

Texas A&M University Central Texas

PSYC 4310 - 110 (Industrial Psychology)

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 4:30 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).

Message/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: (None available, as I am in Auburn, Alabama for most of this summer)

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 usually 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 virtually with you any day of the week except Sundays, and at various times of the afternoon and evening until 10:00 p.m..

Refer to my office hours schedule to know exactly when 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:

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 911Cellular 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: PSY 4310-110 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

A survey of the basic theories and practices of Industrial/Organizational psychology including selection testing, job analysis, performance appraisal training, employment motivation, job satisfaction, leadership and group processes within organizations. Prerequisite(s): [PSYC 2301](#) and [PSYK 309](#) or approval of Department Chair.

Practical Application of What You Will Be Learning in this Course: *In this course you will learn how to effectively assess any business or organization to learn about the true quality of its various parts and processes. This will enable you to find, recognize, use, and/or affiliate with higher quality businesses and organizations as well as to recognize and avoid lower quality businesses and organizations.*

Course Objective: This course is designed to broaden class members understanding of businesses and organizations through the learning processes of careful reading for understanding, critical thinking Subject Matter Expert's (SMEs) information research, and critical thinking forum discussions. Examination of business and organizational structure and processes will be from psychological, psychosocial, behavioral, historical, legal, 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 research in and practice of Business & Organizational Psychology. [Week1, C-1, Q-1, E-1, CTDFA-1]
2. Discuss reliable and valid methods of job analysis and job evaluation [Week 1, C-2, Q-2, E-1, CTDFA-1]
3. Identify the main legal issues and solutions relating to employee selection and business/organizational culture. [Week 2, C-3, Q-3, E-1, CTDFA-2]
4. Design a high-quality employee selection process, and identify effective job search skills. [Week 2, C-4, Q-4, E-1, CTDFA-2]
5. Discuss the future employee performance predictive effectiveness of references, letters of recommendation, training, education, knowledge, ability, skill, prior experience, personality, interests, character, and medical/psychological problems. [Week 3, C-5, Q-5, E-2, CTDFA-3]
6. Discuss the core characteristics of effective employee selection techniques. [Week 3, C-6, Q-6, E-2, CTDFA-3]
7. Design an effective (empirically supported)10 step evaluation process for employee performance. [Week 4, C-7, Q-7, E-2, CTDFA-4]
8. Design an effective process for evaluating employee training systems. [Week 4, C-8, Q-8, E-2, CTDFA-4]
9. Discuss the key whole-person elements that predict employee work motivations. [Week 5, C-9, Q-9, E-3, CTDFA-5]
10. Identify the major factors that are the basis for employee work satisfaction. [Week 5, C-10, Q-10, E-3, CTDFA-5]

11. Design effective processes for improving positive business/organizational communication. [Week 6, C-11, Q-11, E-3, CTDFA-6]
12. Identify how to recognize/improve effective business/organizational leadership characteristics. [Week 6, C-12, Q-12, E-3, CTDFA-6]
13. Discuss business/organizational group dynamics and performance. [Week 7, C-13, Q-13, E-4, CTDFA-7]
14. Design a whole-person whole-organization business/organizational improvement process/plan. [Week 7, C-14, Q-14, E-4, CTDFA-7]
15. Discuss whole-person whole-organization foundations of workplace stress/effective solutions for reduction/elimination of stress. [Week 8, C-15, Q-15, E-4, CTDFA-8]

Required Reading and Textbook(s):

Industrial/Organizational Psychology: An Applied Approach, 8th Edition by Michael G. Aamodt
Publication Date: **2016** | ISBN-10: **1-305-11842-1** | ISBN-13: **978-1-305-11842-3** |

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 Critical Thinking Discussion Forum Assignments (50 points each; All discussions combined are worth 40% of final course grade) [Total 400 points]

15 Chapter Quizzes (10 points each; All quizzes combined are worth 15% of final course grade) [Total 150 points]

4 Major Exams (Combined Exams are Worth 45% of final course grade) [Total 450 points]

Exam 1. (100 points)

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

Exam 2. (100 points)

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

Exam 3. (100 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 all chapters 1 through 15 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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other 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 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 business and organizational structure, issues, and solutions. Industrial/Organizational Psychology is a very complex part of human life that is affected by many factors, 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 Industrial/Organizational Psychology. This course will provide students with at least a basic understanding of many of the important whole-person and whole-organization factors relating to structures, issues, and solutions of businesses and organizations.

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

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 critical thinking discussion forum assignments.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must 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 cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once

you return the signed form to the Registrar's Office, 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 penalty for absence. Should you miss the drop deadline or fail to follow the procedure, 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) web page [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 related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting

students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

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-4pm Monday-Thursday during the summer with online hours available Monday-Thursday 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 [WCOOnline](https://tamuct.mywconline.com/) at [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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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].

INSTRUCTOR POLICIES.

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. Some graded weekly assignments are due no later than by Sunday, 11:55 p.m. of the associated week, except in Week 8 which ends on Friday. Textbook Chapter Quizzes are due no later than by Friday, 11:55 p.m. of the associated week.

Dr. Nowell does not want to accept late assignments.

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. Some graded weekly assignments are due no later than by Sunday, 11:55 p.m. of the associated week, except in Week 8 which ends on Friday. Textbook Chapter Quizzes are due no later than by Friday, 11:55 p.m. of the associated week.

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 online 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 graded assignments are due as follows: Quizzes by Fridays--11:55 p.m., CTDFAs & Exams by Sundays--11:55 p.m., **except for Week 8 graded assignments which are due by Friday, 11:55 p.m.**

MODULE DATES	ASSIGNED READINGS	GRADED ASSIGNMENTS
Week 1 4-10 June	Textbook Chapters 1 and 2	1. C-1 & C-2 Quizzes (Due 8 June) 2. Week 1 CT DFA (Due 10 June)
Week 2 11-17 June	Textbook Chapters 3 and 4	1. C-3 & C-4 Quizzes (Due 8 June) 2. Week 2 CT DFA (Due 10 June) 3. Exam-1 (Chapters 1,2,3,4) (Due 10 June)
Week 3 18-24 June	Textbook Chapters 5 and 6	1. C-5 & C-6 Quizzes (Due 22 June) 2. Week 3 CT DFA (Due 24 June)
Week 4 25 June-1 July	Textbook Chapters 7 and 8	1. C-7 & C-8 Quizzes (Due 29 June) 2. Week 4 CT DFA (Due 1 July) 3. Exam-2 (Chapters 5,6,7,8) (Due 1 July)
Week 5 2-8 July	Textbook Chapters 9 and 10	1. C-9 & C-10 Quizzes (Due 6 July) 2. Week 5 CT DFA (Due 8 July)
Week 6 9-15 July	Textbook Chapters 11 and 12	1. C-11 & C-12 Quizzes (Due 13 July) 2. Week 6 CT DFA (Due 15 July) 3. Exam-3 (Chapts 9,10,11,12) (Due 1 July)
Week 7 16-22 July	Textbook Chapters 13 and 14	1. C-13 & C-14 Quizzes (Due 20 July) 2. Week 7 CT DFA (Due 22 July)
Week 8 23-27 July (Friday)	Textbook Chapter 15	1. C-15 Quiz (Due 27 July) 2. Week 8 CT DFA (Due 27 July) 3. Exam-4 (Chapts 13,14,15) (Due 27 July)

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Dr Nowell does not want to accept late assignments.

Important Summer Semester 2018 Dates & Deadlines

4 June (Monday), Add/Drop/Late Registration begins

11 June (Monday), Last day to drop First 8-week courses with no record

29 June (Friday), Last day to drop a First 8-week course with a Q or withdraw with a W

4 July (Wednesday), Independence Day

6 July (Friday), Deadline to Submit Graduation Application for Ceremony Participation

13 July (Friday), Student End of Course Survey Opens for 8-Week Courses

23-27 July Finals Week 8-Week Courses

27 July (Friday), First 8-Week Courses End

10 August (Friday), Last day to file for Degree Conferral (Registrar's Office)

11 August (Saturday), Commencement Ceremony (TBA)

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 addresses with quality 1 important applied topic from each of the assigned textbook chapters for the week. And class members must submit two substantive/quality 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.

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 for every source of information included in your writing. 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 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 Critical Thinking Discussion Forum Assignment, it is a requirement to include at least one peer-reviewed professional journal article as reference support for their original applied Critical Thinking Discussion Forum posting 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 at the Canvas “Files”, “Handouts” links). 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.