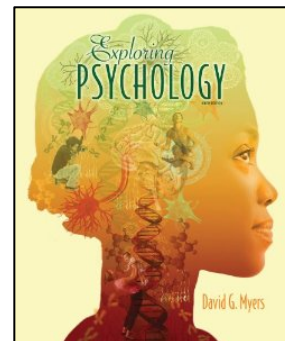


## Psychology 100: General Psychology

Professor Tabitha K. Turowski

Winter 2014 | Item 5402 | Section C | MW 8:30-10:20 am, F 8:30-9:20 am | Room A138



<b>Preferred Contact Method:</b> Canvas	<b>Office:</b> D100A (next to the fountain)
<b>BC Email:</b> tabitha.turowski	<b>Office Hours:</b> MW 10:30-12, Th 2:30-4:30
<b>Phone:</b> (425) 564-2329	<b>Website:</b> Canvas: <a href="http://bc.instructure.com">bc.instructure.com</a>
<b>Twitter:</b> @tabithaturowski	<b>Textbook:</b> Myers, <i>Exploring Psychology</i> (9e)

Psychology is the scientific study of mind and behavior. This course will survey the major concepts, theories, and research findings in psychological science. Through readings, lectures, discussion, and assignments, students will learn about the wide range of research issues addressed by psychologists and gain an appreciation of the importance of psychological research in its application to everyday human life.

### What to Expect in This Class

You're about to learn *a lot* about why people do the things they do. My goals for you, beyond simply acquiring new knowledge, are to facilitate development of (1) **critical thinking skills**: how to effectively evaluate new information, and (2) the ability to **apply** concepts in psychology to situations beyond the classroom. We often learn best when actively engaging with concepts rather than passively viewing Powerpoint, so I focus a lot on discussion and activities.

You'll learn new material every Monday and Wednesday through a combination of lecture, whole-class discussion, and small group activities. Every Friday, you'll take a quiz to test what you've learned that week. We'll review the answers right after the quiz to see which areas you need to spend a bit more time reviewing. There will also be three exams, some homework, regular writing, and a group project with a presentation and paper.

This might be one of your first college classes. College works quite differently from high school. There is less structure, time, and guidance, and a lot more is expected from you. You are responsible for keeping yourself on schedule, knowing due dates, and planning ahead. Study concepts you don't understand, and ask for help right away if you need it. This class goes quickly, and you'll need to stay on top of the reading to do well. If you have questions about the class, **read this syllabus first** before asking your prof. Be an active participant in your own education. You will be expected to **read the book before class**, take **notes**, **think** about the stuff you read, and come prepared to **discuss** the ideas with your professor and peers. Challenge assumptions, and consider the implications and applications of course material. Thinking deeply about the course material will not only help you remember it better – it'll make it more useful for the future.

**Come to office hours** with questions. Office hours are a set time I have set aside specifically to talk about the class. I am *always* available during office hours – no appointment needed. Just stop by! You can always schedule a different time to meet with me if my office hours don't work with your schedule.

**Study effectively** by self-testing. Each section of the text begins with a study question. Read the material, trying to understand the underlying ideas. A few minutes later, go back to the page and see if you can answer the question. Test yourself again with the multiple-choice questions at the end of each chapter. Several great tools for self-testing are on LaunchPad, the textbook's website, which comes free with your book. More about this on page 5.

## Course Schedule

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	JAN 6 Introduction	7	8 Thinking Critically (ch. 1)	9	10 Quiz 1
2	13 Biology of Behavior (ch. 2) <i>Guest Lecturer: Prof. John Postma</i>	14	15 Biology of Behavior (ch. 2)	16	17 Quiz 2 <i>Due: Psych Journal Start sleep log</i>
3	20 Consciousness & the Two-Track Mind (ch. 3)	21	22 Consciousness & the Two-Track Mind (ch. 3)	23	24 Quiz 3 <i>Due: Psych Journal, CTA 1</i>
4	27 Development (ch. 4)	28	29 Development (ch. 4)	30 Exam Review (online)	31 Exam 1 <i>Due: Psych Journal</i>
5	FEB 3 Sensation & Perception (ch. 6)	4	5 Learning (ch. 7)	6	7 Quiz 4 Groups Assigned <i>Due: Psych Journal</i>
6	10 Learning (ch. 7)	11	12 Memory (ch. 8)	13	14 <b>NO CLASS</b> Quiz 5 on Canvas <i>Due: Psych Journal, CTA 2</i>
7	17 <b>NO CLASS</b>	18	19 Emotion (ch. 10)	20 Exam Review (online)	21 Exam 2 <i>Due: Psych Journal</i>
8	24 Personality (ch. 12)	25	26 Personality (ch. 12)	27	28 Quiz 6 <i>Due: Psych Journal</i>
9	MAR 3 Social Psychology (ch. 13)	4	5 Social Psychology (ch. 13)	6	7 Quiz 7 <i>Due: Psych Journal, CTA 3, Project Contract</i>
10	10 Psychological Disorders & Therapy (ch. 14, 15)	11	12 Psychological Disorders & Therapy (ch. 14, 15)	13	14 Quiz 8 <i>Due: Psych Journal, Project Materials</i>

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11	17 Group Presentations	18	19 Group Presentations	20	21 Quiz 9 <i>Due: Psych Journal, Project Paper</i>
12	24 <b>NO CLASS</b>	25 Exam Review (online)	26 Final Exam 7:30-9:20 am		

*Schedule is subject to change at professor's discretion.*

### How Do I Get An A?

Grading Category	Points	%
<b>Quizzes (8)</b>	200	20
<b>Exams (3)</b>	300	30
<b>Group Project</b> (Presentation + Paper)	100	10
<b>Critical Thinking Activities (3)</b>	150	15
<b>Psychology Journal (10)</b>	50	5
<b>Participation</b> (Attendance + Contribution)	200	20
<i>Total</i>	<i>1000</i>	<i>100</i>

Final grades will be determined according to the following schedule:

<b>A</b>	93%	<b>B</b>	83%	<b>C</b>	73%	<b>D</b>	63%
<b>A-</b>	90%	<b>B-</b>	80%	<b>C-</b>	70%	<b>F</b>	<63%
<b>B+</b>	87%	<b>C+</b>	77%	<b>D+</b>	67%		

### Quizzes and Exams (500)

All quizzes and exams require a **scantron and #2 pencil**. These materials can be purchased in the bookstore and you are responsible for providing them.

- *Quizzes (25 points each)* are multiple-choice and will be given in class **every Friday** except exam days, starting in Week 1, for a total of nine quizzes throughout the quarter. **No make-up quizzes are allowed for any reason.** However, your lowest score will be dropped, such that only your eight best quiz scores count toward your grade.
- *Exams (100 points each)* are multiple-choice and are not cumulative: each exam covers all material from class and the book since the previous exam. Consult the course schedule for exam dates and times.
  - The night before each exam, I will hold an online review session from **7-9pm** using the Conferences feature of Canvas. This will be structured around student questions, so please plan to study beforehand.
  - Make-up exams can only be scheduled for valid reasons, such as health issues or personal emergencies, and are given at my discretion. Oversleeping is not a valid reason, nor is being unprepared. If you can't take an exam at the scheduled time, notify me as soon as possible and no later than the next class meeting. For the final, you must make arrangements for a make-up by the last day of the quarter.

## Group Project (100)

In groups of four, you will research a psychological topic from the book that is not covered elsewhere in the class. Students are expected to use a combination of the textbook, Internet resources, and instructor assistance to understand the content. This will culminate in a group presentation and individual summary.

### Topic Choices:

Chapter 5: **Gender**

Chapter 9: **Thinking**

Chapter 9: **Intelligence**

Chapter 11: **Stress & Health**

Chapter 5: **Human Sexuality**

Chapter 9: **Language**

Chapter 10: **Motivation**

Chapter 13: **Altruism & Aggression**

You may choose your own group members or you can be assigned to a group based on topic interest. Groups will form in Week 5 and will collaborate outside of class in person and/or using the Groups feature of Canvas. All materials related to the group project should be submitted in the appropriate Assignments folder on Canvas.

- **Presentation (50 points):** Your group will give a 20-minute presentation to the class during the last week of classes. Each group member should plan to speak for about five minutes. Your group will also need to submit all materials and sources the Friday before your presentation. **See the grading rubric at the end of this syllabus.**
- **Paper (50 points):** Please write a summary and reflection on the material your group was responsible for presenting. Although your whole group will be responsible for putting together the presentation, each group member will need to write their own paper independently. Plagiarism (copying others' work or copying material straight out of the book) will be taken very seriously. **See the instructions and grading rubric at the end of this syllabus.**

## Critical Thinking Activities (150)

Three short critical thinking activities (CTAs) will let you apply your knowledge of psychology to everyday examples. For each CTA, you will find a current "claim" in the popular media and analyze it in a scientific manner. CTAs are worth 50 points each and should be submitted **using the form provided at the end of this syllabus** to the appropriate Assignments folder on Canvas on the Fridays of Weeks 3, 6, and 9. (The form is provided in hard copy as a sample. Digital copies of both the syllabus and the CTA form are available on Canvas.) Late submissions will be accepted with a 10% penalty if submitted within three days of the due date. No CTA will be accepted more than three days late.

- **Item:** You may find your item anywhere in the media, including the Internet, television, newspapers, magazines, comics, or billboards. Advertisements work especially well, as does correlational research being presented with a causal claim. Include the item with your write-up. For example, include a print-out of the Internet claim (first page only), a photo of the billboard, the actual magazine/newspaper/comic page (or a clear photocopy), and/or a detailed description of the TV commercial (with link, if available). Your item *must be current* (within the last six months).
- **Write-up:** For your item, answer the following questions in a thoughtful and thorough manner:
  1. What am I being asked to believe or accept?
  2. What evidence is provided to support this claim?
  3. What alternate explanation(s) exist for the evidence presented?
  4. What additional evidence would be helpful to critically evaluate this claim?
  5. What conclusions are most reasonable based on the provided evidence?

## Psychology Journal (50)

Every Friday, beginning in Week 2, you will pick one topic we covered that week and write a short journal entry about that topic. The list of topics by week will be provided in each Assignments folder on Canvas. Each journal entry should be 1-2 paragraphs and consist of *either* (a) a **real-life example** of the concept or topic (e.g., "An example of the concept of \_\_\_\_\_ in my life is...") or (b) **what you learned** about the topic that you hadn't known before. Journal entries are worth 5 points each and are given full credit upon completion. Please submit them in the appropriate Assignments folder by 11:59pm. Early submissions are welcome. No late submissions will be accepted, but your lowest score will be dropped.

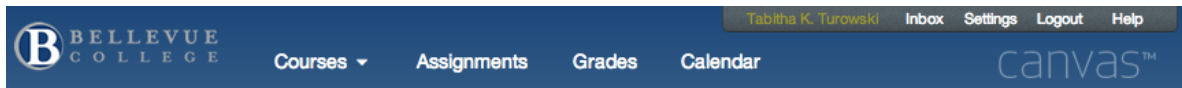
## Participation (200)

- *Attendance (100 points)*. Please attend class regularly and let me know in advance if circumstances prevent you from doing so. You may have two unexcused absences without penalty. Additional unexcused absences will decrease your score by 5 points per day. Excused (documented and/or with advance notice) absences will not be penalized.
- *Contribution to class (100 points)*. Credit will be awarded based on weekly contribution to discussion, activities, and homework. Points will be deducted for demonstrating inattention during class, such as texting or not participating in activities. If you are not in class, you cannot participate.

## Course Policies

### Canvas: The Course Website

This course makes extensive use of Canvas as a supplement to face-to-face time. Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course homepage can be accessed from the *Courses* dropdown menu on the left side of the page.



To correspond with me about the course, please use the Conversations feature of Canvas (the *Inbox* link in the upper right corner). If Canvas is down, you can email me at [tabitha.turowski@bellevuecollege.edu](mailto:tabitha.turowski@bellevuecollege.edu). If emailing, please use your BC email. Per college policy and FERPA regulations, I cannot correspond with you at a personal email address. However, you can set up your BC email to forward to another email address; instructions are posted [here](#). I will respond to all emails/messages within 24 hours on weekdays; weekend messages may take more time. Plan accordingly.

### LaunchPad

You will have access to LaunchPad, the textbook website, if you purchased your book through the bookstore. LaunchPad is an incredibly useful tool that includes the entire text as an e-book (so you can study anywhere) and several activities and videos for clarifying ideas that can be difficult to understand. One highly effective way of studying is by self-testing, and you can easily test yourself using the LearningCurve quizzes at the end of each section and the summative quizzes at the end of each chapter. Plan to read each chapter the weekend before we cover it (or at the very least, during that week – certainly no later), and test yourself with the summative quiz before our in-class quiz each Friday. LaunchPad can be accessed here: <http://www.worthpublishers.com/launchpad/exploring9e/336702>

### Guidelines for Discussion

- The topics in psychology will make you want to share your thoughts – which is great! But the class will benefit from these conversations only if we follow some basic rules of courtesy. Talking during open discussion promotes learning, but *talking between students is disruptive*. So, please **raise your hand** to contribute your opinion, and **do not talk out of turn** (no side conversations or speaking up without raised hand). If you frequently talk to your neighbor or speak out of turn, I *will* ask you to leave class, and you will not receive participation credit for the day.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

### Use of Technology

Cell phones should be *silenced* and put away before class. **Do not use your phone during class.** Students whose cell phones ring, who send or receive texts, check emails, or wear ear buds during class time will be asked to leave class for the remainder of the class period and will not receive participation credit for that day. If the problem persists, the student(s) will be referred to the Dean of Student Success for appropriate disciplinary actions.

### **Punctuality**

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and causes a distraction. If you arrive late, please take a seat close to the door. If you need to leave early, make arrangements with me ahead of time and sit close to the door. Do *not* disrupt class by walking through the middle of the room.
- Please **do not pack up to leave early**. I will always let class out on time. Packing up your things during the last few minutes of class is distracting to everyone and may result in your missing out on important information.

### **Attendance**

Attendance is not optional. As an adult, you are expected to manage your own time and priorities. If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any announcements from fellow students. **Do not contact me to ask what you missed.** If you have questions concerning the missed class that you are unable to answer yourself *after reviewing a classmate's notes*, please see me during office hours for clarification.

### **Multitasking**

Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. *Limit the temptation to multitask* in class.

### **Study Skills, Tutoring, and Computing Resources**

- The course textbook contains a section on time management in pages xxxiv to xl and some tips for improving your memory for class material on pages 29-31 and 299-300. You can also make an appointment for [academic counseling](#) in the Student Success and Counseling Center (2nd floor B building) for help with study skills or test anxiety: 425-564-2212.
- Psychology 100 drop-in tutoring is available in the Academic Success Center, D204. Current schedule is posted [here](#).
- If you don't have access to a computer at home, an [open computer lab](#) is available in N250 to all BC credit students.

### **Procedures and Guidelines of the Social Science Division**

#### **Cheating, Stealing, and Plagiarizing\***

Cheating, stealing, and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the [Student Code of Conduct](#), available in the office of the Dean of Student Services. A good resource for avoiding plagiarism is the [Writing Lab](#).

**Email Communication** with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through students' personal email accounts.

#### **Incomplete**

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

## **F Grade**

Students who fail a course (earning less than 63% of the points) will receive a letter grade of "F."

## **Final Examination Schedule**

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

## **Withdrawal From Class**

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

## **Hardship Withdrawal**

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office *before* grades are assigned in cases of hardship.

## **Students Who Require Disability Accommodations**

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office temporarily located in the Library (D125) (425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.

## **Distribution of Grades**

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC website.

## **Return of Papers and Tests**

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

## **Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

## Group Project: Presentation Grading Rubric

### Preparation

<b>CONTRACT</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<ul style="list-style-type: none"> <li>One contract submitted per group; all members should contribute to writing.</li> <li>Describes <i>specific</i> roles and responsibilities for each group member, as well as plans for when and where group members will meet to put together information into a presentation.</li> <li>Organized, detailed, and clear; makes obvious who will present which information and in what order.</li> </ul>						
<b>CONTRACT SUBMITTED ON TIME</b>					<b>2 (YES)</b>	<b>0 (NO)</b>
<ul style="list-style-type: none"> <li>Due on Canvas two Fridays before the presentation (March 7).</li> </ul>						
<b>MATERIALS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Includes all visual aids and sources to be used in presentation.</li> <li>Must use at least one source outside the textbook.</li> <li>Materials are organized, detailed, and clear.</li> </ul>						
<b>MATERIALS SUBMITTED ON TIME</b>					<b>2 (YES)</b>	<b>0 (NO)</b>
<ul style="list-style-type: none"> <li>Due on Canvas the Friday before the presentation (March 14).</li> </ul>						
<b>REFLECTION</b>					<b>6 (YES)</b>	<b>0 (NO)</b>
<ul style="list-style-type: none"> <li>Answer the quiz on Canvas about what you learned from the group project experience.</li> <li>Due by the end of the day on Friday, March 21.</li> <li>Includes your estimate of how much effort each member contributed.</li> </ul>						

**PREPARATION SCORE \_\_\_\_\_ / 25**

### Presentation

<b>PRESENCE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Body language &amp; eye contact</li> <li>Poise</li> <li>Physical organization</li> </ul>						
<b>LANGUAGE SKILLS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Correct usage of terminology</li> <li>Appropriate vocabulary and grammar</li> <li>Understandable (rhythm, intonation, accent)</li> <li>Spoken loud enough to hear easily</li> </ul>						
<b>ORGANIZATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Clear objectives</li> <li>Logical structure</li> <li>Stays within time limits</li> </ul>						
<b>MASTERY OF THE SUBJECT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Pertinence/relevance</li> <li>Depth of commentary</li> <li>Spoken, not read</li> <li>Able to answer questions</li> </ul>						
<b>VISUAL AIDS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>Clarity of slides, handouts, audio/video, etc.</li> <li>Does not differ substantially from what was submitted before presentation.</li> </ul>						

**PRESENTATION SCORE \_\_\_\_\_ / 25**

**TOTAL SCORE \_\_\_\_\_ / 50**



## Group Project: Paper Instructions & Grading Rubric

DUE: March 21, 2014

### Prompt

Please *independently* write a summary and reflection on the material your group was responsible for presenting. You should spend approximately 2-3 pages clearly **summarizing** the material your group presented (in order of presentation), and 1-2 pages **reflecting** on the material. Specifically, please address the following points in your reflection:

1. What was most interesting or personally meaningful for you, and why?
2. What surprised you?
3. How does the material relate to other concepts you have learned in class?
4. What additional questions did this project raise about this topic? What else would you like to learn about this topic?

### Formatting and Style Guidelines

The paper should be double spaced, with Times New Roman 12 point font and 1" margins. Length should be between 3-5 pages. Please submit the paper in a Microsoft Word document (either .doc or .docx).

To avoid plagiarism, you need to cite all concepts you include using APA style. This means using the following format:

- **Citations:** Write the name and date (or page number) of the source in parentheses after the sentence in which you first introduce the concept. Subsequent sentences discussing the same concept do not need a citation.
  - Examples: (Myers, p. 21)  
(class, 1/6/13)  
(Smith & Delargy, 2005)
  - Your textbook is full of examples; it uses APA style for every idea being introduced.
    - Example from p. 21: "*The New York Times* reports that U.S. counties with high gun ownership rates tend to have high murder rates (Luo, 2011)."
    - How to cite this idea from the textbook: "Gun ownership is correlated with murder rate (Myers, p. 21)."
- **References** Include a list of full references at the end (the citations spelled out with all information about how to find the original sources). See the references in your book (pgs. R-1 to R-86) for how to format these.
  - When citing the textbook, the full reference should be:  
Myers, D. G. (2014). *Exploring Psychology* (9<sup>th</sup> ed.). Worth Publishers: New York, NY.
  - When citing the class, you do not need to include a full reference.
- More on APA style here: <https://owl.english.purdue.edu/owl/resource/560/01/>

Project Paper Grading Rubric	Outstanding	Satisfactory	Needs Improvement
<b>Summary: Fulfilled the components</b>			
Followed appropriate guidelines for the assignment. Addressed all topics covered in the presentation thoroughly. Utilized information, vocabulary, or other ideas and applied them to summary.	15	10	5
<b>Reflection: Thoughtful and critical thinking</b>			
Critical evaluation of topics addressed. Made connections to other material from class and personal life. Addressed all questions provided above in a meaningful manner. Responded with informed thought.	15	10	5
<b>Writing quality/clarity</b>			
Points were clearly articulated. Paper was organized and written in formal, academic language with appropriate vocabulary and language, sentence structure, and grammar. Paper was edited and proofread before submission.	10	5	0
<b>Formatting</b>			
Paper followed the formatting guidelines specified above.	5		0
<b>APA Style</b>			
Citations and references were written using APA style as specified above.	5		0

## Critical Thinking Activity

Name: \_\_\_\_\_

CTA # (circle one):      1      2      3

**Item:** You may find your item anywhere in the media, including the Internet, television, newspapers, magazines, comics, or billboards. Advertisements work especially well, as does correlational research being presented with a causal claim. Include the item with your write-up. For example, include a link to or print-out of the Internet claim, a photo of the billboard, the actual magazine/newspaper/comic page (or a clear photocopy), and/or a detailed description of the TV commercial (with link, if available). Your item *must be current* (within the last six months). You can submit your item in class *on or before the due date* if logistics (e.g., item type) make it difficult to submit online.

**Write-up:** For your item, answer the following questions in a thoughtful and thorough manner:

1.      What am I being asked to believe or accept? (5 pts)
  
  
  
  
  
  
  
  
  
  
2.      What evidence is provided to support this claim? (10 pts)
  
  
  
  
  
  
  
  
  
  
3.      What alternate explanation(s) exist for the evidence presented? (15 pts)
  
  
  
  
  
  
  
  
  
  
4.      What additional evidence would be helpful to critically evaluate this claim? (10 pts)
  
  
  
  
  
  
  
  
  
  
5.      What conclusions are most reasonable based on the provided evidence? (5 pts)

☐ Yes, I remembered to attach a copy of the item I wrote about. (5 pts)