



**Department Of Behavioral Sciences  
Juvenile Delinquency – SOC 3523  
Fall 2018**

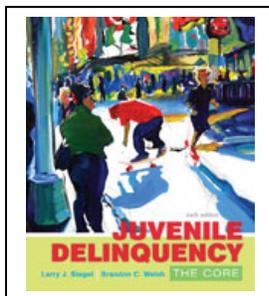
<b>Instructor</b>	Dr. Hallie Stephens – Associate Professor
<b>Office Location</b>	Russell building (John Massey School of Business), #304
<b>Email</b>	<a href="mailto:hstephens@se.edu">hstephens@se.edu</a>
<b>Office Phone</b>	(580)745-2044
<b>Virtual Meeting Time</b>	Mon. 11:00-1:00
<b>Office Hours</b>	Tue. 10:00-10:45 & 2:30-3:30, Wed. 12:00-2:00, Thur. 10:00-10:45 and 2:30-3:30, and Fri. by appointment

**Catalog Description:** Analysis of research and theory related to the causes, extent, and correction of delinquency.

**Required Course Materials**

**Textbook:** Siegel, L. and Brandon Welsh. (2017). *Juvenile delinquency: The core*. 6<sup>th</sup> ed. Belmont, CA: Wadsworth (if you use a different edition you may or may not have the same information that is presented in the required edition).  
Available at University Bookstore

**ISBN#:** 978-1-305-57741-1



It is **extremely important** that you obtain course materials before the start date of the course, including the textbook. You do not have to wait until you receive a copy of the syllabus to find out the required book for a given course. You may use the SE Official Bookstore to find the book. Try it now! Go to [goo.gl/jRh3v0](http://goo.gl/jRh3v0) (this is a shortened web-address for the SE Bookstore), type in the information for one of your courses, and see the book!

**Handouts and other Course Materials:** N/A

## Technology Requirements:

Please read the *Technical Requirements* policy on the Southeastern Distance Education website

<http://homepages.se.edu/blackboard/student-support/browser-recommendations/>

In summary, you will need access to a reliable computer with adequate specs and a reliable internet connection, with a backup plan in case you experience technical difficulty. Oftentimes technical problems are browser related, so if this occurs try a different browser. Typically Chrome and Firefox work best Blackboard.

## Minimum Technical Skills

Students enrolled in this course will be expected to navigate BlackBoard to obtain course content and complete assignments. Students may also be required to use other SE resources such as the SE library. To ensure each student is adequately equipped for these requirements, you have each been enrolled in a resource course titled Online Student Orientation. There, you will learn to navigate within the BlackBoard folders and modules, as well as use the Bb resources. You will also learn about Respondus and ZOOM. You will complete tutorials on a variety of skills to help you take full advantage of what Blackboard and SE has to offer. If you have trouble loading the tutorials, please review the troubleshooting page upon entering the tutorials module. This course will provide you with the skills needed to succeed in this and other online courses. The Orientation course will take approximately two to four hours to complete in full. You will be required to provide proof of completion of the orientation before gaining access to course work folders. Discovery of falsified credentials (badge) is an integrity violation and will follow SE's academic integrity policy.

## Prerequisites Knowledge/Skills:

Correct grammar, spelling, and punctuation are necessary in a college course. Therefore, you are encouraged to take advantage of the resource "course" Basics of Language Training (BOLT). These modules are self-paced and will serve as a refresher course for writing. Each online course will require correct usage of grammar and APA format. The Basics of Language Training (BOLT) course contains self-paced modules on APA basic format as well as Citing Sources in APA. You are strongly encouraged to review these modules to be fully prepared for your courses. If you are unable to demonstrate adequate usage of grammar, punctuation, spelling, or APA format, your instructor(s) may require work to be completed in the Basics of Language Training (BOLT) Course. The BOLT course will remain available to students throughout the program so that they may return to it as necessary.

The logo for the Basics of Language Training (BOLT) course, featuring the word "BOLT" in a bold, black, sans-serif font with a yellow lightning bolt symbol integrated into the letter "O".

Additionally, the menu of each course will have a link to the Purdue OWL site, which is an excellent resource for quick reference when completing work.

## Definition of a Week

Each week will begin at 12:00am Monday and will end at 11:59pm Sunday. This will be the time frame for which students will be expected to work within a given week's folder. All assignments will be due at 11:59pm, and the last assignment each week will be due on Sunday. All times will be based on the time zone of the institution: **Central Standard Time**.

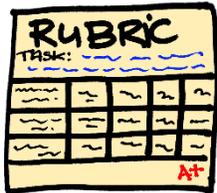
## Work Load

The amount of time you will spend in each course will vary from class to class, largely

depending on prior education and experience with the topic of the class. Instructors will provide approximate time expectations for each task in the course, but individually, you may spend more or less on any given item depending on your reading speed, the need to re-read content, and how quickly you comprehend the subject and requirements. It is roughly estimated that you will spend an average of 12-15 hours per week in any given course.

## Standard Grading Rubrics

Each course will use standard rubrics. They will be attached digitally to your assignments. You should always review the rubric scores and comments to fully understand the grade received and obtain all feedback provided



## Course Policies

### Course Availability

Courses will be made available to students one week (7 days) in advance of the start date. Instructors may choose to email students in advance with preview information.

### Course Content Availability

Availability for general items within the course will not be withheld; however, if shortened visibility for assignments or exams is applied, a minimum of a 48-hour window of availability will be provided. There will only be one week available at a time.

### Late Work

Late work will generally not be accepted. I will make arrangements/exceptions on an individual basis for *extenuating* circumstances, and such exceptions may still be accompanied by significant penalty. If a student knows in advance that he or she will be traveling or unable to access the course for any reason, it is his or her responsibility to contact the instructor in advance and make arrangements to work ahead. If a student contacts the instructor *after* the due date, documentation will be expected. This includes documentation from IT in the case of technical



difficulties. (If you submit a Bb Student Support Request form, you will automatically receive an email confirmation, which will be time stamped evidence of your due diligence in resolving the issue.) Keep back-up copies of your assignments and have a backup plan with at least one alternate location to complete the assignment or take a quiz or exam. Don't wait until the last minute to complete assignments or take the quizzes and you won't encounter these types of problems. Excuses such as "I had to work," "The system was down," "My computer crashed," "I lost my flash drive with my work on it," "I couldn't get to a computer," "I forgot about the assignment," "I didn't see the reminder announcement," "I overlooked the assignment folder," "I didn't realize I submitted the wrong document," "I didn't realize I submitted a blank document," "I couldn't find the assignment in Bb," etc., etc., etc., are **not** considered extenuating circumstances. No extra assignments will be given to "bring up your grade."

## **University Policies:**

### **Attendance:**

The Registrar's office defines attendance in online and blended classes as:

**Stopped Attending** = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with the instructor

**Never Attended** = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course. Statistics Tracking in Blackboard will be utilized in part for determining teacher candidates' accessing of Bb.

**Excessive Absences** = Students who have submitted some work but are infrequent in their participation or late on assignments—leading to a failing grade

Regular and routine participation is required to be “in attendance” for the course. This includes regularly logging in, turning in homework by required dates/times, **and** participating in discussion forums. Seven (7) consecutive days of non-participation **will** result in your access being disabled without warning. Participation, or lack thereof, may also affect your financial aid. Remember, Blackboard automatically tracks and records every click once you log into a Bb course. Bb administrators can see if and when you logged on, the date and time of day you logged on, and what you accessed once you logged in to the course.

**You are expected to login at least once daily to make sure you are completing the work and/or reading assigned.**

*Registrar's definitions above will be used for all reporting purposes, per SE policy.*

### **Internet Etiquette (Netiquette):**

Distance conveys a degree of anonymity, and as a result, many people feel less inhibited in online situations than in their everyday lives. This lessening of inhibitions sometimes leads people to drop their normal standards of decorum when communicating online. Become familiar with the following guidelines regarding both online discussions and email messages. View entirety of policy: <http://www.se.edu/dept/online-learning/technology/communication-netiquette/>

**Southeastern Student Code of Conduct:** <http://www.se.edu/dept/student-life/files/2009/10/student-handbook.pdf>

**Southeastern Academic Calendar:** [http://www.se.edu/dept/registrar/calendar/Assistance/Tutoring in Writing:](http://www.se.edu/dept/registrar/calendar/Assistance/Tutoring%20in%20Writing)

**Smart Thinking:** Online tutorial service. **Smart Thinking's** services include personalized, live, and online assistance. Visit <http://www.se.edu/current-students/smart-thinking/> to take advantage of these services.

**The Writing Center** is also available to help with your writing. Here is the contact information: <http://www.se.edu/dept/learning-center/writing-center/>

**Counseling Center:** Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

**Disability Accommodations:** Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

**Blackboard Support:** Can be found on the Southeastern Blackboard homepage at: <https://blackboard.se.edu/> by clicking on Bb technical support request or in the lower right hand corner on “Live Chat” between the hours of 7:00am-1:00am CST.

**Equity and Non-Discrimination Statement:** Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or [mdavis@se.edu](mailto:mdavis@se.edu).

## **Course Format**

**Menu:** Each course will utilize a Course Template to accomplish a common look and feel. The template will contain a course menu with nine buttons:

- **Course Home Page** - Here, students may obtain quick information regarding announcements, assignments due, etc.
- **Announcements** - Announcements may be used to clarify assignments, make changes in the schedule, provide holistic feedback to the class, etc.
- **Start Here** - This section will contain the syllabus, the instructor's contact information, course policies, etc.
- **Course Work** - Here students will find a folder for each week of the course. All the content, assignments, etc. will be placed into the appropriate week's folder. An outline of contents should be placed on the front of the folder. Assignments may be due throughout the week.
- **Henry G. Bennett Library** - This is a link to the SE online library for convenience.
- **Student Tools** – Students may access any student tool from this area, including grades. They can also email the instructor or classmates from here.
- **Student Email** - All university announcements and other communication with instructors will be sent to student email. This link gives quick convenient access to student email.

**Weekly Folders:** There are Seven Weekly Folders, located on the Blackboard Home page tabs, containing all course exercises. Students will collaborate with the instructor and each other via the online tools provided by Bb, including discussion boards. All assignments, instructions, and explanations will be posted to Bb within the corresponding weekly folder. On the front of the folder is the Introduction. It will give you a summary of the contents of the folder as well as an introduction to the subject matter. Assignments, Quizzes, Discussion Boards, and Exams are

contained in the sub-folders. The course content will be available from the beginning of the course with due dates listed for each assignment. Please note that early submission of an assignment will not result in the assignment being graded earlier.

## **Course Calendar**

### Week one

- Read Ch. 1 – *Childhood and Delinquency*
- Chapter 1 lecture notes posted
- Assignment #1 due by Sunday @11:59 p.m. (CST)
- Quiz #1 over syllabus due by Sunday @11:59 p.m. (CST)
- Discussion board topic #1 posted (participation required before Sunday @11:59 p.m. (CST))
- Read Ch. 2 – *The Nature and Extent of Delinquency*
- Ch. 2 lecture notes posted
- Read Ch. 3 – *Individual Views of Delinquency: Choice and Trait*
- Ch. 3 lecture notes posted
- Assignment #2 due by Sunday @11:59 p.m. (CST)

### Week two

- Read Ch. 4 – *Sociological Views of Delinquency*
- Chapter 4 lecture notes posted
- Read Ch. 5 – *Developmental Views of Delinquency: Life Course, Latent Trait, and Trajectory*
- Ch. 5 lecture notes posted
- Exam 1 study guide posted
- Assignment #3 due by Sunday @11:59 p.m. (CST)
- Access to exam 1 begins @8:00 a.m. on Thursday
- Access to exam 1 continues until midnight (12:00 a.m.) on Friday

### Week three

- Read chapter 6 – *Gender and Delinquency*
- Ch. 6 lecture notes posted
- Quiz #2 over chapter 6 due by Sunday @11:59 p.m. (CST)
- Assignment #4 due by Sunday @11:59 p.m. (CST)
- Discussion board topic #2 posted (participation required before Sunday @11:59 p.m. (CST))
- Read Ch. 7 – *The Family and Delinquency*
- Ch. 7 lecture notes posted

### Week four

- Read Ch. 8 – *Peers and Delinquency: Juvenile Gangs and Groups*
- Ch. 8 lecture notes posted
- Assignment #5 due by Sunday @11:59 p.m. (CST)
- Discussion board topic #3 posted (participation required before Sunday @11:59 p.m. (CST))

### Week five

- Read Ch. 9 – *Schools and Delinquency*
- Ch. 9 lecture notes posted
- Assignment #6 due by Sunday @11:59 p.m. (CST)
- Exam 2 study guide posted
- Access to exam 2 begins @8:00 a.m. on Thursday
- Access to exam 2 continues until midnight (12:00 a.m.) on Friday

### Week six

- Read Ch. 10 – *Drug Use and Delinquency*
- Ch. 10 lecture notes posted
- Quiz #3 over chapter 10 due by Sunday @11:59 p.m. (CST)
- Assignment #7 due by Sunday @11:59 p.m. (CST)
- Discussion board topic #4 posted (participation required before Sunday @11:59 p.m. (CST))
- Read Ch. 12 – *Police Work with Juveniles*
- Assignment #8 posted
- Ch. 12 lecture notes posted
- Quiz #4 over chapter 12 due by Sunday @11:59 p.m. (CST)

### Week seven

- Read Ch. 13 – *Juvenile Court Process: Pretrial, Trial, and Sentencing*
- Quiz #5 over chapter 13 due by Sunday @11:59 p.m. (CST)
- Ch. 13 lecture notes posted
- Assignment #9 due by Sunday @11:59 p.m. (CST)
- Discussion board topic #5 posted (participation required before Sunday @11:59 p.m. (CST))
- Read Ch. 14 – *Juvenile Corrections: Probation, Community Treatment, and Institutionalization*
- Ch. 14 lecture notes posted
- Assignment #10 due by Sunday @11:59 p.m. (CST)
- Exam 3 (final) study guide posted
- Access to exam 3 (final) begins @8:00 a.m. on Thursday
- Access to exam 3 (final) continues until midnight (12:00 a.m.)

## **Course Learning Objectives:**

The following objectives will be met in this class:

- C.1 - Examine the history and development of juvenile delinquency
- C.2 - Learn important concepts related to juvenile delinquency
- C.3 - Explain the connection of juvenile delinquency to society
- C.4 - Examine contemporary events in the United States as they relate to juvenile delinquency
- C.5 - Examine how the juvenile justice system operates

## **Module Learning Objectives:**

- A – Childhood and Delinquency
- B – The Nature and Extent of Delinquency
- C – Individual Views of Delinquency: Choice & Trait

- D – Sociological Views of Delinquency
- E – Developmental Views of Delinquency: Life Course, Latent Trait, and Trajectory
- F – Gender and Delinquency
- G – The Family and Delinquency
- H – Peers and Delinquency: Juvenile Gangs and Groups
- I – Schools and Delinquency
- J – Drug Use and Delinquency
- K – Police Work with Juveniles
- L – Juvenile Court Process: Pretrial, Trial, and Sentencing
- M – Juvenile Corrections: Probation, Community Treatment, and Institutionalization

### **ALIGNMENT OF OBJECTIVES WITH LOCAL, STATE, AND OR NATIONAL STANDARDS:**

The mission of the Sociology program is to provide the intellectual basis and appropriate perspective for examining society and social behavior. This perspective is vital to the development of an educated and tolerant public. It is also significant for training students for entry into social service positions. The primary and enduring function of the program is to provide quality sociological education that enriches students and, therefore, the communities in which they reside.

1. Program Goal – Knowledge base
  - a. Outcome – Students will develop a “sociological imagination” consisting of terminology, concepts and current knowledge in the field of sociology
2. Program Goal – Critical thinking
  - a. Outcome – Demonstrate an understanding of the options available to society when deviant behavior occurs
  - b. Outcome – Demonstrate an understanding of how social institutions contribute to stability or change in society
3. Program Goal – Multicultural view
  - a. Outcome – Students will develop a multicultural view of both domestic and global issues

The juvenile delinquency class will address all three of these program goals. Upon completion of the course, students should be able to define and understand the major concepts specifically related to the study of juvenile delinquency. Through the required written assignments and in-class discussions/group work they should also be able to communicate the information they have learned and demonstrate their critical thinking. Lastly, information imparted to students will increase their understanding of multicultural views.

### **Course Requirements:**

***Reading assignments:*** I cannot stress enough the importance of keeping up with the lecture notes and other assigned readings they are an integral part of this course.

***Written assignments (critical thinking):*** Assignments based on the readings and/or subject matter will be given throughout the semester. **I expect you to apply critical thinking to these assignments and not copy information directly from your text.**

***Discussion board:*** There will be five (5) different topics (threads) posted on the discussion board that will require your participation. Your participation will be tracked and recorded as a grade (10 points) each. In order to obtain the full participation points you will be required to post at

least one response to the question **AND** two responses to your fellow classmates' comments. **It is extremely important that your comments remain professional and academic at all times.** There will also be a discussion board (thread) available for students to communicate with each other regarding issues/questions concerning the class. This will NOT be a graded discussion board.

**Quizzes:** There will be five (5) quizzes throughout the semester that will test your comprehension of the subject material, **this includes your library/Blackboard & syllabus at the end of the first week.** Each chapter quiz that is given will contain only two questions. Each quiz will be worth 10 points each.

**Exams:** There will be **three** exams during this course. Material for the tests will come from the text and class lectures notes. The exams will be a combination of multiple choice, true-false and short essay. Each exam will be worth 100 points.

### **Grading Policy:**

Each activity assigned will incur points unless otherwise noted. Written assignments, participation in the graded discussion boards, current events, and quizzes are all worth 10 points each. All work is subject to critical evaluation for content, effort, and completion of all requirements in order to be eligible for full credit. Points for any work emailed directly to the instructor instead of submitting through the Blackboard system will vary, depending on the assignment. All exams are worth 100 points each, the final exam is **NOT** comprehensive.

Grades will be assigned using percentages as follows:

Exams 1-3	300 points
Written assignments	100 points
Discussion boards	50 points
Quizzes	50 points

The grading scale for this course is:

A = 500-449
B = 448-398
C = 397-348
D = 347-298
F = 297 & below

Rounding to the next letter grade is NOT AUTOMATIC and will be at the discretion of the instructor.

### **Instructor Feedback:**

Students should expect a timely response to email questions and prompt grading and posting of assignments and exams. You should receive a response to your email within 24 hours. If you haven't received a response within 24 hours, please email again just in case I overlooked it. You should do your best to email from your official SOSU student email account. **Be sure to include your name and the course name in the body of every email you send as well as the assignment number you are referencing.**

Students should expect prompt grading and posting of assignments and exams. Instructor feedback will be provided to students in 3 business days or Instructor feedback will be provided to students before the next assignment is due. (specified unit of time)

The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the course schedule.

### **Course Evaluations**

All students are asked to complete an anonymous evaluation of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.

Name Grading Rubric for Discussion Board Participation

Description Based on rubrics developed by: Dr. Jeffrey Kwong, College of Nursing, Rutgers University Kreiger, D. (2013) Designing a Discussion Board Rubric. Instructional Design and Technology Services, SC&I, Rutgers University, retrieved from: <http://comminfo.rutgers.edu/blogs/dk594/designing-a-discussion-board-rubric.html>. Edelstein, S. & Edwards, J. (2013). If you build it, they will come: Building learning communities through threaded discussions. Online Journal of Distance Learning Administration, (1).

## Rubrics:

### Rubric Detail

Criteria	Levels of Achievement			
	Exemplary (far exceeds standard)	Above Average (exceeds standard)	Adequate (meets standard)	Inadequate (below standard)
Activity	<p><b>9 to 10 points</b></p> <p>Exceeds required postings; postings spread over designated period; provides more than enough time for classmates to read and respond prior to deadline. The entire piece of writing is controlled by a clear purpose. The reader moves easily from one point to the next.</p>	<p><b>7 to 8 points</b></p> <p>All required postings by deadline; adequate time for others to read and respond prior to deadline.</p>	<p><b>4 to 6 points</b></p> <p>All requested postings by deadline; however there was not adequate time for others to respond to some postings prior to deadline.</p>	<p><b>0 to 3 points</b></p> <p>Usually contributes only 1 posting on the last possible day of the designated period. There is not apparent organization to the content. The information seems jumbled or random.</p>
Engagement	<p><b>9 to 10 points</b></p> <p>Consistently responsive to classmates; develops questions related to objectives to facilitate discussion; generates or stimulates group discussion; presents creative approaches to topic. Grammatically and mechanically correct.</p>	<p><b>7 to 8 points</b></p> <p>Frequently responsive to classmates with detailed remarks about their writing or discussion; presents relevant viewpoints for consideration by group; interacts freely. Grammatical and/or mechanical errors, if present, do not affect the reader's understanding.</p>	<p><b>4 to 6 points</b></p> <p>Occasionally makes substantive posts responsive to classmates; marginal effort to become involved with group.</p>	<p><b>0 to 3 points</b></p> <p>No postings respond to fellow student(s) or responses are not a substantive (e.g. "Good. I really like your comment". Many grammatical and/or mechanical errors. Paper is not legible.</p>
Content	<p><b>9 to 10 points</b></p> <p>Postings are characterized by clarity of argument, depth of insight into course content, application of course content, relevancy, and unusual insights. Arguments and facts are supported by resources / references.</p>	<p><b>7 to 8 points</b></p> <p>Postings produce good general answers but may not always directly address discussion questions. Dominated by opinions rather than by analysis and scholarly thought. Assertions are not supported by evidence.</p>	<p><b>4 to 6 points</b></p> <p>Postings address peripheral topics. Generally accurate, but with some omissions and/or errors. Tendency to recite fact.</p>	<p><b>0 to 3 points</b></p> <p>Postings only slightly related to discussion topics. Generally inaccurate. May occasionally contain group factual error.</p>

Name

## Grading Rubric for Writing Assignments

Description

Rubric Detail

Criteria	Levels of Achievement			
	Exemplary (far exceeds standard)	Above Average (exceeds standard)	Adequate (meets standard)	Inadequate (below standard)
<b>Focus: purpose</b> <b>Weight 20.00%</b>	<b>90 to 100 %</b> Purpose is clear. Writing shows high degree of attention to logic and reasoning points	<b>80 to 89 %</b> Shows awareness of purpose. Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence.	<b>60 to 79 %</b> Shows limited awareness of purpose. Writing is coherent and logically organized. Some points remain misplaced and stray from the topic.	<b>0 to 59 %</b> No awareness. Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.
<b>Main idea</b> <b>Weight 20.00%</b>	<b>90 to 100 %</b> Clearly presents a main idea and supports it throughout the paper.	<b>80 to 89 %</b> There is a main idea supported throughout most of the paper.	<b>60 to 79 %</b> Vague sense of a main idea, weakly supported throughout the paper.	<b>0 to 59 %</b> No main idea.
<b>Organization</b> <b>Weight 20.00%</b>	<b>90 to 100 %</b> Well-planned and well-thought out.	<b>80 to 89 %</b> Good overall organization, includes the main organizational tools.	<b>60 to 79 %</b> There is a sense of organization, although some of the organizational tools are used weakly or missing.	<b>0 to 59 %</b> No sense of organization.
<b>Content</b> <b>Weight 20.00%</b>	<b>90 to 100 %</b> Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence, and facts, as well as examples and specific details.	<b>80 to 89 %</b> Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	<b>60 to 79 %</b> Content is sound and solid, ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	<b>0 to 59 %</b> Content is not sound.
<b>Style</b> <b>Weight 20.00%</b>	<b>90 to 100 %</b> Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation	<b>80 to 89 %</b> Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors	<b>60 to 79 %</b> Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	<b>0 to 59 %</b> Sentences are not clear.

