

Psychology of Women

PSY 350-01

Spring, 2019
TR: 9:30 – 10:45 am
Mercer #201

Mindy J. Erchull, Ph.D.
Office: Mercer #325
Phone: 540-654-1557
E-mail: merchull@umw.edu

Prerequisite

Psychology 100, general psychology, is a prerequisite for this course.

Course Overview

In this course, you will learn about the social construction of gender and how it affects women both individually and as a group. A feminist perspective will be used throughout the course. There will be a strong focus on the structural impediments and inequities faced by members of non-dominant groups including cultural and ethnic minorities in addition to women. The importance of personal experiences will also be considered. There will be a strong focus on the application of psychological theories and research throughout the course.

Classroom Climate

Respect and professionalism are important to me and are core expectations I hold for every member of this class. Everyone is welcome and valued in my classroom, and I expect you to be respectful of all people regardless of identity, beliefs, ability, etc. I expect that people will be addressed by the names and pronouns they use regardless of what appears on the class roster.

The scientific study of gender deals with topics that might be construed as controversial or divisive. Politics are also very difficult to check at the door when discussing many of the topics in the course. One of the things that makes the topics covered in this course so interesting is the fact that we may not all see eye to eye.

Class participation is required in this course, and we need to maintain a classroom atmosphere conducive to discussion. All who wish to speak are free to voice their ideas as long as it can be done in an educational rather than an abusive or hurtful way. If you feel a classmate has created a threatening or uncomfortable atmosphere, please let me know.

Schedule of Office Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
office hours	9:30-10:30	11-12	9:30-10:30	11-12	10-11

and by appointment

Across the Curriculum and General Education Requirements

This course is both writing intensive and speaking intensive. Given this, your writing and speaking will be evaluated based on style, clarity, and organization as well as on content. If you have concerns about this, please talk with me and/or visit the writing and/or speaking centers. It also meets the experiential learning component of the general education requirements.

Course Objectives

Departmental Learning Goals (PSYC 350):

1. To understand the social construction of gender and how it affects women both individually and as a group
2. To understand how social structures shape women's lives
3. To recognize how being a member of non-dominant groups further impacts the lives of some women
4. To be able to apply and critique psychological theory and research on gender and gender differences
5. To enhance students' written and oral communication skills
6. To understand how beliefs, values, and views of women are shaped by their life experiences.

General Education Learning Goals (Experiential Learning):

1. Students will be able to apply what was learned in coursework to new scenarios outside standard university courses.
2. Students will be able to identify their personal values and learning goals and direct themselves by creating personalized learning experiences that may include alternative means of learning.
3. Students will be able to clarify and refine their understanding of their strengths and weaknesses in content of relevant disciplines and in skills such as time management, organization, professionalism, and so forth.
4. Students will be able to recognize their knowledge and lack of knowledge.
5. Students will be able to connect their undergraduate experiences and their post-graduation lives.

Writing Intensive Learning Goals:

1. **Ideas:** Students will demonstrate satisfactory knowledge of the varying strategies to convey arguments, main ideas, and support/ evidence.
2. **Organization:** Students will demonstrate satisfactory knowledge of the varying patterns of composition organization and development.
3. **Rhetorical Situation:** Students will demonstrate satisfactory knowledge of the audience, the role of the writer, and rhetorical strategies.
4. **Editing:** Students will demonstrate satisfactory knowledge of writing conventions and correctness.

Speaking Intensive Learning Goals:

1. Students will understand and be able to explain the conventions and expectation of oral communication as practiced within the discipline of the course taken.
2. Students will apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.

3. Students will be able to craft oral messages after a conscious process in which various options are reviewed and will be able to explain and support their choices.
4. Students will be able to metacommunicate about their own communication patterns.

Text

Liss, M., Richmond, K., & Erchull, M. J. (2019). *Psychology of women and Gender*. New York, NY: Norton.

You will be expected to read the text assigned for each day prior to class. You will not be able to fully participate if you have not done the reading for the day, and as discussed below, class participation is part of your grade.

We are one of the first two classes to use this book as it is not officially available for purchase until the summer. Given this, the only place you can buy this book is the UMW bookstore. A copy of the book will be on reserve in the library by the end of the first week of classes, but having your own copy of the text will make your life easier.

Supplemental Readings

Some supplemental readings will be used throughout the course. All readings will be available as PDFs on Canvas in the readings folder in the files section. As with the text, you will be expected to complete all readings prior to the class period when they will be discussed.

Course Schedule

In addition to the due dates detail below:

- You are responsible for submitting 10 journal entries as blog posts throughout the course of the semester. No more than 1 entry can be submitted for a grade in a single week.
- You are responsible for making a minimum of 20 comments on others' journal entries over the course of the semester. No more than 2 comments can be made for academic credit in a given week. That said, you are strongly encouraged to read and comment on all journal entries.
- You are responsible for submitting responses for 12 sets of discussion questions over the course of the semester.

Date	Topic	Reading	Written Work Due
T 1-15	Introductions and Course Overview		Syllabus Questions
R 1-17	Speaking and Discussing Effectively		
T 1-22	Community Engaged Learning & Blogging	Dunlap Chap. 1 & Hamner Chap. 7 + 8	
R 1-24	CLASS CANCELLED: Creating Change Conference		
T 1-29	A Feminist Psychology of Women	Chapter 1	
R 1-31	Power and Privilege	Chapter 2	
T 2-5	Research and Writing	Dunlap Appendix A & Hamner Chap. 6 excerpt	link to brief video submitted by email before class
R 2-7	Intersectionality	watch videos on blog	CEL placement form due by 2-8 at 3pm video feedback due via email by noon on 2-11
T 2-12	Similarities and Differences	Chapter 3	
R 2-14	Beyond the Sex/Gender Binary (student led)	Chapter 4	research paper topic
T 2-19	Gender Socialization (student led)	Chapter 5	
R 2-21	Reflection on CEL Experiences	Dunlap Chap. 3 + 4	
T 2-26	Women's Bodies (student led)	Chapter 6	
R 2-28	Objectification	Moradi & Huang (2008) & Conley et al. (2011)	
NO CLASS 3-5 or 3-7: SPRING BREAK			
T 3-12	Effective Presentation Skills		

Date	Topic	Reading	Written Work Due
R 3-14	Sexuality and Sexualization (student lead)	Chapter 7	
T 3-19	Relationships (student led)	Chapter 8	
R 3-21	Reproduction and Mothering (student lead)	Chapter 9	outline and intro paragraph due
T 3-26	Work (student lead)	Chapter 10	schedule an individual meeting with me to discuss your paper
R 3-28	Reflection on CEL Experiences	Dunlap Chap. 8 & Jones (2001)	
T 4-2	Older Women (student lead)	Chapter 11	
R 4-4	Gender-Based Violence (student lead)	Chapter 12	
T 4-9	Mental Health (student lead)	Chapter 13	
R 4-11	Peer Review of Research Papers		Paper draft
T 4-16	Tensions, Action, and Hope for the Future	Chapter 14 & Toews (2005)	
R 4-18	Research Presentations		final research paper due
T 4-23	Research Presentations		
R 4-25	CLASS CANCELLED: Psi Chi Symposium		CEL hour certification due by 3pm on 4-26 Final CEL journal/comments due by 5pm on 4-26
R 5-2	FINAL EXAM 8:30-11 am (WE HAVE NO EXAMS IN THIS COURSE. WE WILL USE THE FINAL EXAM PERIOD FOR THE FINAL RESEARCH PRESENTATIONS. ATTENDANCE IS REQUIRED EVEN IF YOU ARE NOT PRESENTING. THERE WILL BE NO EXCEPTIONS TO THIS!)		

Possible Syllabus Revision

The syllabus is my best estimate at the outset of the course of what we will cover this semester and the pace at which we will cover the material. The syllabus is subject to minor revision. Any changes in office hours, due dates, etc. that are announced in class will supersede dates given in this syllabus. I will stick as closely to the syllabus as class progress permits. If changes are needed, they will always be posted to Canvas.

Attendance, Class Participation, and Discussion Questions

This is a discussion-based course, and class participation is a requirement. You cannot participate in class if you are not present, so in this way, poor attendance can affect your grade. You will be expected to participate in a thoughtful manner throughout the semester. Class discussions will provide an opportunity to think critically about the readings as a group. It is in these discussions that we will draw together the text, life experience, and your community engaged learning experience.

For each day of class, there will be a list of discussion questions posted on Canvas. While these will not be the only things we talk about in class, the bulk of our discussions will be based on the posted questions. You should pair these questions with your reading so that you are prepared for class discussion each day and will be confident about speaking in class.

In addition, you will be required to prepare **typed** responses to at least 12 sets of questions over the course of the semester. Responses are due on the day we discuss that reading. These will be collected at the end of the class period and will serve as the basis for your quality of reading/preparation grade (based on the sophistication of your responses).

At the end of each class, you will make a few notes about your participation that day on your discussion question sheet (or another piece of paper if you chose not to respond to questions in writing that day). You should focus your comments more on the quality than the quantity of your comments in class. (FYI, it is essential that you contribute to the discussion, but you should not dominate the discussion.) You can also use this as an opportunity to note any barriers you may have experienced to participating effectively that day. These sheets will be collected and will be used to help determine your class participation grade (along with my own observations about your participation). Mere attendance will be noted, but consistent participation is necessary if you are to succeed in this course.

Each of the components listed above (reading and participation) will be graded as a check-minus, check, or check-plus each day so that you can develop a sense of how you are doing.

Class Blog

We will be using a shared course blog for a number of different purposes this semester. You'll journal here about your CEL experiences, and your brief video talks will also be posted here. We also have the opportunity to use this forum as a place to continue discussion outside of class. I've found that despite discussion being the primary focus of nearly every class period, there is always more to talk about.

The class blog is at <http://psyc350spring2019.mindyerchull.com/>. I will add you as an author to the blog at the start of the second week of class so that you can create and edit your posts. In order to access the blog dashboard where you can actually create your own posts, you'll need to log in using the information provided to you via email. You can do that at <http://psyc350spring2019.mindyerchull.com/wp-login.php>. We'll talk about usernames, passwords, and some basic how-to info during the second week of class.

The details of how we'll use the class blog for specific assignments are provided in the descriptions of those assignments.

In addition to these ways you'll use the blog, you can also post additional thoughts, links, etc. in a less formal way any time you choose. While these are not specifically graded, being an active blog participant could help your participation grade a bit at the end of the semester. Just about anything is fair game here; you could think of it as an electronic version of show and tell. I'll be blogging with you, so you'll get a chance to see some of my add-ons to class as well.

Writing mechanics are not a particular focus here, but you should use complete sentences, punctuation, and whole words (no shorthand please).

Brief Video Presentation

Your first formal speaking assignment will be to record yourself giving a 3-5 minute talk where you talk about intersectionality in the context of psychology of women. You could talk about your understanding of what it means to approach this field from an intersectional perspective. You could talk about a recent gender-related event and reflect on it from an intersectional perspective. You can also take a more academic approach to the assignment by connecting your own ideas and experiences with content covered in Chapter 2 where this perspective is introduced. It's your choice. This assignment is not about judging you or your values. Rather, it's a chance to practice organizing and clearly expressing ideas within the context of the content of this course. You will need to have a central thesis, and I recommended focusing on no more than 3 or 4 key ideas you want to discuss since your time is so limited.

These talks will serve as the text for class discussion on Thursday 2-7. They will be made available for viewing through our class blog. You will need to upload your video to YouTube and then send me a link to the video so that I can post it to the blog. While you will each be able to post to the blog on your own, these should come through me so that I can make sure there are no issues with the video settings. You must send me the link before class on Tuesday 2-5 so that I can have all the videos available for viewing by the end of the day. After class, you will be assigned 2 or 3 talks to watch again. You will then have to provide me with a paragraph of feedback for each presenter (submitted via email by noon on Monday 2-11). In your feedback, please focus on the various delivery aspects, but also focus on the content and organization of the talk. The entire assignment, including providing peer feedback, is worth 25 points, and a rubric is attached to this syllabus.

Since the talk is on video, you will have the unique opportunity to evaluate your own performance and give your speech multiple times to refine it before deciding upon the version you want graded. You should not be editing your video together, however. It should be an uninterrupted 3-5 minute talk.

Most people have access to some type of brief video recording device (e.g., camera, cell phone). If this is a problem for you, however, you can arrange a time with me to tape your talk in the recording lab in Mercer (this requires an appointment). I will not be grading video production. Rather, I will be focusing on your speaking and the clarity of your presented arguments. You do need to have sound quality that allows for me to hear you, and you need to frame the shot such that you are visible from the waist up (so body language can be noted).

Community Engaged Learning (CEL)

A unique component of this class is the requirement that all students complete at least 15 hours of community engaged learning (spaced throughout the semester) at an organization that works with girls and/or women. Through this placement, class discussions, and journal writing, you should gain a great deal of insight into gender and see some of the concepts discussed in class in action.

The community engaged learning experience can be seen as a text for learning about diverse girls and women as well as how social structures shape their lives. As a community engaged learner, you will have the opportunity to be an active and independent learner, to learn to extract meaning from experience, and to apply academic knowledge in the real world. Your community engaged learning experience will also allow you apply your critical thinking and problem solving skills in a real world setting. It is also my hope that through providing meaningful service to the community, this class will help enhance your sense of civic responsibility.

There are three graded components to this aspect of the course as described below.

Service Learning Hours

You must complete a minimum of 15 hours of community engaged learning at a site approved by me. (If the site you select involves training, you must meet with me to determine how many of your training hours can count towards the requirement.) You must submit your placement form to me by the end of the 4th week of classes (Friday 2-8 at 3 pm). You must also submit your final hour certification form by the last day of classes (Friday 4-26 at 3 pm). You can earn up to 50 points by completing your community engaged learning hours. You will be penalized 3 points for every hour under fifteen hours. You will also be penalized 2.5 points each for missing the deadlines for turning in forms.

CSL for the Psychology Major

You are allowed to count the 15 hours of CEL you do in this class towards the 40 hours of CSL majors may elect to complete to meet the psychology major “out of class experience” requirement. If you do this, additional forms need to be completed and returned to Dr. Miriam Liss prior to beginning your placement. You can get forms from either the CSL student aid or Dr. Liss.

CEL Journals

You will be writing reflective journal entries throughout the semester, and each journal entry will be posted on our class blog.

Your journal entries should allow you the opportunity to reflect about your experience and to explore your own values and beliefs and how they are reinforced and/or challenged by your service learning placement. The key component of these journals will, however, be the connections you make between what you experience and observe and material from our course (although you may also make connections to material from other courses).

Throughout the semester, you will need to complete 10 journal entries, and no more than 1 journal entry will be accepted in a given week (a grading week runs from 12:00am on Monday through 11:59pm on Sunday). Given this, while you may have a given week without a journal entry, you cannot wait until the end of the semester to write and submit all 10 entries.

You need to respect the privacy of the staff and clients at your internship site, so only use pseudonyms to refer to people – never use their real names.

Each of your journals should include both a brief description of what has been going on at your site as well as more complex personal reflections about what you are experiencing. Your reflections should heavily incorporate connections to material from class. A high quality journal entry will include all of these elements and should be between 750 and 1500 words.

All entries should be titled with your name and journal # (e.g., Mindy Erchull: Journal 2).

You can earn up to 75 points for journaling.

CEL Journal Comments

In addition to writing your own journal entries/blog posts, you need to regularly comment on the journals of your classmates. While I encourage you to read every post from each classmate and to comment on them all, you will be required to comment on at least 20 entries throughout the semester. No more than 2 comments per week will be “graded” (a grading week runs from 12:00am on Monday through 11:59pm on Sunday), so this means you need to make comments over a period of at least 10 weeks. This component is worth 10 points.

While this may seem unimportant, this is a key aspect of the public nature of your journaling. Your comments can provide social support, reassurance, praise, suggestions for connections to class material, questions to consider, etc. Often, these comments can inspire the focus for future posts, so please take this aspect seriously and strive to overachieve with more than the minimum number of comments.

Semester-long Research Project

You will undertake a semester-long research project that will involve 4 components as described below.

Topic Choice

Your project may be on any topic of your choice related to the psychology of women. The topic can be relevant to your community engaged learning experience, or you may choose an unrelated topic. You must select a general topic by the beginning of the fifth week of classes and submit at least 1 paragraph describing your topic. Having a question you are trying to answer with your paper is a good way to proceed. You will be provided with feedback to help guide you in refining your topic for the next phase of the project. This is worth 5 points.

Annotated Paper Outline and Introductory Paragraph

In order to help you organize your research, identify areas that need further research, and prepare for the integrated approach required for a good literature review (described below), you will write an annotated outline of your paper. The focus of this assignment is to develop an integrative and thematic approach to answering your guiding question by reviewing relevant research. Figure out what subtopics you will address using which references and list these in the appropriate places. Please note that references can and should be used in more than one place.

A minimum of 8 peer-reviewed references should be included with this outline. These articles should largely be from the last five years (see me for exceptions to this) so that you learn about recent research in the field.

Within your outline, you should use parenthetical citations (using APA format) for each source in each location where you intend to use it. At the end of the outline, you will provide a complete APA-style reference list with each of the sources fully cited.

You will also include a first draft of an introductory paragraph with a thesis statement as part of this outline.

This assignment is worth 20 points, and a rubric has been attached.

APA Style Research Paper

You will write an 8-10 page literature review style research paper. This is an opportunity for you to read primary source material on an area of your own interest and to learn about current research that may not be covered in class. As noted above, you must cite *at least* 8 peer-reviewed journal articles (although strong papers will likely cite many more). These articles should largely be (at least 5) from the last five years so that you learn about recent research in the field. The paper should be written in APA style and needs to include a title page, abstract, running head, and APA style references.

Please note that I defer to the APA Publication manual for proper APA style, so if you use incorrect formats from a website summary of APA style, you will lose points. The publication manual is available in the library and writing center; it is also owned by a number of majors. Make sure you have access to a copy one way or another.

The single largest problem students have with literature reviews is that they connect a series of article summaries on a related topic rather than integrating the research thematically. Your paper needs to be integrative to receive anything other than an average grade. We will talk about how to do this in class, but I strongly encourage you to meet with me individually and/or to use the writing center if you have particular concerns about this aspect of the paper.

At the very least, a single meeting with me is required as part of completing this paper. The meetings will occur after you receive feedback on your annotated outline. A rubric for this paper is attached, and the paper is worth 100 points

Research Presentation

The research presentation is an opportunity to share the information you learned while doing your research project with your peers. You will give a 10-12 minute presentation with an additional two minutes for questions. This is a firm time deadline, and you will be cut off if you run over, so plan your presentation accordingly. Your presentation will be graded on the sophistication of the ideas expressed as well as on the clarity of the presentation. A random drawing to select presentation times will take place in the middle of the semester. The presentation is worth 50 points, and a grading rubric is attached.

Leading a Class Discussion

You will have the opportunity to lead a class discussion with one of your peers. This will entail giving a 15-20 minute “lecture” in which you present the material to the class (this time should be relatively evenly divided between you and your co-presenter). Then, you and your teammate will lead the class in a discussion or an activity using discussion questions that you have generated or an activity that you have planned. The lecture need not be given in one large chunk. Feel free to intersperse mini-lectures with discussions; this usually works better.

Your team must prepare a list of questions to guide your classmates’ reading for that day. I will post these questions on Canvas, and they must be submitted to me as an email attachment no later than noon on the day of the class prior to the class you’ll lead (e.g., the previous Thursday if you lead on a Tuesday). I will approve discussion questions and activities before you lead the class, and teams *must* meet with me to discuss how they will organize the class for that day *before* submitting a final version of discussion questions.

On that day of class, the group leaders are in charge of the discussion and will act as moderators. You will be graded on your effectiveness in communicating information as well as on the skill with which you handle class discussion and the creativity you demonstrate in your choice of discussion questions and activities. I will provide feedback about your performance as well as a grade in writing. A rubric for the grading is included with this syllabus.

Leading class is worth 50 points, and co-presenters need not receive the same grade. Random drawings will be held for presentation partners and to select presentation days during the third week of class.

General Guidelines for Writing Assignments

All written work (other than that connected to the class blog) should be typed and double-spaced (discussion question responses should be typed, but they don’t need to be double spaced). Please use only 12-point Times New Roman font and 1 inch margins. Written work to be handed in on paper that spans multiple pages must be stapled to be accepted. Please do not use paperclips or fold the corner over.

I will not accept electronic copies of written work; you must submit a hard copy of all written work with the exceptions of the discussion questions for the class period where you will lead the discussion and journals and comments included on the class blog.

Written assignments not connected to the class blog should be turned in by the start of class on

the due date in the syllabus in order for you to receive full credit. Discussion question responses should be handed in at the end of class period so that you can use them to prompt your participation throughout the class period.

If you turn in a written assignment late but before the assignment is returned to the class, 10% of the total points available for that assignment will be deducted from your grade. Discussion questions/comments will not be accepted after the end of class.

I will collect and return writing assignments in class. However, if you will not be in class, you can leave them in my mailbox in Mercer #319. They must be there before the start of class to be considered on time, however (this includes discussion question responses if you will not be in class on a given day).

Questions about Grades

Mistakes in grading do occasionally happen. If you feel a mistake has been made in your grade, please submit your concerns to me in writing. Once I have received your written explanation about the problem you perceive with your grade, I will respond to you in writing within a week.

Final Grade

Your final grade in the course is based on your total points accumulated on all of the written and oral assignments as well as through your class participation. There are a maximum of 460 points available in this course and are allocated as described below.

Assignment	% of final grade	points possible
CEL hours	10.9	50
CEL journal blog posts	16.3	75
CEL journal blog comments	2.2	10
research project topic	1.1	5
annotated outline and intro paragraph	4.3	20
APA-style research paper	21.7	100
research presentation	10.9	50
leading class discussion	10.9	50
brief video presentation	5.4	25
quality of reading/preparation	5.4	25
class participation	10.9	50

Cutoffs for grades are based on the following percentages out of a maximum of 460 points:

94-100% -- A	73-76% -- C
90-93% -- A-	70-72% --C-
87-89% -- B+	67-69% -- D+
83-86% -- B	60-66% -- D
80-82% -- B-	59 and below -- F
77-79% -- C+	

At midterm, A, B, or C grades will be satisfactory (S); D+, D, or F will be unsatisfactory (U). A passing grade for students taking the course pass/fail is D or above.

Accommodations for Students with Disabilities

The Office of Disability Resources (ODR) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities.

If you receive services through the Office of Disability Resources and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. By talking with you one-on-one, I can better understand your needs so I can make needed arrangements and changes so that you have the best possible learning environment.

Any information about a disability or needed accommodations provided to me will remain confidential unless you give me permission to do otherwise.

If you have a disability and need reasonable accommodation for equal access to education at UMW and are not yet registered, the Office of Disability Resources is located on the fourth floor of Lee Hall (room 401). Please contact them in person or by phone as soon as possible (540-654-1266). For more information, please see their website at <http://academics.umw.edu/disability/>

Recording Class/Lab

I do not allow students to video or audio record class without prior permission. I do this to facilitate the most comfortable environment for discussion of challenging content.

If you have an accommodation from ODR that allows for recording, please bring me your accommodation letter as soon as possible so we can talk about when and how you will record.

If you do not have an accommodation but still desire to record a class/lab, you must talk with me at least one day prior to class so we can discuss the feasibility of doing so.

On any days when a student is recording class/lab, I will notify the entire class so that people are aware that their contributions that day will be part of the recording.

If a recording is made, you cannot distribute or sell the recording, and distributing it without permission would be a violation of educational privacy law.

Guests in Class

If, at some point, you wish to bring a guest to class, please talk with me in advance. This wish can often be accommodated, but there are some days where it could be disruptive. If your guest can attend class, they must conform to all the class rules and expectations.

Cell Phones and Other Electronic Devices

Please be sure to turn all cell phones, etc. to silent mode before class begins. Electronic disruptions are annoying, completely avoidable, and can be embarrassing as the whole class turns and stares at you while you scramble to find the thing and turn it off. Also, please keep all cell phones in your pocket, bag, or purse so that you're not tempted to check it for a new text

every two seconds (this means no phones on your desk). This is distracting to both me and your classmates.

I expect that you will not text, Facebook, tweet, email, etc. during class time. If you have something besides class to do, please leave class to do it.

In this class, I do not allow the use of laptops for note taking. An open computer seems to curtail discussion, tempts people to partake in non-class activities, and distracts classmates. If you have some pressing reason for needing to use a laptop (e.g., disability accommodations), please talk with me ASAP so that we figure out the best way to meet your needs while promoting and atmosphere conducive to discussion.

Academic Honesty and the Honor Code

The University of Mary Washington has an honor code that forbids cheating (which includes plagiarism and unapproved collaboration). I expect us all to follow that honor code. All students are expected to adhere to this Honor Code and must write out and sign the pledge on all assignments. I will deal with any infractions of the honor code according to the procedures of the University. Please do not think of cheating. I am here to do everything I can to help you succeed in this course.

Additional Student Resources

If you find yourself in need of additional help in order to meet your personal goals for this course, please contact the following organizations/offices.

The university provides academic support services such as tutoring and has trained peer academic consultants who can help with things like time management, note taking, and test preparation. For more information, please see the academic services website at <https://academics.umw.edu/academicservices/> or the peer tutoring website at <http://umwpeertutoring.com/>

The references librarians at Simpson library can help you with individual and group research assistance. You can always stop by the reference desk with quick questions, but you can always make individual appointments. For more information, see their website at <https://libraries.umw.edu/reference/>. The Social Sciences librarian, Elizabeth Heitsch, can be a particularly helpful person to meet with.

The Writing Center provides on-site tutors to help students increase their confidence as writers and improve writing skills free of charge. For more information please see their website at <http://academics.umw.edu/writing-fredericksburg/>

The Speaking Center provides on-site consultants to help students increase their confidence about their oral communication skills free of charge. For more information, please see their website at <http://academics.umw.edu/speaking/speaking-center/>

The Digital Knowledge Center provides peer tutoring free of charge on topics related to technologies used in classes at UMW. For more information, please see their website at <http://convergence.umw.edu/digital-knowledge-center/>

There are also many other useful resources on campus including (but not limited to) the Talley Center for Counseling Services, the Student Health and Wellness Center, the Center for Career and professional Development, the Veteran Resource Center, and the Office of Transfer and Off-Campus Student Services. You can find a fairly comprehensive list in a PDF I've uploaded to Canvas that has been helpfully compiled by the folks at the Office of Disability Resources.

Title IX

I, and UMW as a whole, am committed to supporting students, and part of this is upholding the *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination – in this class or elsewhere on campus – I encourage you to report it.

Given the nature of the topics we will cover in this class, you need to clearly understand my role in relation to Title IX reporting. ***While you may talk to me about anything, understand that as a “Responsible Employee” of the University, I MUST report what you share to UMW’s Title IX Coordinator.***

If you wish to speak to someone confidentially, I can help connect you with an appropriate person without you sharing any actual details with me. You can also find information about both UMW’s relevant policies and reporting options and support services here:

<http://diversity.umw.edu/title-ix/>

Grading Rubric for the Brief Video Presentation

Grading Criteria and Explanation	Points Possible	Points Earned
Organization: <ul style="list-style-type: none"> - presentation is organized around a clear thesis - ideas are clearly organized and presented in a sensible and understandable sequence 	4 (16%)	
Content: <p>Introduction:</p> <ul style="list-style-type: none"> - introduced topic clearly - captured the attention of the audience - previewed the main points of the talk <p>Body:</p> <ul style="list-style-type: none"> - main points presented in a clear and coherent manner - main and sub-points are well developed - transitions used to connect ideas <p>Conclusion:</p> <ul style="list-style-type: none"> - audience was prepared for the ending - main points were summarized/take away message was stated <p>Overall:</p> <ul style="list-style-type: none"> - extraneous details are not included in the oral presentation 	11 (44%)	
Delivery: <ul style="list-style-type: none"> - speaks clearly (no mumbling, appropriate volume, good articulation, correct pronunciation) - uses appropriate body language and does not fidget - makes eye contact with the camera (audience) and has unobtrusive use of notes - keeps composure/focus throughout the presentation 	5 (20%)	
Mechanics/Language Use: <ul style="list-style-type: none"> - meets time specifications - presentation is jargon free - any specific/technical terms are appropriately defined so that the audience can follow the presentation - biased language is not used - slang is not used 	1 (4%)	
Peer Feedback: <ul style="list-style-type: none"> - provided peer feedback on assigned talks (on time) - feedback addressed the content, organization, and delivery of the talk 	4 (16%)	
TOTAL	25	

Grading Rubric for Leading Class

Grading Criteria and Explanation	Points Possible	Points Earned
Preparation: <ul style="list-style-type: none"> - prepared guiding questions for class - met with me to review proposed plan for class and discussion questions - guiding questions were submitted on time 	4 (8%)	
Summary of Text: <ul style="list-style-type: none"> - well organized - integrated presentation of material into the discussion - specific points are selected for presentation rather than trying to fit everything into the class period - examples are used to illuminate specific points and make the material relevant to the class 	10 (20%)	
Discussion Topics: <ul style="list-style-type: none"> - significant issues from the reading are discussed - discussion is well focused - topics to be discussed are previewed - good pacing is used so all important topics are discussed 	5 (10%)	
Leading Discussion: <ul style="list-style-type: none"> - questions are well formulated - clarifies discussants comments if necessary - brings own insights into discussion - ties discussion questions clearly into text 	5 (10%)	
Discussion Dynamics: <ul style="list-style-type: none"> - engages class - poses challenging questions - allows class enough time to respond to questions - encourages participants to share different views - integrates the views and insights of others into their comments - manages student talk time (no one student dominates) - provides clear transitions from one topic to another - facilitates discussion through lulls in conversation - encourages students to think critically about the topic 	10 (20%)	
Conclusion: <ul style="list-style-type: none"> - prepares class for ending - offers summary or sense of completion at end - discussion ended in a timely manner 	2 (4%)	
Delivery: <ul style="list-style-type: none"> - speaks clearly (no mumbling, appropriate volume, good articulation) - uses appropriate body language and does not fidget - makes eye contact with the audience and has an unobtrusive use of notes - keeps composure/focus throughout the presentation - engaged with the class throughout 	6 (12%)	
Improvement of Speaking: <ul style="list-style-type: none"> - Print a speaking handout and describe how you used it to improve your speaking for this presentation 	3 (6%)	
Group Work: <ul style="list-style-type: none"> - shares responsibility for presenting material - shares responsibility for leading discussion - balances leadership with other presenter/facilitator for the day 	5 (10%)	
Total	50	

Grading Rubric for the Annotated Outline and Introductory Paragraph

Grading Criteria and Explanation	Points Possible	Points Earned
Introductory Paragraph: <ul style="list-style-type: none"> - The selected topic is made very clear as is the guiding question that the paper sets out to answer - a clear thesis statement is provided (this is distinct from the topic) - the opening is attention grabbing and strong 	6 (30%)	
Reference Selection: <ul style="list-style-type: none"> - A minimum of 8 references are included - articles are (primarily) from the past five years – at least 5 - articles are from peer-reviewed journals – at least 8 	2 (10%)	
APA Style: <ul style="list-style-type: none"> - APA style in-text style citations are used in the outline - Complete reference information is provided in an APA style reference page 	2 (10%)	
Outline: <ul style="list-style-type: none"> - a clear organizational structure for the paper is provided - subtopics to be addressed in the paper are clearly indicated - an integrative approach is indicated (e.g., information from multiple references is incorporated together rather than stringing together summaries of separate articles) 	8 (40%)	
Writing Mechanics (primarily appropriate to the introductory paragraph): <ul style="list-style-type: none"> - appropriate grammar, spelling, and punctuation are used - paraphrasing is used rather than direct quotes - language is scientifically accurate (e.g. appropriate distinction between study and experiment, you don't "prove" hypotheses, word "significant" used accurately) - informal language is not used (e.g., no contractions or slang) - biased language is not used 	2 (10%)	
Total	20	

Grading Rubric for the Research Paper

Grading Criteria and Explanation	Points Possible	Points Earned
Organization: <ul style="list-style-type: none"> - organization is apparent and easy to follow - there are clear transitions between ideas and subtopics - an integrative approach to reviewing the literature is used 	10	
Depth of Coverage: <ul style="list-style-type: none"> - A minimum of 8 references are included - articles are (primarily) from the past five years – at least 5 - articles are from peer-reviewed journals – at least 8 - the major topics in the paper are covered in some depth (multiple references for each main idea) 	10	
Abstract: <ul style="list-style-type: none"> - your abstract should not exceed 150 words - it should contain no references - it should conform to APA style - it should contain a problem statement, refer broadly to relevant literatures (perhaps mention limitations), and contain a concluding statement 	8	
Literature Review: <ul style="list-style-type: none"> - clearly presents the guiding question and thesis (they are distinct) - clearly tells us why this topic is important to learn about - relevant theories are clearly explained - studies and findings are clearly explained - articles/studies are discussed in context with other studies - make comparison as appropriate based on theoretical assumptions, design, variables studied, results obtained, limitations, etc.... - some attempt is made to synthesize the information presented/draw conclusions - limitations of specific studies and/or the field are addressed - gaps in the field are addressed - makes suggestions for future research to address these gaps and limitations - overall, the review is comprehensive and clearly covers the important aspects of the selected topic 	50	
APA Style: <ul style="list-style-type: none"> - an appropriate title page is used - running heads are used - all headings are appropriately formatted - references conform to APA style (both in text and reference section) - all literature cited in the paper appears in the reference section - in general, writing follows all APA guidelines 	7	
Mechanics: <ul style="list-style-type: none"> - writing exhibits quality of expression and organization - appropriate grammar, spelling, and punctuation are used - paraphrasing is used rather than direct quotes whenever possible - informal language is not used (e.g., no contractions or slang) - biased language is not used - others' work and ideas are appropriately cited 	10	
Improvement of Writing: <ul style="list-style-type: none"> - print out a writing handout - explain how you used this to improve your writing - explanation is compelling and evidence for such improvement is in paper 	5	
Total	100	

Grading Rubric for Oral Presentation of your Research Project

Grading Criteria and Explanation	Points Possible	Points Earned
Organization: <ul style="list-style-type: none"> - ideas are clearly organized and presented in a sensible and understandable sequence - an integrative approach is used rather than a sequential presentation of the results from a series of references 	7 (14%)	
Content: <p>Introduction:</p> <ul style="list-style-type: none"> - introduced topic and guiding question clearly - captured the attention of the audience - previewed the main points of the talk <p>Body:</p> <ul style="list-style-type: none"> - main points presented in a clear and coherent manner and supported by research - main and sub-points are well developed - transitions used to connect ideas <p>Conclusion:</p> <ul style="list-style-type: none"> - audience was prepared for the ending - main points were summarized/take away message was stated <p>Overall:</p> <ul style="list-style-type: none"> - extraneous details are not included in the oral presentation 	20 (40%)	
Delivery: <ul style="list-style-type: none"> - speaks clearly (no mumbling, appropriate volume, good articulation, correct pronunciation) - uses appropriate body language and does not fidget - makes eye contact with the audience and has unobtrusive use of notes - keeps composure/focus throughout the presentation 	7 (14%)	
Language Use: <ul style="list-style-type: none"> - presentation is jargon free - any specific/technical terms are appropriately defined so that the audience can follow the presentation - biased language and/or slang are not used 	2 (4%)	
Mechanics: <ul style="list-style-type: none"> - meets time specifications - no spelling or grammatical errors on slides 	2 (4%)	
Supporting Visual Materials: <ul style="list-style-type: none"> - use of graphics and animation, if any, do not distract from the presentation (rather they reinforce it) - the background of the powerpoint slides should not be distracting - only key points should be presented visually - font size should be legible to the audience 	3 (6%)	
Credibility/Audience Engagement/Handling of Questions: <ul style="list-style-type: none"> - you present yourself as a knowledgeable and credible speaker - the audience is kept engaged throughout the presentation - questions are appropriately answered in a clear and concise manner 	4 (8%)	
References: <ul style="list-style-type: none"> - a minimum of five appropriate sources are referenced during the talk - appropriate APA style parenthetical references are provided on slides 	2 (4%)	
Improvement of Speaking: <ul style="list-style-type: none"> - Print a speaking handout and describe how you used it to improve your speaking for this presentation 	3 (6%)	
Total	50	