

**University of Florida**  
**Department of Psychology**  
**PSY 4930: Special Topics in Psychology -Community Psychology**  
**Spring 2025**

Instructor: Yuki Shigemoto, Ph.D.  
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Office: PSY 238  
Office Hours: Tuesday, 10:30AM - 11:30AM & Thursday, 10:30AM – 12:30PM

Class Location: LAR 0239  
Class Days/Times: Tuesday, 11:45AM - 1:40PM & Thursday, 12:50PM – 1:40PM

**Required Text and Readings**

Moritsugu, J., Vera, E., Wong, F. Y., & Duffy K. (2019). Community Psychology (6th ed.). New York, NY: Routledge.  
Additional readings will be made available on Canvas.

**Course Description**

This course provides an introduction to the field of community psychology. Community psychology focuses on person-environment interactions and the various ways individuals navigate between different social contexts, such as schools, neighborhoods, communities, and society. Community psychologists employ a variety of methodological approaches to understand many of the social issues facing communities today such as juvenile violence, homelessness, and access to healthcare, etc..

**Course Objectives**

- 1- Students will be able to identify and articulate the basic tenets and principles of Community Psychology.
- 2- In an informed and effective manner, students will be able to differentiate and discuss such key aspects of person-environment interactions and the ways individuals navigate various social context.
- 3- Students will be able to demonstrate an understanding of different methods used in the community psychology research.
- 4- Students will be able to articulate knowledge on the topic of social justice and the importance of cultural sensitivity.

## Grading System

Assignment	Points
1. Exams 1, 2, and 3 (worth 10% per exam)	10% x3
2. Final Exam	20%
3. Group Research Presentation	20%
4. Community Investigation Paper	20%
5. Attendance	10%
<hr/> TOTAL Points	<hr/> 100%

## Grading Scale

A	≥ 92%	C	72% to <78%
A-	90% to < 92%	C-	70% to <72%
B+	88% to < 90%	D+	68% to <70%
B	82% to < 88%	D	62% to <68%
B-	80% to < 82%	D-	60% to <62%
C+	78% to < 80%	E	< 60%

## Assignment Requirements and Evaluation Criteria

All assignments will be submitted via [Canvas](#) on the date indicated by each assignment, **not through email or hard copies**. Course assignments are as follows:

### 1. Exams (Exams 1, 2, and 3, and Final Exam)

There will be four, online exams throughout the semester, three during the semester, and one during the scheduled final exam. Exams will consist of multiple-choice questions and will cover material from the assigned readings and lecture class activities. The first three exams will include only new material covered since the previous exam. However, the final exam will cover materials from previous chapters.

### 2. Group Research Presentation

During the semester, you will develop a group research proposal utilizing concepts of community psychology. The project will require you to develop a research plan and share your hypotheses and research questions (NOTE: you do not need to collect data). At the end of the semester, you are required to give an oral presentation of your group's research proposal to the class as part of the course requirements (approx. 30 minutes). This presentation will require you to utilize visuals (e.g., PowerPoint slides, Prezi) or other presentation resources as a way to communicate your proposed project. The specific details of the requirements of the presentation and the grading rubric are provided later in the syllabus. You are required to attend all proposal presentations at the end of the semester even on the day you are not presenting your own project.

### 3. Community Investigation Paper

For this assignment, you will choose a community that interests you. This can be a locality – your neighborhood, street, condo community, your town, etc. This can also be a relational community – your sorority/fraternity, your faith community, the local business community, the gym, the local cultural community, a social club you spend a lot of time with, the local arts community, an online support community, your work community, etc. After describing your selected community, most of your paper will be about analyzing the Jason et al. (2015)'s model of sense of community as you see them in your selected community. Additional details are in the assignment guidelines later in the syllabus. The final paper is due on the last day of class.

## **Additional Information**

**Civility:** I expect students to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, disrupting the class in any manner, using verbally aggressive languages when posting a comment, breaking student code of conduct rules, etc.

**Copyright Statement:** Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

### **Syllabus Change Policy:**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Any changes will be announced in class and on Canvas.

## **Class attendance, make-up exams, and other work**

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## **Late Assignments**

It is my intent that all assignments will be turned in on time (see dates on course schedule below). Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts.

## **University Honesty Policy**

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but is not limited, to cheating and plagiarism.

If you do a paper for this class, write it in your own words. It is possible to plagiarize a source even if no full sentences are copied word-for-word. In writing papers, please consult with APA style (7<sup>th</sup> edition). Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

## **Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565; <https://www.dso.ufl.edu/drc>) 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.

I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding accessibility and this course. If you think you may need accommodations, please contact the Disability Resource Center (DRC) as early as possible in the semester so that I can make any necessary adjustments to the course. You can call the DRC at **(352) 392-8565** or visit [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) for more information. They are dedicated to making sure students with various abilities have success at the university. Usually you'll talk with someone and may do additional assessments in order to develop the best plan possible. After you register with them, you'll get a letter that you show to me so that I can make the appropriate accommodations. It's okay to call them with any questions you might have. I am also more than happy to talk with you as well. If anything happens during the semester that may necessitate accommodations, please reach out to me and the DRC as soon as possible to make sure you have what you need to learn and be successful in the course.

### **Evaluation of this course**

I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

### **Campus Resources**

#### **Health and Wellness**

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-

0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

### **Academic Resources**

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

### **COVID-19 Considerations**

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.

- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392- 1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to- date information about COVID-19 and vaccination.

### **Sexual Harassment**

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

### **In-Class Recording**

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 education 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 an 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 presentation 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 guest 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 Honor Code and Student Conduct Code.

## Course Schedule

Unless otherwise stated, all Chapters/Pages refer to *Sixth Edition* of our assigned text

Date/Time Tues 11:45-1:40 Thurs 12:50-1:40		Topic
1/14/24	Tues	Course Introduction
1/16/24	Thurs	Introduction to Community Psychology (Chap 1)
1/21/24	Tues	Introduction to Community Psychology (Chap 1)
1/23/24	Thurs	Scientific Research Methods (Chap 2)
1/28/24	Tues	Scientific Research Methods (Chap 2)
1/30/24	Thurs	Stress and Resilience (Chap 3)
2/4/24	Tues	Stress and Resilience (Chap 3)
2/6/24	Thurs	Exam 1 Q&A/Review
2/11/24	Tues	Working on Group Research Presentation
2/13/24	Thurs	<b>Exam 1 (No class meeting; Exam administered in CANVAS)</b>
2/18/24	Tues	The Importance of Social Change (Chap 4)
2/20/24	Thurs	The Importance of Social Change (Chap 4)
2/25/24	Tues	Community Intervention Strategies (Chap 5)
2/27/24	Thurs	Community Intervention Strategies (Chap 5)
3/4/24	Tues	CP Application: Schools, Children, and the Community (Chap 8)
3/6/24	Thurs	CP Application: Schools, Children, and the Community (Chap 8)
3/11/24	Tues	Checking in on Group Presentation/ Exam 2 Q&A/Review
3/13/24	Thurs	<b>Exam 2 (No class meeting; Exam administered in CANVAS)</b>
3/18/24	Tues	<b>SPRING BREAK</b>
3/20/24	Thurs	<b>SPRING BREAK</b>
3/25/24	Tues	CP Application: Community Resilience (readings posted on Canvas)
3/27/24	Thurs	CP Application: Community Resilience (readings posted on Canvas)
4/1/24	Tues	CP Application: Disaster Research (readings posted on Canvas)
4/3/24	Thurs	CP Application: Prevention and Health Promotion (readings posted on Canvas)
4/8/24	Tues	Checking in on Group Presentation/ Exam 3 Q&A/Review
4/10/24	Thurs	<b>EXAM 3 (No class meeting; Exam administered in CANVAS)</b>
4/15/24	Tues	Presentation
4/17/24	Thurs	Presentation
4/22/24	Tues	Presentation; <b>COMMUNITY INVESTIGATION PAPER DUE</b>

All lecture and exam dates are approximately planned and subject to change.



## Group Research Presentation Guidelines

**Presentation in brief:** The presentation is a group project. The presentation should include: Introduction (Literature Review, Significance & Purpose of the Study, and Research Questions & Hypotheses) and Methods (Population and Sampling, Research Design, and Data Analysis). Feel free to include any tables and/or graphs as needed.

**The presentations should be approximately 30 minutes long, excluding Q&A.** Plan on needing about 1 to 2 minutes per slide. The trick to giving good presentations is distilling your information down into a few bulleted lists, diagrams, tables and graphs. You don't want to be rushed while presenting.

**Title slide** (1 slide). Title of the talk, the names of all group members, the class and university names, and the date the talk is given.

**Introduction** (7-10 slides). Explain why your work is interesting. Place the study in context – how does it relate to / follow from the community psychology literature on this subject. If it relates to any applied issues (e.g., environmental problems), mention this here. Use some pretty visuals (photographs, drawings, etc.) to get the audience excited about the issue and questions you are addressing. Clearly state the significance and purpose, and your hypotheses.

**Methods** (approx 5 slides). Describe who your population and sample are, and how you are going to recruit your sample. Clearly summarize all the variables you are going to examine and the research design you are going to use. State the planned analytical methods you are going to use.

**Q&A** (1 slide). Verbally thank your audience for their attention and tell them you would be happy to answer any questions.

**Group Research Presentation Grading Rubric**

Assessment/Points	2 points	1 point	0 point
<b>Introduction:</b> Literature Review & Context/Background Information (approx 5-6 slides)	Narrative integrates critical and logical details from the peer-reviewed theoretical and research literature. Each key construct and variable are grounded to the literature <u>in community psychology</u> .	A key construct or variables were provided but were not connected to the current project/research question.	Background information or the review of the literature were missing or consisted of primary non-research-based articles.
<b>Introduction:</b> Significance & Purpose of the Study (approx 1-2 slides)	Presents a significant research problem <u>related to community psychology</u> . Articulates clear, reasonable research questions given the purpose, design, and methods of the proposed study. All constructs and variables have been appropriately defined.	Research issues are identified, but the statement is too broad, or the description fails to establish the importance of the problem area.	Significance and purpose of the study were omitted or inappropriate
<b>Introduction:</b> Research Questions & Hypotheses (approx 1-2 slides)	Specific research questions or hypotheses are clearly articulated, and variables or possible outcomes are defined	Research questions or hypotheses are present, but vague	No research questions or hypotheses were given
<b>Methods:</b> Population and Sampling (approx 1 slide)	The description of the population was meaningful. The sampling process was reasonable to recruit a representative sample of the population.	The description of the population or sampling strategy was confusing, lacked relevance to the purpose, was incomplete.	The population or sample was not identified or described. The sampling strategy was inappropriate for the research questions
<b>Methods:</b> Research Design (approx 2 slides)	The purpose, questions, and design are mutually supportive and coherent. Attention has been given to eliminating alternative explanations and controlling extraneous variables. Appropriate and important limitations and assumptions have been clearly stated.	The research design is confusing or incomplete given the research questions and sampling strategy	The research design is inappropriate or has not been identified.
<b>Methods:</b> Data Analysis (approx 2 slides)	Analytical methods were sufficiently specific, clear, and appropriate given the research questions, research design, and scale of measurement, and type of distribution.	Descriptive or inferential methods were confusing, incomplete, or lacked relevance to the research questions, data, or research design.	Analytical methods (descriptive, inferential test, and significance level) were missing or inappropriately aligned with data and research design.
<b>Presentation Skills</b>	Clear and concise presentation; answered questions with great ease; logical flow	Satisfactory presentation skills; responses to questions were adequate	Unable to discuss findings in a scientific fashion; lacked a logical order; presentation lacks polish
<b>Personal Conduct</b>	Very well prepared; well-mannered and respectful towards others; arrived on time; polished presentation	Reasonably prepared; behavior appropriate for context	Arrived late; behavior not appropriate for context; not prepared

## Community Investigation Paper Guidelines (no more than 5 double-spaced pages)

The purpose of this assignment is: **To assess sense of community in a setting, and to illustrate the three elements of sense of community in that setting.**

And that is what I will eventually be grading, that you sufficiently convinced me that you understand what makes up sense of community. You'll start your paper with a little introduction to your chosen community, and you'll conclude your paper with the challenges they face and what their future looks like. The whole middle part of your paper is on sense of community. That's the heart of the assignment, and where most of your grade is earned. We are using the model of sense of community developed by Jason et al. (2015).

Jason, L. A., Stevens, E., & Ram, D. (2015). Development of a three-factor psychological sense of community scale. *Journal of Community Psychology, 43*(8), 973-985. <https://doi.org/10.1002/jcop.21726>

### **Here is the short version of how to get an A on this paper:**

1. Learn what sense of community is first – see Jason et al. (2015) in full-text journal article.
2. Pick a community – your own favorite, or someone else's favorite.
3. Assess its present-day sense of community – go through the three elements.
4. Format properly – APA Style.
5. Write enough substance – no quotes, no fluff.
6. Read the rubric - to make sure you cover everything.
7. Submit your paper on time.

### **How to choose a community**

**“These are my people!”** What community is that for you? Write about them. Think of a community who has **shared experiences, a history together**, something that symbolized **membership**, a sense of **meeting one another's needs, boundaries** that define who is a member and who is not, **people who have influence** over the group, etc. You do not need any permission or approval, although if you're not sure about your choice, or if you want my help deciding from among some options, just let me know. The only people that cannot be considered “a community” for our purposes are: your family, and your friends in general. Those people comprise your social network, which is different. **You cannot write about a community from your past – you have to get to know their sense of community now in the present moment.**

Even though you might have to be asking people to tell you about things, do not include a Q&A in your final paper. This is not an interview paper. You might include a few brief quotes, but mostly do not.

Gather the data however you want, about whatever community you choose. If you want, you can use the Sense of Community Scale in Jason et al. (2015) and ask people in the community to complete it. Run a descriptive analysis and for each element, you can describe your findings. Your goal is to assess sense of community **in the present moment.**

**Your paper must have three sections:**

- **Introduction** (1 paragraph) – Describe the community as if you were a greeter giving a tour to new guests who came by right now today to learn about this community. Say where it is, how long it's been around, how big or small it is, what you like or dislike about them, and how they are operating in the ongoing pandemic era. Here you might include a photo or screenshot too. Do not copy and paste from their website or Wikipedia. Briefly introduce this community in your own words.
- **Sense of Community** (At least one paragraph for each element) – This is the important part of the paper, working through the model of Sense of Community by Jason et al. (2015). You will be critically assessing the three elements of sense of community. **Each element needs to be one full paragraph at minimum.** Do not give any space to defining the terms, just apply them. I am your target audience, and I already know what these words mean. And wordiness that does not add substance is something that I ignore when grading, so don't bother adding in any fluff.
- **Most pressing issues** (1-2 paragraphs) – What are the one or two greatest challenges faced by this community today? How are they going about meeting those challenges? What does the future look like for this community? This should read like a conclusion not a repeat of things you've already covered.

**Remember: See the Grading Rubric for details on exactly where points are earned and lost.**

### Community Investigation Paper Grading Rubric

Requirement	5 points	3 points	0 point
Introduce the Community	<ul style="list-style-type: none"> <li>• Introduce the reader to your chosen community in your own words. This should be about one double-spaced page of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the reader to your chosen community by paraphrasing Wikipedia or other publications with appropriate citations (ideally you do not do this even with citations)</li> </ul>	<ul style="list-style-type: none"> <li>• Wrote very little to introduce the reader to your chosen community.</li> </ul>
Assess the “Membership” element	<ul style="list-style-type: none"> <li>• Critically assessed the element of membership, including but not limited to emotional safety and sense of belonging. This should be at least one full paragraph and should convey to the reader an understanding of this one element.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed more than half of the element of membership, and/or assessed this element in less than one full paragraph of text, and/or gave space to definitions or wordiness that does not add substance.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically assessed very little of the element of membership.</li> </ul>
Assess the “Self” element	<ul style="list-style-type: none"> <li>• Critically assessed the element of influence, including but not limited to describing what conditions feed into shared emotional connection in the given community, commitment, power and trust. This should be at least one full paragraph and should convey to the reader an understanding of this one element.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed more than half of the element of self, and/or assessed this element in less than one full paragraph of text, and/or gave space to definitions or wordiness that does not add substance.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically assessed very little of the element of self.</li> </ul>
Assess the “Entity” element	<ul style="list-style-type: none"> <li>• Critically assessed the element of entity, including but not limited to shared goals and values. This should be at least one full paragraph and should convey to the reader an understanding of this one element.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessed more than half of the element of entity, and/or assessed this element in less than one full paragraph of text, and/or gave space to definitions or wordiness that does not add substance.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically assessed very little of the element of entity.</li> </ul>

Requirement (cont.)	5 points	3 points	0 point
Summarize Challenges and Future Outlook	<ul style="list-style-type: none"> <li>• Described one or two greatest challenges presently faced by this community, and how they are going about meeting those challenges. Mentioned what the future looks like for this community. This should read like a conclusion and be about one full page.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressed only half of the description for 3 points.</li> </ul>	<ul style="list-style-type: none"> <li>• Wrote very little content pertaining to greatest challenges and outlook.</li> </ul>
Proper APA Style Formatting	<ul style="list-style-type: none"> <li>• Used proper font, spacing, margins, and numbering: Times New Roman 12 pt. font; double-spaced text with no extra space between paragraphs; 1” margins on all four sides; simple numbered pages top right corner. Total paper is approximately 3-4 pages of content, excluding cover/title page.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatted most font, spacing, margins, numbering and length correctly, but not all.</li> </ul>	<ul style="list-style-type: none"> <li>• More than minor errors in formatting of font, spacing, margins, and numbering, or length.</li> </ul>