

HPS 0612 Mind and Medicine Assessment Rubrics

Evidence of Active Reading (2@5pts): 10

One of the best ways that you can prepare for class discussion is to carefully complete the assigned readings in advance of the class meeting, giving yourself enough time to digest them and critically reflect on the arguments that the authors are making. In order to encourage you to do this, I have asked you to read David Concepción's "Reading Philosophy with Background Knowledge and Metacognition" and I have provided you with a handout titled "How to Read Philosophy" summarizing some of the important points of Concepción's strategy. I will ask you to use this active reading strategy for ever reading in this course and to hand in your marked-up versions of your readings twice during the term. **You should turn in your marked-up version of Thomas Szasz's "The Myth of Mental Illness" in class on 1/25. I will also ask you to turn in another marked-up version of a reading later in term, but which reading will be a surprise.** With this in mind, it would be wise to prepare as if you were going to turn in your marked-up reading every week. These two assignments will each be evaluated according to the following criteria, for a total of 10% of your course grade:

- Thesis and focal points identified (1 point)
- Flags used effectively throughout text (1 point)
- Notes in the margin demonstrate engaged reading (1 point)
- Summary evaluation is present, answering the questions (2 points)
 - Do you agree with the conclusion/main point?
 - If so, what is so compelling about it? If not, write down some reasons why you disagree with it.

Class Reflections (up to 10 out of 14 possible): 10

At the end of every class you will have the opportunity to turn in a short written reflection on that day's course content and class discussion. You may turn in a reflection every week—there are 14 opportunities—and I will record your best 10. The class reflections serve as a record of your participation in class. Each one should address the following questions in about a short paragraph per question:

- What is something that you learned today? Or thought about differently than you had previously? (1/2 point)
- What is a question that you still have about the course material or topics raised in class discussion, e.g. something that is still confusing or that you do not quite understand as well as you would like? Or what is one issue that arose in the course this week that you would like to investigate further? (1/2 point)

Discussion Board Posts (3@5pts): 15

We will use the discussion board feature of Blackboard/CourseWeb as a forum for discussing course material outside of class time. You should post at least 3 substantive discussion board posts over the course of the semester. There are many ways to compose a good post. For instance, you could start a new topic by raising questions about course material and cogently expressing your position on them. You could bring new material into our conversation by describing an article, story, experience, or study that is related to the material we are reading for class that you think would enhance our understanding of it or otherwise expand our engagement with the topics at hand.

For example, you can post on an issue that you would like us to address together in our group discussion in class next session, or you could follow up on something that occurred to you while writing your class reflection for last class. A substantive post could also take the form of a thoughtful, respectful response to someone else's discussion board post. Perhaps you agree with the position that someone else

has articulated and want to elaborate on it, or perhaps you disagree with someone's position and want to offer a critique or constructive modification of it.

In addition to these more involved posts, you are also certainly welcome to make additional brief contributions. So I don't mistake brief contributions for posts that I should count towards your grade, please preface them with "Brief note:?" You may submit your posts at any point during term, however I strongly recommend spacing them out rather than hastily posting all three at the end of the course. There are several reasons for this. For instance, the content of your posts will be better if you approach them with ample time, the group discussion will be more interesting and fruitful because more people will participate in the conversation any given week, and it will save me from being grumpy trying to grade them all at the end of term.

Each substantive post should be several hundred words long (more than 300 words). An excellent post will not only articulate a relevant and insightful position, but also raise questions for discussion or otherwise encourage further posts. Each of your 3 best posts will be evaluated according to the following criteria for a total of 15% of your course grade:

- Content is relevant to the course (1 point)
- Well-composed, i.e. well-structured and well-written (1 point)
- Thoughtful, insightful (1 point)
- An appropriate length for the topic engaged (1 point)
- Encourages dialog, further posts by other students (1 point)

Presentation:

30

In a team of 3 students you will present once during the term on a course reading. The presentations should last about half an hour. Each team member should contribute substantially and equally to the presentation. The team should meet up together at least once before the presentation to discuss the reading and to plan your presentation. Unless absolutely necessary I would encourage you to compose your presentation without slides. You may bring a handout and are welcome to write on the board.

There should be three main components to your presentation, which you may divide up according to team member or share collectively. Your presentation should 1) summarize the main argument of the reading, 2) evaluate that argument (you may present a single consensus position or more than one evaluation of the argument if the members of your team respond to the argument differently), and 3) include some way of facilitating participation the rest of students in the class in analysis of the reading. The method by which you accomplish the third component is up to you. One relatively straightforward way to do this would be to craft discussion questions that ask the other students to reflect on or apply something from the reading. However, you are welcome to take the opportunity to introduce more creative activities such as games or other exercises. For this part of the assessment, the whole team will receive the same grade, out of 25 points.

Exposition of the Reading

- The main point of the reading is clearly identified and explained (1 point)
- The main argument, evidence, or narrative of the reading is clearly summarized and explained (4 points)
- The exposition of the reading is accurate (1 point)
- The presentation is thorough and draws out one or more subtle details of the reading (1 point)

Analysis and Evaluation

- The presentation addresses the questions: is the position articulated in the reading convincing? Why or why not? (2 points)
- The presentation addresses the questions: What are alternative positions to that articulated in the reading? What reasons might someone have for adopting those

alternative positions? Are any such positions preferable to the one defended in the reading? (3 points)

- The response to the reading goes beyond it in some way, by e.g. introducing new examples, objections, or supporting reasons (2 points)

Engaging Your Peers

- The presenters engage the rest of the class in some manner (1 point)
- The manner of engagement contributes to greater understanding of the reading and/or its implications (3 points)
- The presenters lead the group discussion or activity in a clear, respectful, and constructive manner (3 points)

Presentation Style

- The presentation is of an appropriate length and scope, well-organized, well-executed, and interesting (4 points)

In addition to the presentation itself, each team member should submit a written description of no more than 1 page in length on the day of the presentation, detailing how (s)he contributed to the collective effort and any challenges or insights that you would like me to be aware of. Each team member will receive a separate grade for this portion of the assignment, out of 5 points.

Description of Contribution

- Description is cogent and of an appropriate length/detail (1 point)
- Evidence of the substantive contribution of the student is clear (4 points)

First Part of the Paper:

10

For this course you will write a paper in two stages. The end result will be an application of a view of the nature of disease. The first part of the paper will be an exposition of one of the views of the nature of disease that we encounter in our course readings. You may choose to explain the view of one of the authors from the following list: Szasz, Boorse, Wachbriot, Amundson, or Barnes. In approximately 3 double-spaced pages, carefully summarize the author's position. **You will receive all 10 points for bringing this assignment, printed out, to class on 3/1.** You should be sure to accomplish the following:

- The chosen author's position on the nature of disease is identified and clearly and thoroughly explained
- The chosen author's argument for that view of disease is explained clearly, accurately, and thoroughly
- Discussion of the view draws out one or more subtle details, rather than simply observing what is obvious about it
- Appropriate source material, e.g. quotes and paraphrase, is integrated in a manner that serves the exposition
- Citations and bibliography are complete, consistent, and accurate

Worksheet of Peer Feedback:

5

Whole Paper:

15

After you have received peer feedback on the first part of your paper you will complete the paper by applying the view that you have chosen to a particular case. You may choose from the following list of cases: schizophrenia, depression, ADHD, aging, deafness, Down Syndrome, spina bifida, or gender dysphoria. To explore any of these cases you should do some research beyond the course readings. Please consult professional and/or academic references. If there is another case that you would like to write on instead, that will probably be fine, just please contact me to discuss it well in advance of the

paper deadline. In total your paper should be approximately 7 double-spaced pages long. **Please do not put your name on your paper, just include your Peoplesoft number.** This will allow me to practice anonymized grading. Please email your paper to nb.teaching@gmail.com **before 5pm on 3/29**. At the beginning of the document, please include a preamble paragraph that summarizes what feedback you received on the first part of the paper and how you have addressed that feedback in the final version.

- Evidence of incorporation of feedback (1 point)
- An overarching thesis for the paper is clearly articulated (1 point)
- The chosen author's position on the nature of disease is identified and clearly and thoroughly explained (1 point)
- The chosen author's argument for that view of disease is explained clearly, accurately, and thoroughly (2 points)
- Discussion of the case draws out one or more subtle details, rather than simply observing what is obvious about it (1 point)
- The chosen case is clearly explained backed up by references (2 points)
- The author's position is applied to the case, answering the questions: according to the author's view, is the case a disease? According to the author, to what extent, if any, is it a mental disease? According to the author, to what extent, if any, is the disease reducible to biology or is it in part socially constructed? (3 points)
- The paper addresses the questions: Do you agree with the characterization of the chosen case according to the author's view? Explain. (1 point)
- Identify a potential problem, complication, or objection to the application of the view of disease and either respond to it on the author's behalf or explain how an alternative view could better address the issue you raise. (2 points)
- Appropriate source material, e.g. quotes and paraphrase, is integrated in a manner that serves the exposition (1/2 point)
- Citations and bibliography are complete, consistent, and accurate (1/2 point)

Worksheet on Statistical Reasoning:

5

Total: /100