

Request to be Approved to Teach an Existing FSEM

Applicant: Mindy Erchull (merchull@umw.edu, x1557)

FSEM title: Feminism from the second wave until the present

Approved instructor: Miriam Liss (approved in Spring 2012 – first taught in Fall 2012)

This seminar was developed to be offered to first-year students living in the EmpowerU living and learning community – a program connected with the WGST program. In Fall 2012 and Fall 2013, Miriam Liss taught this seminar. It integrates coverage of feminism with research and theory from the psychology of women and gender.

Neither Miriam nor the rest of the WGST affiliated faculty want this course to be solely connected to Miriam and her teaching availability. Given this, I am requesting approval as an additional instructor for this FSEM.

Like Miriam, I am a psychologist with a specialty in the psychology of women. Given this, I am knowledgeable about the topics covered in this seminar and well-prepared to teach this course. Of the four topics used to structure the course, I have research experience with two of them: women and the family and the objectification and sexualization of women. The latter is, in fact, my primary area of research at the present time. While gender differences and the experiences of marginalized women are not my primary areas of expertise, both are topics that arise in my ongoing research, were part of my graduate training, and are topics I stay current on in order to be up to date in my chosen field.

A copy of my proposed syllabus is provided on the following pages. It is largely identical to that approved for Miriam Liss. Most of the changes are small and relate to grading criteria and specific readings.

Feminism from the Second Wave until the Present

FSEM XXXX

Fall, 2014
TR: 11am-12:15 pm
The Link Classroom

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Course Overview

This course is an overview of some of the issues that have been discussed as part of the second wave of the feminist movement. The goal of this class is to think critically about how far the feminist movement has come and what work remains to be done. The first section covers feminism, work, and family. Much progress has been made in terms of women's entry into the workforce, but much remains to be done to help women reach equality in both the workplace and the home. This section will include an analysis of *The Feminine Mystique*, the book that ushered in the second wave of the feminist movement, as well as discussion about women and leadership, having it all, opting out, and division of labor based on more recent research and theory. The second section focuses on women and the body and covers the issue of objectification and the media. This section covers *The Beauty Myth*, a classic book on the objectification of women. It then turns to more recent research on the psychological effects of objectification and the phenomenon of young women enjoying and embracing self-objectification and sexualization. The third section will address the pervasive belief that men and women are fundamentally different and evaluate the data that support those claims. Finally, the class will turn to looking at marginalized groups as the feminist movement has long been critiqued for neglecting the experience of women who are not white and middle class. We will discuss women of color, lesbians, transgendered women, and poor women. The class will end with a discussion of whether and how the feminist movement is still relevant for young women today.

Course Objectives

Course Specific Learning Goals:

1. Students will better understand the origins of the second wave of the feminist movement
2. Students will understand the current barriers to equality for women at work
3. Students will understand the current barriers to equality for women at home
4. Students will understand the psychological effects of objectification and sexualization
5. Students will understand how gender is socially constructed
6. Students will understand the data on the origin and existence of gender differences
7. Students will gain a better understanding of the experiences of women who are part of socially marginalized groups
8. Students will reflect on the current need for a feminist movement

FSEM Learning Goals:

1. Students will utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments
2. Students will improve their development and organization of written arguments
3. Students will demonstrate the ability to edit and revise in the writing process
4. Students will apply the basic theories and principles of oral communication
5. Students will communicate effectively in a variety of settings, including public speaking and group discussion

Classroom Climate

This semester, we will be covering an array of topics that could 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. While I trust you all to be considerate of one another, it is important to me to point out my expectations on this issue. Class participation is required in this course, and I expect all students to help make the classroom atmosphere conducive to discussion. I expect all speakers and potential speakers to be treated with respect, and all who wish to speak are free to voice their opinions as long as it can be done in an educational rather than an abusive or hurtful way. If you feel that a classmate has created a threatening or uncomfortable atmosphere, please come speak to me immediately. Do not assume that I agree with those opinions simply because I do not dismiss them in class discussion. Again, all who wish to speak are free to voice their opinions, but none are free to insult or threaten others along the way.

Schedule of Office Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
office hours	1-2	1-2	1-2	1-2	1-2

and by appointment

Readings

- Coontz, S. (2011). *A strange stirring. The feminine mystique and American women at the dawn of the 1960's*. New York, NY: Basic Books.
- Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard University Press.
- Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York, NY: Henry Holt and Company.
- Fine, C. (2010). *Delusions of gender. How our minds, society and neuroscience create difference*. New York, NY: W.W. Norton and Company.
- Levy, A. (2005). *Female chauvinist pigs. Women and the rise of raunch culture*. New York, NY: Free Press.
- Valenti, J. (2007). *Full frontal feminism: A young woman's guide to why feminism matters*. Berkley, CA: Seal Press.
- Wolf, N. (1991). *The beauty myth: How images of beauty Are used against women*. New York, NY: Doubleday.

- Additional articles and chapters (see course schedule) will be made available as PDFs on Canvas in the readings folder

You will be expected to read the assigned books, chapters, and/or articles in advance of our class meetings. You will not be able to participate if you have not done the reading for the day, and as discussed below, class participation is part of your grade.

Attendance and Class Participation

This is a discussion based course, and class participation is a requirement of the course. 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 material from the readings, your life experience, and your thoughts on the issues being covered.

At the end of class each day, you will make a few notes about the quality of your participation that day and assign yourself a grade of check minus, check, or check plus for your class participation for that day. You can also use this as an opportunity to note any barriers you may have experienced to participating effectively that day. I will then give you feedback about your participation for that day and possibly revise your self-assigned “grade” if I do not agree with you. Overall, your attendance and class participation will be graded out of a possible total of 50 points. Mere attendance will be noted, but consistent participation is necessary if one is to succeed in this course.

Question Paper

For each class meeting, 3 students will be assigned to write a short (1-2 page) paper to help stimulate discussion. The paper will have three components. First, it will briefly summarize the readings for the class period (a few sentences are enough). Second, it will provide a reflection or connection about the readings. Did the readings make you think of any other readings we have done? Did they make you think of anything in your own life? This second component is the bulk of the paper and should be around 2 paragraphs. Finally, the paper will end with a question. The questions should flow from the reflection/connection part of the paper. What issues are left unanswered for you? What do you want to hear from the class?

You must bring a hard copy of the paper to class on your scheduled day. If you do not attend class on a day you are scheduled to do a paper you will get a zero (do not sign up for a paper on a day where you know you will have a conflict). We will have a random draw for selection order during the first week of classes.

The majority of class time will consist of each student reading their paper and then the class discussing the question they pose at the end. After approximately 20 minutes, we will turn to the next paper and question for the day.

Each Question paper will be graded out of a total of 25 points. You must do a total of FOUR Question papers. However, you may sign up for up to 5 papers and have your lowest paper score dropped. If you only have the opportunity to sign up for 4 papers and you would like to do a 5th paper to have a lower score dropped, you may upload a 5th paper on canvas at any time in the semester.

Total possible score: 100 points

Discussion Points

On days when you are NOT assigned a question paper, you will come to class prepared to discuss the reading by preparing five bulleted discussion points. These are five ideas/thoughts/reflections/connections that you had while doing the reading. After we read and discuss the 3 question papers of the day, we will have an open discussion where any points you had made during the reading that did not come up in the earlier discussion can be raised and discussed.

You must bring a hard copy of your discussion points to class each day that you are not writing a question paper. These will be worth 5 points each. You must hand in 10 of these sets of discussion points over the course of the semester.

Total possible score: 50 points

Semester-long Research Project

You will undertake a semester-long research project that will involve 5 components as described below.

Topic Choice

Your project may be on any topic of your choice related to the material being covered in this course. You must select a general topic by October 1st 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 references should be included with this outline. Provide 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 an APA-style reference list with each of the articles 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.

Research Paper - Draft

You will write a 7-8 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. You must cite *at least* 8 peer-reviewed journal articles (although strong papers will likely cite more). 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. You may also, of course, cite books and book chapters. The paper should be written in APA format and needs to include a title page, 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 the writing center. It is also owned by a number of students on campus (particularly psychology 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. I have cancelled one day of class to facilitate these meetings. The meetings will occur after you hand in your paper draft. This draft should be your best attempt at a complete paper, although revisions will likely be needed before handing in a final draft. Satisfactory completion of a paper draft is worth 25 points, and a rubric is included with this syllabus.

Research Paper – Final Version

The final version of your literature review should be revised as needed after receiving feedback on your paper draft. You may need to elaborate on certain ideas, find additional research and/or references, reorganize your writing, and/or refine your mechanics and use of APA-style. 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 (followed by 2-3 minutes of questions) using a powerpoint presentation. 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 after midterm. The presentation is worth 50 points, and a grading rubric is attached.

Improvement of Writing and Speaking

One of the goals of this class is to help you improve your writing and speaking skills. Thus, for

each assignment associated with your final paper (annotated outline, research draft, final research paper, final oral presentation), you will find a handout from the writing or speaking center (see links on Canvas), print it out, and TYPE an explanation of how you used this handout to enhance your writing and speaking skills in completing this assignment. Please see the attached rubrics for the exact point value for this component in each assignment.

You will have the opportunity to receive extra credit for visits to the writing and speaking center at various points throughout the semester.

General Guidelines for Writing Assignments

All written work should be typed and double-spaced. Please use only 12-point Times New Roman font and 1 inch margins. Written work that spans multiple pages must be stapled to be accepted if it is to be handed in as hard copies. Please do not use paperclips or fold the corner over.

When work is to be handed in as electronic copies, you will do so through the assignment submit mechanism within Canvas. The files you upload will need to be in .doc, .docx, or .pdf format.

Written assignments should be turned in by the start of class on the due date in the syllabus in order for you to receive full credit. Question paper and discussion points should be handed in at the end of the appropriate class period so that you can use them to prompt your participation throughout class.

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. Question paper and discussion points will not be accepted after the end of class.

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 400 points available in this course and are allocated as described below.

assignment	% of final grade	points possible
attendance/participation	12.5	50
question papers	25	100
discussion point sets	12.5	50
research paper topic	1.25	5
annotated outline and intro paragraph	5	20
research paper draft	6.25	25
final research paper	25	100
research presentation	12.5	50

Cutoffs for grades are based on the following percentages out of a maximum of 400 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+	

Mid-term grades will be based on work completed at that time. A, B, or C grades will be satisfactory (S); D+, D, or F will be unsatisfactory (U).

Important University Dates to Remember

Last day to drop a class with no penalty	Friday, September 13
Last day to withdraw from a class	Friday, October 25
Final Examination	Tuesday, December 10, 3:30-6 pm
(research presentations; you are required to attend even if you are not presenting)	

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.

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 bag or purse so that you're not tempted to check it for a new text every two seconds (this means no phones on the table). This is distracting to both me and your classmates.

I expect that you will not text, Facebook, e-mail, 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.

Academic Honesty and the Honor Code

The University of Mary Washington has an honor code that forbids cheating (which includes plagiarism or 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 Department of Psychology and the University. Please do not think of cheating. I am here to do everything I can to help you succeed in this course.

Accommodations for Students with Disabilities

UMW complies with all federal and state laws regarding discrimination, including the Americans with Disabilities Act. The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. Necessary accommodations will be made for any students with disabilities who are registered with the Office of Disability Resources.

If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment.

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). The office will require appropriate documentation of disability. For more information, please see their website at www.umw.edu/disability.

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

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.

The university provides academic support services such as tutoring. For more information, please see the academic services website at <http://academics.umw.edu/academicservices/tutoring-services/>

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://www.umw.edu/cas/writing/>

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://www.umw.edu/cas/speaking/speaking_center/

The Psychological Services Center provides confidential mental health counseling services for all UMW students. Please visit their website at <http://www.umw.edu/cas/psychservices/>

The Student Health and Wellness Center provides non-emergency medical health care to UMW students. They also provide referrals to both on- and off-campus mental health services. Please see their website at www.umw.edu/cas/healthcenter/

Course Schedule

- Discussion points are due every day with assigned readings (unless you are submitting a question paper)
- A separate schedule of question paper assignments will be available on Canvas after class on Thursday, 8-29

Date	Topic	Readings	Assignments
T 8-27	Introductions and course overview		Read syllabus
Part 1: Women, Work, and Family			
R 8-29	Having it all	AtlanticMonthly_2012	
T 9-3	The birth of the second wave	Friedan_chap1 Strange Stirring, chap. 1-3	
R 9-5	The birth of the second wave/Where are we now?	Strange Stirring, chap. 4, 5, 7, and 9	
T 9-10	Structural barriers	Liss_Schiffrin_2013	
R 9-12	Women and power	Through the Labyrinth, chap. 1-6	
T 9-17	Women and power	Through the Labyrinth, chap. 7-end	
R 9-19	Division of labor	Liss_Erchull_2010	
T 9-24	Discuss research project/Using library research tools		
Part 2: Women and the Body			
R 9-26	Women and the body	Beauty Myth, p. 1-85	
T 10-1	Women and the body	Beauty Myth, p. 86-217	Paper topic due
R 10-3	Objectification theory	Frederickson_1997	
T 10-8	Objectification and the media	Conley_2011	
R 10-10	Effects of objectification	APA_2007	
T 10-15	NO CLASS: FALL BREAK		
R 10-17	Empowered sexuality?	Female Chauvinist Pigs	

Date	Topic	Reading	Written Work Due
Part 3: Gender Differences			
T 10-22	Changed world/changed minds	Delusions of Gender, part 1	
R 10-24	Neurosexism	Delusions of Gender, part 2	Annotated outline due
T 10-29	Recycling gender	Delusions of Gender, part 3	
Part 4: Women in the Margins			
R 10-31	Transgender women	Lectures_Golden	
T 11-5	Lesbian women	Lectures_Garnets	
R 11-7	Latina and Asian women	Lectures_Chan Lectures_Castaneda	
T 11-12	Women of color	Lectures_Gillem Lectures_West Hooks_1984	
R 11-14	Poor women	Nickel and Dimed, p. 1-119	Paper drafts due
T 11-19	Poor women	Nickel and Dimed, p. 120-end	
R 11-21	Class cancelled: Meet with me individually about your research paper		
T 11-26	Where do we go from here?	Full frontal feminism	
R 11-28	NO CLASS: THANKSGIVING BREAK		
T 12-3	Research Presentations		
R 12-5	Research Presentations		Final paper due
T 12-10	FINAL EXAM 3:30-6 pm (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!)		

Grading Rubric for the Question Papers

Grading Criteria and Explanation	Points Possible	Points Earned
Summary of Reading: <ul style="list-style-type: none"> - Readings are briefly summarized - Clear that author read and thought about reading for the day 	5 (20%)	
Connection to Life: <ul style="list-style-type: none"> - How reading connected to aspects of author's life and experience are explored - This section exhibits insight and self-reflection 	5 (20%)	
Question: <ul style="list-style-type: none"> - Paper culminated in a questions that is appropriate for class discussion - Question flows from rest of paper 	5 (20%)	
Writing: <ul style="list-style-type: none"> - Paper is well organized - Appropriate grammar, spelling, and punctuation are used - If quotes are used, they are appropriately cited 	5 (20%)	
Reading: <ul style="list-style-type: none"> - Paper read out loud in clear and confident voice - Volume is appropriate for room - Variations in vocal inflection are used - Does not fidget - Audience interest is health through reading style - Keeps composure/focus throughout 	5 (20%)	
Total	25	

Grading Rubric for the Annotated Outline and Introductory Paragraph

Grading Criteria and Explanation	Points Possible	Points Earned
<p>Introductory Paragraph:</p> <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 	5 (25%)	
<p>Reference Selection:</p> <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%)	
<p>APA Style:</p> <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%)	
<p>Outline:</p> <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%)	
<p>Writing Mechanics (primarily appropriate to the introductory paragraph):</p> <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%)	
<p>Improvement of Writing</p> <ul style="list-style-type: none"> - print out a writing handout from the writing center (perhaps one or organization or thesis statements) - explain how you used this to improve your writing - explanation is compelling - evidence of successful use of the writing tips can be seen - 	1 (5%)	
Total	20	

Grading Rubric for the Research Paper Draft

(this is a simplified version of the rubric for the final version of this paper)

Grading Criteria and Explanation	Points Possible	Points Earned
Organization: <ul style="list-style-type: none"> - paper is well organized and an integrative approach is used 	2 (8%)	
Depth of Coverage: <ul style="list-style-type: none"> - an appropriate number of references from appropriate sources are used - the major topics in the paper are covered in some depth (multiple references) 	2 (8%)	
Literature Review: <ul style="list-style-type: none"> - clearly presents the guiding question and thesis (they are distinct) - theories, studies, and findings are clearly explained - 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 - suggestions are made for future research to address these gaps and limitations - the review is comprehensive and provides understanding of the topic 	15(60%)	
APA Style: <ul style="list-style-type: none"> - a good faith effort has been made to conform to APA-style throughout 	2 (8%)	
Mechanics: <ul style="list-style-type: none"> - a good faith effort has been made to use appropriate mechanics - paraphrasing is used rather than direct quotes whenever possible - informal language is not used (e.g., no contractions or slang) - others' work and ideas are appropriately cited 	2 (8%)	
Improvement of Writing <ul style="list-style-type: none"> - print out a writing handout from the writing center - explain how you used this to improve your writing - explanation is compelling - evidence for such improvement is in paper 	2 (8%)	
Total	25	

Grading Rubric for the Final Research Paper

Grading Criteria and Explanation	Points Possible	Points Earned
<p>Organization:</p> <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 	15	
<p>Depth of Coverage:</p> <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	
<p>Literature Review:</p> <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 - 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	
<p>APA Style:</p> <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 	5	
<p>Mechanics:</p> <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 	15	
<p>Improvement of Writing</p> <ul style="list-style-type: none"> - print out a writing handout from the writing center - 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 handout from the speaking center and describe how you used it to improve your speaking for this presentation 	3 (6%)	
Total	50	