office Hours: Fridays 1:00-3:00pm (Zoom)
<https://ufl.zoom.us/j/99271476228>

OBJECTIVES

My objective? For you to be equipped to have thoughtful dialogue with yourself and others about the following question: *what does it mean to heal?*

Formal objectives:

- Introduce you to the field of counseling psychology and provide information about pursuing related careers.
- Provide information about the major theoretical orientations and apply them to understanding and treating psychological problems.
- Explore the therapeutic process and practice basic counseling skills within given theoretical orientations.
- Describe the role of multiculturalism and social justice in counseling psychology.
- Expose you to a variety of ethical and professional issues in counseling.
- Challenge you to examine your strengths and growth areas in the therapeutic process.
- Encourage your integration of theoretical and experiential learning to help form your own personal model of the counseling process.

COURSE DESCRIPTION

This course will provide an overview of various theoretical approaches to counseling and the implications of these approaches to our understanding of human nature, illness, change, and potential. This course is intended to provide students with an overview of the therapeutic process and therapeutic frameworks, an introduction to rudimentary counseling skills and practice, and an overview of issues related to the practice of psychotherapy (e.g., graduate school selection/application process, careers within counseling, ethics, and licensure). The material covered in this course will help you explore your interest in working with others to promote healthy change. Note, however, *that this course is not designed to teach students how to conduct psychotherapy.*

Due to the nature and content of this course, you may experience instances of discomfort as well as curiosity. If you encounter personal issues that you would like to explore in further depth, I recommend that you consider speaking with a counselor at either the **UF Counseling & Wellness Center** (<http://www.counsel.ufl.edu>, 352-392-1575) or the **Alachua County Crisis Center** (352-264-6789).

WHAT YOU'LL NEED

1. Reliable access to UF's Canvas System

Canvas will be our hub for communication. Here, I will post announcements, lectures, and relevant content that supplements our class discussions. You will also submit your assignments here.

If you aren't familiar with Canvas, I recommend heading over as soon as possible to <http://elearning.ufl.edu> to familiarize yourself. [Here](#) is a Quickstart Guide provided by UF.

2. This book:

- Gottlieb (2019). *Maybe you should talk to someone: A therapist, HER therapist, and our lives revealed.* Houghton Mifflin Harcourt

Other required readings are provided under the class schedule and will be available on Canvas.

Recommended text:

- Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole. ISBN-13: 978-0-8400-2854-9

COURSE STRUCTURE

Our class is an in-person course. We will meet each Monday in **Room 130 in the Psychology Building**.

Regarding lectures, every Monday I will be lecturing live in person at our regular meeting time (4:05pm). Even though a portion of each class will involve lecture-based presentations, I will absolutely create space for discussions during lecture. Thoughtful questions and sharing of perspectives are encouraged.

Regarding class activities (groups, book club, role-plays), these will be held during the second portion of class. At the end of lecture, we will make groups of students for class activities.

Regarding office hours, I *love* meeting with students to discuss everything and anything related to psychology, school, and life in general. If you'd like to talk, click on my office hours link (located on the first page of the syllabus) during the indicated time. I use a waiting room feature during my office hours, so only one student is with me at a time. If I'm with another student, you may have to wait a few minutes in the waiting room. If my office hours don't work with your schedule, please email me, and we can schedule a time to meet virtually via Zoom.

HOW YOU'LL BE GRADED

Canvas will calculate your final letter grade based on completion of the following:

1. **Attendance (50 points)**

Students are expected to be present for all lectures and then *actively* participate in the scheduled group activities for that class. During activity time is when your group TA will take attendance. If you know that you will miss class or need to leave early, please inform your instructor and TA in advance.

The course structure is such that about an hour and a half will be spent on lecture and about an hour will be spent in small groups. Students are expected to be present for all classes, *actively* participate in discussions, and complete the reading assignments listed in this syllabus **prior to** the associated lecture. This usually isn't difficult, as I hope you will find the material interesting, and you will be learning a lot about yourself along the way. Please be prepared to provide documentation when appropriate.

10 classes x 5 points each = 50 total points. Because life happens, sometimes we can't make it to class. That's okay. Attendance will be tracked for 11 classes, but only 10 will count towards your final grade, so you have **one free pass**.

2. Book Club (40 points)

When lecture is finished, I will sort students into groups. Remember, you must *actively* participate. It'll be fun- I promise.

Throughout the semester, you will be assigned sections to read from the Gottlieb text. For each section, you will submit two discussion questions on Canvas. Then when your book club meets, you will have discussions based on the questions submitted. Therefore, you *must* read the assigned chapters before class. I encourage you to bring your copy of the book to book club as well.

The total points possible per book club meeting is 10 points (5 points for submitting two questions in Canvas, 5 points for participating in group discussion), and there will be a total of 4 meetings throughout the semester (10 x 4 = 40).

If you cannot attend a discussion group due to a University approved reason (e.g., illness, religious reasons, emergency, etc.), you may earn points for the day by writing a 100-250 word paper on your reactions to the chapter(s).

When writing questions, I encourage submitting questions regarding elements that challenged you, were thought-provoking, or from which you gained insight.

Discussion questions must be submitted in Canvas by 11:59 pm the Sunday night before class that has Book Club scheduled.

3. Character Guide Paper (10 points total)

For the Character Guide Paper, please submit a Word document that builds a profile of you as a **hypothetical** client. This is the client you will portray in all three role-plays throughout the semester. When constructing your character, I recommend not creating one that hits too close to home for you. Drawing from your own history can be helpful, but we don't want these role-plays to touch on anything tender that would be better handled by an actual professional. **See Appendix A for specific grading criteria.**

4. Role-Play Reflection Papers (50 points total)

We will have 3 role-plays throughout the semester. Each "Role-Play" day will consist of 3 "sessions" (likely around 15 minutes each). On every role-play day, you will play three "roles:" the client, the counselor, and the process observer. You will alternate roles for every session. During these role-plays, you will practice the

therapy techniques that you have learned about in one of the previous lectures. **You may choose any therapeutic framework covered during lecture *prior* to the role-play.**

Each session will last approximately 10-15 minutes, followed by around 5 minutes of feedback. The process observer should be silent for the length of the session; however, after the session ends, the process observer is welcome to give feedback to the counselor and to comment on the process of the session. Both the client and the counselor are also welcome to speak during the feedback session.

When you are the client, try to get into character! It can feel silly initially; however, try not to let that get in the way of your experience. It can be a *really* powerful experience to see what it's like to be in the client's shoes and build feelings of empathy for them.

Following your first and second role-plays, you will have two weeks to complete role-play reflection papers (each worth 25 points). Please format your reflection paper appropriately—that is: typed, Times New Roman size 12 font, and include the exact headers written in the rubric provided in the Appendix. Be sure to give specifics and answer each element of every prompt to receive full credit.

A full set of instructions for the two Role-Play Reflection Papers can be found at the end of the syllabus (Appendix A).

5. Case Conceptualization Paper (50 points)

After role-plays, you will have a pretty good sense of who your client is and how you might work with them. You will create a case conceptualization for your client and respond to various questions about your experience (see Appendix B). Since we may need to work with different students on role-play days, you may pick which client to write about. A complete set of instructions for the Case Conceptualization Paper can be found at the end of the syllabus (Appendix B).

6. Two exams (50 points each, 100 points total)

There will be a midterm and a final exam. The final exam will not be cumulative. Both exams will incorporate multiple-choice, true/false, fill-in-the-blank, and short-answer questions. Exams will require the comprehension, application, and integration of course materials. Questions on the exam will come from the assigned readings and material covered within the course (e.g., class lectures, videos, activities, presentations). All material covered in class is examinable. All material covered in the reading is also examinable. Lecture slides will be posted online after class; these slides will include outlines of lecture content and will not cover all class material.

Please see the make-up exam policy under the “Fine Print” section of the syllabus.

7. Extra Credit

If 90% of the class fills out the anonymous UF Faculty Evaluation, I will offer every student in the class the opportunity to earn 2 extra credit points. If 100% of the class completes the evaluation, I will give the class 4 extra credit points.

In the end, your final course grade will reflect how many total points (out of 300) you accumulate:

Graded Item	Points
Two exams (50 points each)	100
Book Club	40
Character Guide	10
2 Role-Play Reflection Papers (25 points each)	50
Case Conceptualization Paper	50
Attendance	50 (5 per class)
Total points available	300

A	93% - 100%
A-	90% - 92.99%
B+	87% - 89.99%
B	83% - 86.99%
B-	80% - 82.99%
C+	77% - 79.99%
C	73% - 76.99%
C-	70% - 72.99%
D+	67% - 69.99%
D	63% - 66.99%
D-	60% - 62.99%
E	Below 60

CLASSROOM ENVIRONMENT

1. Our classes will incorporate a mix of lecture, discussion of readings, role-plays, and book club. Thus, it is a very hands-on approach to learning. You will often be working with small groups--active participation is a necessity.
2. As you participate in class, you will not be expected to always have the “right” answer. Additionally, in many instances, there will be no “right” or “wrong” answers. Rather, the “right” approach is one where you’re non-defensive, curious, and respectful. We will discuss sensitive topics during this course, and *respectful* expression of thoughts and opinions is essential.
3. One of my goals is for you to do well in this course, and we are here to help you. If you are experiencing challenges in the course, please do not wait to talk with me; come early in the semester while there is still time to address concerns. If you are not having difficulties, you are also welcome to speak with me, even if it is just about material about which you are interested and would like to learn

more. If you cannot make my office hours, I will be glad to make an appointment for another time.

4. Cell phones must be stowed, off or on silent mode, out of sight. For your own learning and those around you, please resist using phones during class.
5. I believe that students learn best when there is a class atmosphere of safety and respect for all. As the instructor, I will make every effort to create a safe class atmosphere where debate and discussion can take place and where students feel free to express their reactions, viewpoints, and experiences. I will treat every student enrolled in the course with respect. I will never demean or belittle a student nor chastise students for asking questions or raising concerns regarding the course material.
6. Likewise, I ask that students treat me, the teaching assistants, and one another with respect. You are free to disagree with each other, the instructor, or the teaching assistants—but you are required to keep your disagreement professional and respectful. As outlined in the UF Student Honor Code and Student Conduct Code, *“The University requires civility, respect, and integrity in the curricular program and encourages these behaviors in other activities among all members of the student community. Students are taught to exhibit high standards of behavior and concern for others and are encouraged to live up to these standards.”*

SOCIAL JUSTICE STATEMENT

Our commitment to diversity and social justice means that we will strive to attend to issues of power, privilege, and oppression in this course. To that end, a note on equity in the classroom. I do my best to apply class rules evenly across all students. However, there’s a difference between equality and equity. Not all students come from the same backgrounds, have the same access to resources, and share the same fiscal or family responsibilities. Please reach out and talk to me if you’re experiencing difficult circumstances. I can’t promise to waive late penalties, but I will always listen and try to develop a reasonable plan with you.

THE FINE PRINT

Make-up Exams

Make-up exams will only be administered for official university approved absences, which include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holidays, and official university activities, and proper documentation will be required (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>). A student health receipt is not sufficient documentation. Without documentation,

missed exams will receive a score of zero. For unexcused absences, there will be no make-ups or extensions without penalty. In the event of a medical or personal emergency that forces you to miss an exam, you will be given an opportunity to make up the missed exam. If you experience an emergency, you are expected to contact me as soon as possible to schedule a make-up (and provide documentation). In all instances of tests taken before or after their scheduled administration, instructors maintain the right to substitute tests different from those administered to the rest of the class at the same level of difficulty as the missed exam. In all cases, decisions about whether and when to allow a student to make up a test or assignment are left to the instructor's discretion. Make-up exams must take place within one week of the original exam unless there are extenuating circumstances. It is your responsibility as the student to work with the instructor to determine a time/location of the make-up.

Late Work Policy

Each late-day levels a 10% deduction (e.g., a paper submitted two days late can at best receive an 8/10).

Course Communications (Email and Canvas)

All students are required to check their UF email and visit Canvas *daily*, as these are used to communicate important course information. Pay particular attention to the Canvas "Announcements" tab, as the instructor frequently uses this function to post important information. Before contacting anyone through email, please check to see if the answer to your question has been posted to Canvas or is in any course material, such as the syllabus.

Allow at least 24 hours for an email response from the instructor or TA. Please be advised that the instructor and TAs may not respond to emails over the weekend or during university holidays, and questions sent less than two days before an assignment is due may not receive a response until after the deadline has passed.

Religious Observances

Please compare your calendars to the schedule. Any student having a conflict in the exam schedule or feeling that missing a class due to religious observance will disadvantage them should contact me as soon as possible so that we can make any necessary arrangements.

Academic Honesty

Cheating is defined in the UF Handbook, and it is the student's responsibility to be familiar with its many forms (including plagiarism). If a student is caught cheating, the first offense will result in a zero for that exam or assignment, and a record of the event will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an "E" for the course, and the student will go before the Honor Court. As a result of completing registration at UF, every student has agreed

to the following statement: “I understand that UF expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the university.”

Disability Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Confidentiality

All students must respect confidentiality. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience, and a student’s right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, confidentiality must be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates.

Customer Satisfaction

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Recording Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation and delivered by any instructor hired or appointed by the university or by a guest instructor as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical

presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021, Honor Code and Student Conduct Code.

IT TAKES A VILLAGE

Here is a list of your brilliant TAs this semester:

Sophia Lopez: lopezsophia@ufl.edu

Teddy Frank: edward.frank@ufl.edu

Deanna McRae: mcraedeanna@ufl.edu

Reagan Tobyansen: rtobyansen@ufl.edu

Gabriela Leon-Munilla: leonmunigabriela@ufl.edu

Tentative Schedule

“Tentative” is important- the schedule is subject to change. Announcements will be posted if/when this happens.

Week	Dates	Topic	Assignments/Readings Due
1	1/13	- Overview of Syllabus - Introduction to Counseling Psychology	
2	1/20	University Holiday (no class)	
3	1/27	- Ethics - Multiculturalism - Book Club and Role Play Demonstrations	- APA Ethics Code - Multicultural Guidelines (1, 2, and 5: p. 16-34 & p. 45-59)
4	2/3	- Basic Counseling Techniques, and the Therapeutic Relationship - Book Club Discussion #1	Read MYSTTS Part 1 (questions due by 11:59 pm on 2/2)
5	2/10	-Psychodynamic Therapy - Role-Play #1	Character Guide Due (by 11:59 pm on 2/9)
6	2/17	- Gestalt Therapy - Existential Therapy - Book Club Discussion #2	Read MYSTTS Part 2 (questions due by 11:59 pm on 2/16)
7	2/24	- Person Centered Therapy - Role-Play #2	Role-Play Reflection #1 Due (by 11:59 pm on 2/23)
8	3/3	Midterm Exam	
9	3/10	- Cognitive Behavioral Therapy	
10	3/17	Spring Break	
11	3/24	- Acceptance and Commitment Therapy - Mindfulness - Book Club Discussion #3	Read MYSTTS Part 3 (questions due by 11:59 pm on 3/23)
12	3/31	- Feminist Therapy - Narrative Therapy - Role-Play #3	Role-Play Reflection #2 Due (by 11:59 pm on 3/30) Read Adames et al., 2018

13	4/7	- Positive Psychology - Book Club Discussion #4	Read MYSTTS Part 4 (questions due by 11:59 pm on 4/6)
14	4/14	- Counseling Career Panel	Case Conceptualization Paper Due (by 11:59 pm on 4/13)
15	4/21	Exam 2	

Additional Reading

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author. <https://www.apa.org/ethics/code/>

American Psychological Association. 2017. *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. (**Guidelines 1, 2, and 5: p. 16-34 & p. 45-59**).

Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy*, 55(1), 73-79. <https://doi.org/10.1037/pst0000152>

Appendices below



Appendix A

Role-Play Reflection Instructions & Rubric

Three classes will incorporate role-plays. Before the first role-play, you will need to complete a “character guide/identity” for yourself that your therapist can ask you about. This is a 10-point assignment. It is also essential to complete in order to participate in the first role-play. Here’s the character guide and the role-play reflection paper rubric:

Character Guide (10 points)

For the Character Guide, please submit a Word document that builds a profile of you as a client. When constructing your character, I recommend selecting certain identities (e.g., gender, race) that align with your social identities. For example, I think it could be potentially offensive and harmful for a white student to role-play as a Black person. That said, it is also important not to create a character (e.g., presenting problem, interpersonal concerns) that hits too close to home for you. Drawing upon your own history for inspiration can be helpful, but we don't want these role-plays to touch on anything tender that would better be handled by an actual professional. In your Character Guide submission, please include the following:

Demographics (3 points)

- Name
- Preferred pronouns*
- Age
- Race/ethnicity
- Gender identity*
- Sexual orientation*
- Relationship status*
- Place of birth
- Occupation

Presenting Concern (3 points)

- Otherwise known as what is bringing you in. Broad umbrella to capture symptoms
- Examples: anxiety, depression, attention issues, trauma, obsessions, panic, etc.

Current Symptoms (4 points)

- A picture of what the client is currently experiencing
- Examples: sadness, low appetite, difficulty concentrating, poor sleep, racing thoughts, panic attacks, social anxiety, flashbacks, nightmares, constant worry, low energy, suicidal thoughts, etc.

* Keep in mind that for certain social identities, clients may still be working out a) which identity best fits them and b) if/when/with whom they want to share this information.

Role-Play Reflection Papers (25 points each)

After each of the first two role-plays, you will write a 1.5 to 2-page reflection (single-spaced) in the following format. This reflection focuses on your work as the therapist rather than the client's experience or what you observed as the process observer. Submit a typed document, include the headings provided, and use Times New Roman, 12-point font. Each Role-Play Reflection Paper should include:

Name of Therapy Practiced This Week

What therapy were you practicing this week?

Client Background and Presenting Problem (4 points)

Briefly discuss who your client was (i.e., discuss the character your dyad partner created). Include name, age, race, gender, sexual orientation, and other identifying information that you feel was relevant to your therapy session. Also, briefly discuss the client's presenting problem. Why did they come to see you for therapy?

Basic Counseling Techniques (4 points)

What basic counseling techniques did you use? This includes active listening and attending, paraphrasing, reflecting client's feelings, demonstrating genuineness, demonstrating unconditional positive regard, asking open-ended questions, using self-disclosure, and providing interpretation. Discuss how you used the basic counseling skills in the session.

Empathy (3 points)

What level of empathy (e.g., low, medium, high) do you believe you maintained as the therapist throughout the session? Provide an example from your session demonstrating this level of empathy. Were there any moments when demonstrating more empathy might have benefitted the client? Discuss.

Specific Therapy Techniques (7 points)

What specific therapy techniques did you use from this week's theoretical orientation (or a theoretical orientation discussed previously)? Discuss how you used these techniques in this session.

Reflections (5 points)

Write a paragraph discussing your overall experience with this type of therapy. In your reflection, also answer the following questions: What strengths did you show in this therapy session? What could you have done better? What do you like and/or not like about this kind of therapy? Was this therapy easy or difficult for you to perform?

Note: Grammar and readability of the reflection paper will account for **the final 2 points**.

Appendix B

Case Conceptualization Instructions & Rubric

After your final role-play, you will have a pretty good sense of who your client is and how you might work with them. You will create a case conceptualization for your client. This case conceptualization should address all of the questions below (and any additional questions that are relevant to your client). Please utilize the headings below.

The case conceptualization paper should be 2 to 3 pages (single-spaced), written in Times New Roman 12-point font, and include headers provided in the rubric below.

Title

1. Client Background and Presenting Problem

Present a brief (1-2 paragraph) description of your client's presenting problem(s). In this description, ensure you provide any important information about the client's identity, history, and current lifestyle.

2. Theory of Psychotherapy

Identify a theory of psychotherapy you would use to conceptualize the client's problem(s). Explain why you chose this theory (e.g., How does it fit the client? How does it fit your beliefs about psychotherapy?). In answering these questions, provide a brief summary of the theory itself (and cite using APA 7 format if using outside sources).

3. Modalities

Identify which modalities you have used in your three "sessions". Highlight if any modalities appeared to work better than others and relate this to your chosen psychotherapy theory. In answering this question, "modalities" can refer to specific skills you displayed (e.g., empathy, reflections) or additional interventions you used (e.g., challenging unhelpful thoughts) with your client.

4. Future Sessions

Explain how you would proceed in future sessions with the client. What do you want to know about the client that you have not yet learned in the first three sessions? How will this information help you further develop your case conceptualization? Will you use the same modalities/skills? Will you experiment with other interventions, and if so, which ones?

5. Personal Growth

What new knowledge will you take from your experience partaking in these role-plays? What did you learn about yourself? Make note of a time when you received feedback from your client or the process observer, what the feedback was, and how you responded.

Grading Rubric (50 total points)

Quality of Writing (10 points)

Great: Written in clear English; no grammatical errors; written in a formal and respectful tone; logical sequencing of ideas through well-developed paragraphs (consistent throughout the paper)	Good: A few grammar errors, or a few sentences are unclear	Needs Work: Several grammar errors or several sentences or paragraphs are unclear	Needs Major Revisions: Paper is not easily understandable/unclear writing; poor grammar	Your Score
10	9-7	6-3	2-0	

Quality of Critical Thinking (35 points)

Each of the 5 major questions will be worth 7 points (7x5=35). The following chart shows the point values assigned based on the quality of your response to each question. Keep in mind that all questions contain more than one component.

Great: Includes a thorough and thoughtful answer to the prompt. Addresses each component of the question in a balanced narrative.	Good: Includes a response to all questions asked in the prompt, but some or all responses are at “surface-level” (e.g., not explained or explored in depth) OR includes a thorough response to some but not all questions.	Needs Work: Includes “surface-level” responses to some but not all questions in the prompt.	Needs Major Revisions: Does not respond to questions in the prompt or responds to questions insufficiently.	Your Score
7	6-4	3-2	1-0	

Formatting (5 points)

Great: Paper is at least 2 pages (single-spaced), written in Times New Roman 12-point font, and includes the headers provided in the rubric above	Formatting criteria not met	Your Score
10	2-0	