Texas A&M University Central Texas  
PSYC 3302-125 (Health Psychology)  
Online (8-Weeks)

INSTRUCTOR AND CONTACT INFORMATION

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

Office: TAMUCT Campus--Warrior Hall—Counseling & Psychology Department—318D

Phone: (605-214-5627) (call only between 5:30 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, Canvas Message, or e-mail instead).

If I do not answer my phone when you call me, please leave a voice message in which you identify yourself, the course, and the best time to call you back. (For security reasons, I typically do not answer phone calls from numbers that are not know to me.)

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

Virtual Office Hours: Available by appointment, most days and times through Canvas WebEx, or by telephone.

TAMUCT Campus Office Hours:

- Mondays & Wednesdays (2:45 p.m.—4:45 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays & Thursdays (2:30 p.m.—4:30 p.m.) (If needed, early evening time, by appointment only)

Mode of instruction and course access: This course is an online course which is available at the TAMUCT Canvas LMS (https://tamuct.instructure.com/login/ldap) for assignments, grades, and supplemental course materials. 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 usually 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). I have family and other important community responsibilities every Saturday and Sunday, and so I am most likely to be unavailable to answer e-mails and Canvas Messages on those days.

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] to
COURSE INFORMATION

Course Overview and Description: PSYC 3302. Health Psychology. 3 Credit Hours.
Apply psychology principles and techniques to the fields of health and medicine, including emotional, behavioral, cognitive, social, and multidisciplinary factors. Examine the effects of illness and injury on behavior. Prerequisite(s): PSYC 2301.

Course Objective: This course is designed to broaden class members’ understanding of human health psychology through the learning processes of careful reading for understanding, critical thinking information research, and critical thinking online forum discussions. Examination of human health psychology will be from psychological, physiological, psychosocial, behavioral, emotional, and cultural perspectives.

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

• Apply course content to real life, so as to help improve whole-person oriented healthier thinking, problem solving, and decisions
• Analyze and critically evaluate ideas, persuasion arguments, and opposing points of view that relate to whole-person health psychology
• Learn more effectively, by asking questions, seeking answers, and critical thinking discussion
• Provide factual knowledge about whole-person Health Psychology (terminology, classifications, methods, trends)
• Understand and discuss fundamental principles, generalizations, and theories about whole-person Health Psychology
• Skillfully and effectively express in writing: core principles, effective whole-person health improvement methods, and accurate examples of unhealthy and healthy whole-person practices.

Required Textbook (bought, rented, e-book, binder/loose leaf, soft-cover, hard-cover):


Estimated Student Price
• Print, new: $160.00
• Print, used: $120.00
• Print, new rental: $126.40
• Print, used rental: $102.40
• eBook, buy: $70.00
• eBook, rent (for 180 days): $40.00

Please purchase or rent our course textbook as soon as possible. You cannot pass this course without this textbook. Also, please do not use a previous or later edition of this textbook, because the textbook content changes with each edition. Our course quizzes are composed from the content in the 16th edition only.
COURSE REQUIREMENTS

Course Learning and Evaluation Requirements:

8 Information Research/Critical Thinking Discussions (50-70 points each; All discussions combined are worth 45% of final course grade) [Total 450 possible points]

22 Chapter Quizzes (25 points each; Combined Quizzes are Worth 55% of final course grade) [Total 550 possible points]

Total Possible Points for Entire Course: 1000 points

Grading Criteria Rubric and Conversion

Individual Quizzes and Exams, Analysis Papers, Critical Thinking Discussion Assignments, and Active Participation in Critical Thinking Class Discussion 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).

Dr. Nowell will accept late assignments. After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Missed assignments can be submitted after being 5 days late (until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.

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:

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

Critical Thinking Discussion Forum Assignment 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]

*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 health psychology. Our whole-person health challenges are a very complex part of human life that are 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, moral standards, and learning preferences/styles.*

*Class Members taking this course will be provided with an engaging, personally relevant, and academically sound introduction to health psychology. 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, moral standards, and learning preference/style factors that affect human health, and with practical methods to improve one’s whole-person health.*

**Note:** During this course, class members may find their own ideas and beliefs about human health challenges and solutions being challenged, or perhaps reinforced. It is pertinent that every class member remember that what is understandable and acceptable to one person, may be confusing or deplorable to another. Therefore, class members are expected to express their opinions and beliefs in a respectable and mature manner when participating in our small-group online critical thinking discussions.

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 aspects of our course content 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 realities of the world around us, especially about each other.

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. Remember that when you communicate about real observations and experiences relative to yourself and others, to keep fully confidential (do not communicate) any identifying information about any individual, such that he or she cannot be identified by what you communicate.

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 submit a completed Drop Request Form. You can download this form at this URL [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 Office 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 Office 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 web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

**Note:** To ensure that appropriate accommodations can be provided, students in this course who have registered with the Office of Access and Inclusion (OAI) and are in need of accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due.

**Important information for Pregnant and/or Parenting Students:**

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 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, 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 Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring:**

No cost 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.
The University Writing Center:

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Writing 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 UWC is here to help!

If you have any questions about the UWC, 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].
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].

The Course Operation and Being a Disciplined Learner

Effective course 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.

If a class member experiences a technical problem that prevents submitting an assignment by the due date, the student should contact the instructor (Dr. Nowell) immediately. All assignments in this course are due by the listed due dates found on the Course Schedule and at our course Canvas pages for each specific assignments.

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

The following schedule is subject to change at the instructor’s discretion, to facilitate class members’ learning needs/pace. You will be notified of any grade affecting changes prior to the changes.

| COURSE SCHEDULE |
|------------------|------------------|------------------|
| **DATES**        | **ASSIGNED READINGS** | **GRADED ASSIGNMENTS** |
| Week 1           | Textbook Chapters 1, 2, & 3 Critical Thinking Discussion Postings | 1. Chapters 1, 2, & 3 Quizzes Due 24 October—Before Midnight |
| 21-27 October    |                  | 2. Week-1 CTDFA-Turnitin Assignment (Chaps 1, 2, & 3) Sunday Midnight |
|                  |                  | 3. Week-1 Critical Thinking Discussion Forum Assignment (CTDFA) (C-1, C-2, & C-3) Sunday Midnight |
| Week 2 | 28 October-3 November | Textbook Chapters 4, 5, & 6 Critical Thinking Discussion Postings | 1. Chapters 4, 5, & 6 Quizzes Due 31 October—Before Midnight  
2. Week-2 CTDFA-Turnitin Assignment (Chapters 4, 5, & 6) Sunday Midnight  
3. Week-2 Critical Thinking Discussion Forum Assignment (CTDFA) (C-4, C-5, & C-6) Sunday Midnight |
|-------|----------------------|---------------------------------------------------------------|---------------------------------------------------------------------|
| Week 3 | 4-10 November | Textbook Chapters 7 & 8 Critical Thinking Discussion Postings | 1. Chapters 7 & 8 Quizzes Due 7 November—Before Midnight  
2. Week-3 CTDFA-Turnitin Assignment (Chapters 7 & 8) Sunday Midnight  
3. Week-3 Critical Thinking Discussion Forum Assignment (CTDFA) (C-7 & C-8) Sunday Midnight |
| Week 4 | 11-17 November | Textbook Chapters 9 & 10 Critical Thinking Discussion Postings | 1. Chapters 9 & 10 Quizzes Due 14 November—Before Midnight  
2. Week-4 CTDFA-Turnitin Assignment (Chapters 9 & 10) Sunday Midnight  
3. Week-4 Critical Thinking Discussion Forum Assignment (CTDFA) (C-9 & C-10) Sunday Midnight |
| Week 5 | 18-24 November | Textbook Chapters 11, 12, & 13 Critical Thinking Discussion Postings | 1. Chapters 11, 12, & 13 Quizzes Due 21 November—Before Midnight  
2. Week-5 CTDFA-Turnitin Assignment (Chapters 11, 12, & 13) Sunday Midnight  
3. Week-5 Critical Thinking Discussion Forum Assignment (CTDFA) (C-11, C-12, & C-13) Sunday Midnight |
| Week 6 | 25 November-1 December | Textbook Chapters 14, 15, & 16 Critical Thinking Discussion Postings | 1. Chapters 14, 15, & 16 Quizzes Due 28 November—Before Midnight  
2. Week-6 CTDFA-Turnitin Assignment (Chapters 14, 15, & 16) Sunday Midnight  
3. Week-6 Critical Thinking Discussion Forum Assignment (CTDFA) (C-14, C-15, & C-16) Sunday Midnight |
| Week 7  
2-8 December | Textbook Chapters 17, 18, & 19 Critical Thinking Discussion Postings | 1. Chapters 17, 18, & 19 Quizzes Due 5 December—Before Midnight  
2. Week-7 CTDFA-Turnitin Assignment (Chapters 17, 18, & 19) Sunday Midnight  
3. Week-7 Critical Thinking Discussion Forum Assignment (CTDFA) (C-17, C-18, & C-19) Sunday Midnight |
| Week 8  
9-13 December (Course Ends Friday) | Textbook Chapters 20, 21, & 22 Critical Thinking Discussion Postings | 1. Chapters 20, 21, & 22 Quizzes Due Wednesday, 11 December—Midnight  
2. Week-8 CTDFA-Turnitin Assignment (Chapters 20, 21, & 22) Friday Midnight  
3. Week-8 Critical Thinking Discussion Forum Assignment (CTDFA) (C-20, C-21, & C-22) Friday Midnight |

Dr. Nowell will accept late assignments. After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Missed assignments can be submitted after being 5 days late (until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.

**Important Fall Semester 2019 Dates & Deadlines**

- **October 21**, First day of 2nd 8-week classes
- **October 21**, Add/Drop/Late Registration begins, 2nd 8-week classes
- **October 23**, Add/Drop/Late Registration ends, 2nd 8-week classes
- **October 28**, Last day to drop 2nd 8-week classes with no record
- **November 8**, Last day to drop with a Q or withdraw with a W (16-week classes)
- **November 28-29**, Thanksgiving, CAMPUS CLOSED
- **November 29**, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
- **December 13**, Last day to withdraw from the University (16-week and 2nd 8-week classes)
- **December 13**, Last day to file for Degree Conferral (Registrar’s Office)
- **December 9-13**, Finals Week
- **December 13**, Commencement (End of Fall Term)
- **December 23-31**, WINTER BREAK, CAMPUS CLOSED
Critical Thinking Discussion Forum Instructions

To potentially earn full points for these graded critical thinking discussion assignments, you must submit (1) at least a 450 word original critical thinking discussion posting that fully and carefully explores your chosen topic of most importance from 1 of the week’s assigned textbook chapters—first in the ungraded CTDFA Turnitin Assignment, and then in the graded CTDFA Assignment; (2) Your CTDFA posting should include specific supporting Psychological Subject Matter Expert (SME) information; and (3) It you must submit two substantive replies (minimum 100 words each) to other class members CTDFA postings (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.

Your substantive replies can be posted at any time during the week (posting your replies sooner rather than later is the better teamwork and better deep learning practice.

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 1 important topic posting.

As appropriate for your chosen topics, your original critical thinking discussion posting should also contain ample textbook information to fully support any of your assertions. Web information support from scholarly web sites is also encouraged. APA formatting should be used in the required in-text citations and in the required reference list. The content should demonstrate full and thorough mastery of your chosen 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 2 topic postings. Remember to fully respect and follow ethical confidentiality guidelines when including experiences and observations that involve other people.

Please include the complete text of your selected critical thinking topic at the top of your 1 topic posting, and please include a word count at the bottom of the discussion (do not include the wording of the 1 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.

Finding Quality SME Sources of Information for a Topic or Person
There are several good avenues to find high quality Psychological and other SME information.

Talk with a Reference Librarian at our TAMUCM library (in person if possible or virtually). Reference Librarians are specially trained and have good professional experience in finding all sorts of SME and other information.

Use Wikipedia to learn more about your chosen topic or person and to see the many excellent SME primary sources of information at the end of the article about your topic or person. Try several well-thought search terms to find information about your chosen topic or person, because there are most likely various articles in Wikipedia about the topic or person.

A primary source of information is the original source, not information from someone who has read the original source. As best as possible, find and use primary sources of SME information to support your thinking and writing about your chosen topic or person.

Textbooks, Magazines, Newspapers, Wikipedia, Dictionaries, Encyclopedias, Most Internet Articles, etc. are not primary sources, but can have quality references that are primary sources. They can also have useful information to help you understand and write better about your topic or person. So, do read these secondary sources to learn about your topic or person and to find the referenced quality primary sources of SME information.

If your chosen topic or person is mentioned in our textbook, there will also most likely be associated SME primary references at the end of the textbook.

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](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
Rubric for your Critical Thinking Discussion Forum Assignments

The following criteria will be considered in evaluating your Critical Thinking Discussion Forum 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 Psychological Subject Matter Expert (SME) 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 three additional potentially useful handouts in our course Handouts folder. (Whole Person Diagram, Seven Whole-Person Attributes, 5 Bullet Points) These are optional but very good to use for thinking about and guidance 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.