

Texas A&M University Central Texas

PSYC 3315 - 125 (Human Sexuality--80493)

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Brian L. Nowell, M.S., Ph.D. (Positive/Developmental Psychologist)

Office: TAMUCT Campus--Warrior Hall—Psychology Department—318R

Phone: (605-214-5627) (call only between 1:00 p.m. and 10:00 p.m.) Please identify which class you are in when you call or e-mail me. Request (by e-mail) a telephone conversation appointment for best results. I am currently text disabled (so call or e-mail instead).

Email: Use the Canvas ***Inbox*** icon (left menu) within the course to send messages within our online Canvas course classroom. To reach me outside our online course classroom, use our TAMUCT e-mail system (blnowell@tamuct.edu), or use my personal e-mail address (blnowell@gmail.com) if these other means are unavailable.

Virtual Office Hours: Available anytime through e-mail, or by telephone with an appointment.

TAMUCT Campus Office Hours:

- Mondays & Wednesdays (11:00 a.m.—1:00 p.m.) (2:00 p.m.—5:00 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays (1:00 p.m.—5:00 p.m.) (If needed, early evening time, by appointment only)

Mode of instruction and course access: *This course is a 100% online course and uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>). You will use your username and password communicated to you separately to logon to this system.*

Student-instructor interaction: I check e-mail correspondence several times each day and reply within a short time. If you send a message using ***Inbox*** within our Canvas online course classroom and do not hear back from me soon, then please e-mail me (blnowell@tamuct.edu).

Required Course Progress Meeting

Around mid-semester (probably beginning at week 4), please arrange (make an appointment) to meet with me by audio, distant visually (by Skype, FaceTime, or Collaborate), or in person at my TAMUCT office (WH-318 R). Some weeks during the semester I will be traveling to or staying in Auburn, Alabama and so cannot meet with you in person then.

I am available to meet with you any day of the week except Sundays, and at various times of the afternoon and evening until 10:00 p.m..

I will let everyone in class know when exactly these meeting can be scheduled.

The purpose of the meeting is for us to discuss your progress in this course and for me to better learn how I can further help you do well in this course.

911 Cellular

911 Cellular: This is our new Emergency Warning System for Texas A&M University – Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

- Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description: PSYC 3315-125 HUMAN SEXUALITY

Psychology of sexual behavior as related to social conduct. This course explores the field's diversity, controversy, and newest research--helping students to evaluate and understand their own unique experiences in sexuality. Topics are presented in a manner that is accurate, accessible, balanced, and non-judgmental. This course thoroughly explores the historical, biological, psychosocial, behavioral, and cultural aspects of human sexuality.

Course Objective: This course is designed to broaden class members understanding of human sexuality through the learning processes of careful reading for understanding and critical thinking information research and discussion. Examination of human sexuality will be from psychological, psychosocial, behavioral, historical, and cultural perspectives

Student Learning Outcomes By the end of this course, students should be able to:

1. Discuss historical and cultural influences on contemporary sexual attitudes. [Mod 1]
2. Discuss methodology and ethical issues in sex research. [Mod 1]
3. Differentiate between sex and gender and explain how perceptions of gender affect sexuality. [Mod 3]
4. Discuss "nature versus nurture" as it relates to gender identity and sexual orientation. [Mod 3]
5. Identify basic aspects of male and female sexual anatomy and sexual arousal. [Mod 2]
6. Discuss cross-cultural perspectives on homosexuality and outline how some attitudes toward homosexuality have changed over time. [Mod 5]
7. Explain the importance of communication in sexual relationships and identify helpful communication techniques. [Mod 4]
8. Discuss infertility, reproductive alternatives, and compare advantages and disadvantages of available contraceptives. [Mod 6]
9. Discuss sexual behaviors in childhood, adolescence, and adulthood. [Mod 6, 7]
10. Discuss various sexual problems among men and women, including a discussion of how common they are, and distinguish between generalized and situational sexual problems. [Mod 7]
11. Discuss types of sexually transmitted diseases and identify effective methods to reduce the likelihood of contracting a STD. [Mod 8]
12. Distinguish between noncoercive and coercive paraphilias. [Mod 8]

Required Reading and Textbook(s):

Our Sexuality, 12th Edition by Robert L. Crooks | Karla Baur

Publication Date: **January 1, 2013** | ISBN-10: **1133943411** | ISBN-13: **978-1133943419** | Edition: **12**

Please purchase or rent our course textbook as soon as possible. **You cannot pass this course without the textbook.** Also, please do not use a previous or later edition of this textbook, because the textbook content changes with each edition. Our course exams are composed from the content in the 12th edition only.

COURSE REQUIREMENTS

Course Learning and Evaluation Requirements:

8 Module Information Research/Critical Thinking Discussions (50 points each; All discussions combined are worth 40% of final course grade) [Total 400 points]

4 Major Exams (150 points each; Combined Exams are Worth 60% of final course grade) [Total 600 points]

Exam 1. (150 points)

This multiple choice exam will cover chapters 1 through 4 of the course textbook.

Exam 2. (150 points)

This multiple choice exam will cover chapters 5 through 8 of the course textbook.

Exam 3. (150 points)

This multiple choice exam will cover chapters 9 through 12 of the course textbook.

Exam 4. (150 points)

This multiple choice exam will cover chapters 13 through 16 of the course textbook.

Total Possible Points for Entire Course: 1000 points

Grading Criteria Rubric and Conversion

Individual Exams and Critical Thinking Discussion Assignments Grades = Final Course Grade

A = 90-100% (900-1000 points) (Outstanding Course Scholarship)

B = 80-89.99% (800-899.99 points) (Good Course Scholarship)

C = 70-79.99% (700-799.99 points) (Satisfactory Course Scholarship)

D = 60-69.99% (600-699.99 points) (Marginal Course Scholarship)

F = below 60% (0-599.99 points) (Course Failure)

(In rare/valid instances an Incomplete (I) will be given if the appropriate conditions are met. The missing work must be completed in 30 days or the (I) will automatically become an F).

I do not round grades up to the next grade at the end of the semester. Any requests for “bumping up” grades will not be given a reply.

Posting of Grades:

Exam Grades will usually post immediately upon submission on the Canvas Grade Book. You should monitor your grading status frequently through this tool.

Discussion Board Grades will post 72 hours after the due date has passed, or before that time when possible.

Final Course Grades will be submitted to the registrar usually within 48 hours after the course end date.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

- 24 hours a day, 7 days a week
- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- [Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor (Dr. Nowell).

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of assignment and evaluation deadlines.

Instructor’s Personal Statement

It is important for any of us to understand to some degree various perspectives on human sexuality. Human sexuality is a very complex part of human life that is affected by many facets of our individual lives including our environment, physiology, behaviors, beliefs and thoughts, emotions/motivations/attitudes, relationships, unconscious programming/memory/habits, spirituality, and learning preferences/styles.

Class Members taking this course will be provided with an engaging, personally relevant, and academically sound introduction to human sexuality. This course will provide students with at least a basic understanding of environmental, physiological, behavioral, belief and thought, emotion/motivation/attitude, relationship, unconscious programming/memory/habit, spirituality, and learning preference/style factors that affect sexuality, and at the same time, this course will provide students with a solid basis in the anatomy and physiology of human sexuality.

Note: *During this course, class members may find their own ideas and beliefs about sexuality being challenged, or perhaps reinforced. It is pertinent that every class member remember that what is acceptable to one person, may be deplorable to another. Therefore, class members are expected to express their opinions and beliefs in a respectable and mature manner when participating in the discussion forum.*

As your instructor, I will provide information and feedback in a sensitive, nonsexist, nonjudgmental manner, and I will assume that every individual class member is best qualified to determine what is most valid and applicable in his or her own life. I expect every class member to be respectful of others, regardless of varying opinions. We can all agree to disagree, to not be disagreeable/uncivil/disrespectful, and to learn to appreciate positive diversity as an opportunity that allows us to gain a better understanding of the world around us.

So please start and continue talking about our course topics, but always be kind and sensitive while presenting your observations, any personal experiences, your researched (SME) information, and your opinions on the discussion board assignments.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy:

If you discover that you need to drop this course, you must contact or go to the Registrar's Office and complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].. Professors (I) **cannot** drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar's Office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, **FOLLOW-UP** with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid any potential penalty for absence. Should you miss the deadline or fail to follow the procedure, and you do not appropriately participate in the course, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits..

Academic Integrity:

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations:

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations

please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring:

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center:

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library:

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

The Operation of the Online Course and Being an Online Class Member

Online learning requires class members to be very self-disciplined; be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the Weekly Assignments will be posted on the Course Schedule with corresponding due dates listed within the Course Schedule. All graded

weekly assignments are due no later than by Sunday, 11:55 p.m. of the associated module, except in Mod 8 which ends on Friday.

Late assignments are not accepted

If a class member experiences a technical problem that prevents submitting an assignment by the due date, the student should contact the instructor immediately. All assignments in this course are due by the listed due dates found on the Course Schedule for each specific assignment. All weekly graded assignments are due no later than by Sunday, 11:55 p.m. of the associated module, except in Mod 8 which ends on Friday.

It is the class member's responsibility to read any announcements posted by the instructor (Dr. Nowell) under the Announcements section of the homepage, on the discussion board, or in e-mail. Students are expected to follow all instructions provided by the instructor (Dr. Nowell) for each specific assignment, precisely.

Online Classroom Etiquette

Students are expected to assist in maintaining a classroom online environment that is conducive to learning for all class members. Class members should maintain appropriate and mature discussions when interacting on the discussion board or in chat rooms. All areas will be monitored. If a disruptive classroom incident occurs, the class member(s) may be dropped from the class.

Online Attendance

Regular online classroom attendance is expected. The discussion board is used to monitor attendance. Class members should post their critical thinking discussion postings on two different days of the week for each module. A class member may receive an F in the course when his/her lack of attendance prohibits him/her from meeting the course objectives, or when a class member accumulates excessive absences that prevent his or her submitting assignments by the listed due dates. For every 100 points that a student misses in this course, the student's final grade will drop one letter. **Class members should not go more than 2 days without logging on to our course to check for new announcements, reminders, and/or assignments.**

COURSE SCHEDULE

All weekly graded assignments are due by Sunday, 11:55 p.m., except for Module 8/Week 8 graded assignments which are due by Friday, 11:55 p.m.

MODULE DATES	ASSIGNED READINGS	GRADED ASSIGNMENTS
Module 1—Week 1 28 August—3 September	Textbook Chapters 1 and 2	1. Complete Chapter 1 and 2 Discussions 3 September
Module 2—Week 2 4-10 September	Textbook Chapters 3 and 4	1. Complete Chapter 3 and 4 Discussions 2. Complete Exam 1 Chapters 1, 2, 3, 4 Both Due By 10 September
Module 3—Week 3 11-17 September	Textbook Chapters 5 and 6	1. Complete Chapter 5 and 6 Discussions Due 17 September
Module 4—Week 4 18-24 September	Textbook Chapters 7 and 8	1. Complete Chapter 7 and 8 Discussions 2. Complete Exam 2 Chapters 5, 6, 7, 8 Both Due By 24 September
Module 5—Week 5 25 September—1 October	Textbook Chapters 9 and 10	1. Complete Chapter 9 and 10 Discussions Due 1 October
Module 6—Week 6 2-8 October	Textbook Chapters 11 and 12	1. Complete Chapter 11 and 12 Discussions 2. Complete Exam 3 Chapters 9, 10, 11, 12 Both Due By 8 October

Module 7—Week 7 9-15 October	Textbook Chapters 13 and 14	1. Complete Chapter 13 and 14 Discussions Due 15 October
Module 8—Week 8 16-20 October (Friday)	Textbook Chapters 15 and 16	1. Complete Chapter 15 and 16 Discussions 2. Complete Exam 4 Chapters 13, 14, 15, 16 Both Due By 20 October (Friday)

Dr Nowell does not want to accept late assignments.

Important Fall Semester 2017 Dates & Deadlines

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes

October 30, Last day to drop 2nd 8-week classes with no record

November 10, Veteran's Day

November 10, Last day to drop with a Q or withdraw with a W (16-week classes)

November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

November 23-24, Thanksgiving, CAMPUS CLOSED

December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 15, Last day to file for Degree Conferral (Registrar's Office)

December 15, Commencement (End of Fall Term)

December 25-January 1, WINTER BREAK

Critical Thinking Discussion Forum Instructions

To potentially earn full points for this graded critical thinking discussion assignment each week, class members must submit a 450 word original critical thinking discussion posting that answers one of the critical thinking topics for the critical thinking discussion for the week, and must submit two substantive replies to other class members (1 each to 2 different class members). The two replies to other class members' original postings should be lengthy enough to show ample time in considering the other class members' work. Discussion Forum contributions to class members original postings should be made on any two different days of the week. This counts as attendance.

All questions/parts of your chosen posted original critical thinking topic should be addressed in your writing.

There is no requirement for a research paper in this class. However, class members are to utilize TAMUCT Library and other online resources to include peer reviewed reference support in weekly chapter focused critical thinking discussions. Class members must include a reference to one peer-reviewed journal article use for their original discussion posting in order to have potential to earn full points on their weekly original critical thinking topic posting.

Your original critical thinking discussion posting should also contain ample textbook references to fully support any of you assertions. Web information support from scholarly web sites is also encouraged. APA formatting should be used in the in-text citations and in the reference list. The content should demonstrate full and thorough mastery of the topic, and have less than three writing/spelling/typo/grammar or APA formatting errors.

For any information and/or ideas (quoted, paraphrased, discussed) that are not your personal ideas, your personal observations of (other people, situations, things), and/or your personal experiences, you are required to include proper APA citations in your writing and proper APA full references at the end of your writing. This also applies to including in-text citations and full references for the textbook information that you include in your writing. To do otherwise is plagiarism.

When appropriate you can include your personal observations and opinions, supported by data, in your original posting and responses to class members' original postings.

Please *include a word count at the bottom* of the discussion (do not include the critical thinking topic which you have selected or the reference list in that word count.) Random checks of word counts will be made, especially if the instructor is uncertain of the word count. The student will receive a zero if the word count is incorrect. Most word processing programs have a tool that automatically tallies the word count.

How to find Peer Reviewed Articles

For class members that are seeking an "A" each week on the discussion board assignment, it is a requirement to include at least one peer-reviewed professional journal article as reference support for their original posting about the posted topic each week, as well as ample textbook reference material. Be sure to use the most pertinent information from the peer reviewed article, if you choose to do this. If you choose to include peer-reviewed material, you can use the following guideline to retrieve peer-reviewed articles from the online library at TAMU-CT.

1. **University Library Online:** Click or use this URL in your browser <http://tamuct.libguides.com/index>
2. Click: A-Z Databases (left side of page, "Contact" box/widget)
3. Choose your database. For example, scroll way down to "P" and choose Psychology and Behavioral Sciences Collection
4. The next step may ask you to login using normal log in credentials, if you are off campus.
5. Type in search topic in top box just under the name of the data base. For example for Module 1, you may type in: Premarital Sex
6. It is VERY IMPORTANT that before you hit search that you check the box that says: **Peer Reviewed** AND the box that says: **Full Text** under the section called Limit Results
7. Click Search. This should bring up various peer-reviewed articles for your review.
8. If you don't find any relevant articles, try a different search word.
9. Please keep a copy of the article on your desktop or at least know how to retrieve it again should I ask you to provide the article to me through e-mail when I begin grading.
10. Cite the article in your reference list as you compose your discussion using APA formatting. If you don't already know APA formatting, view the information found to the left in this link about **in-text citations** (within

the body of your discussion) and **Reference List: Articles in Periodicals:**
<https://owl.english.purdue.edu/owl/resource/560/01/>

Rubric for your Critical Thinking Original Discussion Posting Assignments

The following criteria will be considered in evaluating your **Critical Thinking Original Posting Assignments**.

1. Accuracy: Are your statements, facts, or ideas correct?
2. Clarity: Is your writing clear and easy to follow? It helps to read your written assignment out loud to yourself. Using this method, you can catch incomplete sentences, grammar errors, typos, and/or lapses in your thought.
3. Depth: Are **each** of the issues and implications of your topic thought out and explored in your writing?
4. Originality: What is your thesis (the main point or points of your writing)? Are your own views present and well articulated? Use your own words. Do not copy material directly from any readings or other sources without giving the author(s) proper credit by citation in the paragraph and full reference at the end of the paper. If you want to use any author's/persons exact words, put them in quotations and cite the page number or paragraph number from your source material. Remember that you need to express your own opinion(s). **Quoted material must not exceed 10% of the written assignment.**
5. Supporting Evidence: Support your ideas/opinions/observations with empirical evidence if at all possible. This is a crucial part of any well written APA writing assignment. You may support your ideas with theories, previously conducted research, or other information that you encounter from books, and other sources (journal articles, online psychological SME articles, interviews with someone you know or meet, etc.). You may also use your personal experiences and observations as supporting evidence when appropriate.
6. References: Did you use appropriate references to support the main points of your writing? You may look in the course readings or a textbook and find references listed in the bibliography that might support your writing, then find and read those referenced journal or book articles. **Be sure that you have these referenced articles if you use them.** That means that you have the articles on hand and that you read them if you use them. Make sure that your references strongly relate to the point that you are making, or support your inferences.
7. Form, composition, spelling, etc: Try to make your writing neat and error free. It helps to run your spell checker and grammar checker before submitting your work and/or have a grammar/spelling competent peer or friend read over your work before submitting it.
8. When you paraphrase, use proper paraphrasing (see the handout on Proper Paraphrasing that I have provided). Please be sure that any paraphrased material that you include in your writing is also cited and referenced correctly.
9. APA Style: Follow the formatting rules of the American Psychological Association for your writing, citations, and full references. Use your APA publication manual. You may also want to visit the APA or any other appropriate website for additional formatting information.
10. I have also posted two additional potentially useful handouts in our course Handouts folder. (Whole Person

Diagram, Seven Whole-Person Attributes) These are optional to use for your writing.

This document is subject to change at the instructor's discretion. Students will be notified of any grade affecting, critical changes prior to implementation of the changes.