



**Bellevue College**  
***PSYCH& 100 – General Psychology***  
**Spring 2019 – Weekly-Hybrid Course**

**Instructor:** Steven Martel, Psy.D., Tenured Associate Faculty; Licensed Clinical Psychologist

**Email:** [steven.martel@bellevuecollege.edu](mailto:steven.martel@bellevuecollege.edu) (best way to contact me)

**Office:** B234M **Phone:** 425-564-2405

**Class Times:** Mondays & Wednesdays from 8:30-10:20am

**Quarter Length:** 12-weeks (April 3<sup>rd</sup> – June 21<sup>st</sup>)

**Office Hours:** By appointment

**Classroom:** A138

**Instructor Biography:**

Steven Martel is a licensed clinical psychologist as well as a tenured faculty member and chair of Bellevue College's Counseling Center and Human Development curriculum. He is a former Running Start Student and alum of Highline Community College, graduating in 2004. He earned his BS in Psychology in 2006 from Western Oregon University. He earned a Master's in Clinical Psychology (2009) and Doctorate of Psychology in Clinical Psychology (2012) from the Washington School of Professional Psychology at Argosy University, Seattle. Steven's research interests include: sex, gender, and sexuality issues. His dissertation was an examination of the traits and characteristics gay men find attractive in a partner for a short-term sexual and long-term romantic relationship with a focus on the interaction of gender-roles.

**Mission Statement: Bellevue College:**

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region.

**Bellevue College's 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.

(Adopted by the All College Council and President, June 9, 1992)

**Annual Notice Non-Discrimination:**

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity. Equal Opportunity (<http://www.bellevuecollege.edu/equal/>)

**Ways to Stay Informed of Campus Closures:**

1. Use BC Alerts, the campus' emergency notification system. Add your personal emails and phone numbers and receive instant notifications as soon as the status changes. Go to <https://bellevuecollege.edu/alerts/> to manage your settings.
2. Visit the BC home page — Closure status will be posted.
3. Call BC's emergency hotline at (425) 401-6680
4. Visit [FlashAlert](#) to subscribe to their emergency email and text message service or to view BC's status.

**Course Description:**

This course presents methods, concepts, and principles related to the field of psychology. Topics include psychophysiology, sensation and perception, learning and memory, motivation, development, emotion, health, stress, personality, and abnormalities and their treatments.

**Course Textbook:**

*Introduction to Psychology* – Noba Project (Free Online Textbook).  
Access the textbook via this link: <http://noba.to/y28ap5fj>.

**Course Objectives:**

After completing this class, students should be able to:

- Describe key concepts, principles, and overarching themes in psychology;
- Describe psychology's content domains and areas of application to human behavior;
- Use scientific reasoning to understand, apply and/or critique various research methods and theoretical perspectives used by psychologists to study and explain behavior;
- Apply critical thinking and ethical standards to evaluate assumptions, claims, and common sense ideas about behavior;
- Apply psychological principles and findings to enhance interpersonal relationships at individual, community, national, and global levels; and
- Communicate effectively in written and/or oral formats in academic and professional life.

**Course Expectations:**

- Attendance is mandatory at all classes to ensure student exposure to the material and group discussions.
- Students will be expected to attend class on time, be prepared, actively participate in classroom discussions by asking questions and adding comments, and turn in assignments on time.
- Students will be considerate of others and will refrain from using electronic equipment or having side-conversations when others are talking.
- Respect and learn from others. You are expected to listen attentively while others are speaking; much of the learning in this class will come from listening to and interacting with your classmates. Likewise, if you have information or expertise to add to the material being covered, please help to educate your peers through sharing your knowledge and experience.
- All late assignments (assignments turned in after the due date) will only be eligible to receive a 'C+' or '79%' as the highest possible grade.
- Please communicate with the instructor if you are having difficulty with an assignment.

**Safe Space:**

This classroom is to remain a safe space for all individuals. A commitment to providing an atmosphere of support and affirmation for persons of all sexual orientations, gender identities, and gender variances will be made at all times. Biased or derogatory comments regarding race, ethnicity, gender, sexual orientation, age, religion/spirituality, ability, etc. will not be tolerated.

**Accessibility:**

This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

**Preferred Name:**

Did you know that you can add your preferred name to the official class roster? This will be the official name that your instructors see when they see who is enrolled in their classes. If you would like to add your preferred name, you may do so from the 'Online Services' page of the main BC website and go to the link titled 'Update Contact Information or add preferred name' under the 'Records and Grades' tab. The Canvas site for this class contains a direct link.

### **Religious Holidays:**

Students who expect to miss classes, examinations, or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. The Request for Accommodations for Reasons of Faith or Conscience Form provides more information about and the steps to request this accommodation.

Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean. Policy 2950 Accommodations for Reasons of Faith or Conscience (<http://www.bellevuecollege.edu/policies/id-2950p-2/>).

### **Disability Notice:**

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu). Deaf students can reach us by calling TTY: (425) 564-4110, or by Skype (account name DRCatBC). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

### **Academic Success Center:**

The Academic Success Center (ASC) offers free tutoring services to all BC students. Tutoring is available in-person and online and includes Psychology Tutoring. The ASC also houses the Writing Lab and Math Lab. The ASC is located in D204 and they may be contact via telephone at 425-564-2200 or via email at [asc@bellevuecollege.edu](mailto:asc@bellevuecollege.edu). Visit their website at <https://www.bellevuecollege.edu/asc/>.

### **Counseling Center:**

The Counseling Center offers free counseling services to all BC students. Services include: personal, career, educational, and crisis counseling. Counseling services can be offered in English, Mandarin, Spanish, and Vietnamese.

All counseling services are culturally responsive and social justice oriented. Counselors are non-judgmental, listen while supporting your decision-making, and advocate on your behalf. All interactions with a counselor are confidential. Ethically, counselors cannot and will not share anything you say during counseling appointments with anyone outside of the counseling center.

To make an appointment, visit the Counseling Center at B234 (2<sup>nd</sup> floor of the 'B' building – above the bookstore), call 425-564-5747, or email [askacounselor@bellevuecollege.edu](mailto:askacounselor@bellevuecollege.edu). For more information, visit <https://www.bellevuecollege.edu/counseling/>.

\*In order to avoid dual relationships, I cannot be your therapist and instructor.

### **Confidentiality and Mandatory Reporting:**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-5747. The Title IX Office can be contacted at 425-564-2641 and more information can be found at Title IX (<http://www.bellevuecollege.edu/titleix/>). If you have any concerns, you may report to: Report Concerns (<https://www.bellevuecollege.edu/reportconcerns/>).

### **Title IX:**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

(Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 [(Title IX)])

In accordance with the requirements of the Title IX Education Amendments of 1972 BC's designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, VP of Human Resources shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

Title IX complaints can be made directly to:

Rachel Wellman, Title IX Coordinator  
 Bellevue College, RM C227  
 425-564-2641 | [rachel.wellman@bellevuecollege.edu](mailto:rachel.wellman@bellevuecollege.edu)

Deputy Title IX Coordinator, VP Human Resources  
 Bellevue College, RM R100

Complaints may also be filed with:

U.S. Office of Civil Rights, Region X, 701 Fifth Avenue, Suite 1600, MS – 11, Seattle, WA 98104  
 Voice Phone (800) 368-1019, TDD (800) 537-7697

U.S. Equal Employment Opportunity Commission, Federal Office Building, 909 First Ave, Suite 400, Seattle, WA 98104  
 Voice Phone (800)669-4000, TTY (800)669-6820

### **Disclosure of Personal Information:**

This class is highly experiential in nature and it is the student's responsibility to participate fully and to determine what personal information he or she can comfortably share, and what information is best kept private. The purpose of these experiential exercises is to advance learning; they are not the place to address unresolved or current emotional issues. This class also asks students to look at their own thought processes, biases, personal histories, and other areas that may be sensitive or uncomfortable. Students may be asked to examine these areas in the form of written assignments or in-class experiential exercises. Again, each student is responsible for monitoring the boundaries of her or his own personal privacy and is only required to disclose that information which the student feels entirely comfortable sharing. If assignments are experienced as potentially intrusive, students are encouraged to discuss alternative assignments with the instructor.

### **Student Conduct Code and Academic Integrity:**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at: [Student Code](#).

### **Academic Honesty:**

The principle of academic honesty underlies all that we do and applies to all courses at Bellevue College. One kind of academic dishonesty is plagiarism, which may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether or not it was your intention to steal. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism.

Participating in academic dishonesty in any way, including writing a paper or taking a test for someone else, may result in severe penalties. Dishonestly produced papers automatically receive a grade of "F" without the possibility of make-up. The Dean of Student Services will also be notified of such conduct, and repetition of the behavior will result in progressively more serious disciplinary action (for example, an instructor may recommend that the student fail the course for a second offense or even that a student be expelled for a serious offense, such as stealing an exam).

Grades lowered for plagiarism or other forms of dishonesty may be appealed through the regular channels, and any further disciplinary action taken by the Dean may also be appealed through existing processes.

### **Class Attendance:**

Punctuality and attendance for all class sessions is mandatory to ensure student exposure to the course material and discussion. This includes being on time for the start of class and returning to class following breaks by the agreed upon time.

- If you have to miss class due to illness or unexpected circumstance, please notify me in advance of class time - **55 points total** are available for attendance and participation (2.5 points per class), however you must be in attendance to earn these points. Due to

the experiential nature of this class, your final grade depends on full attendance, so it is crucial to attend each class, and contact the instructor if you are ill and unable to attend. **For every 2 unexcused or 4 excused absences your overall course grade will be dropped one letter grade.**

### **Assignments:**

- A. Attendance & Participation: 55pts (2.5pts x 22 Days) **(5% of total grade)**
- B. Reading Anticipation (RA) Guides: 170pts (5pts each – 34 RA Guides total) **(16% of total grade)**
- C. Two Psychological Review Articles & Presentations: 200pts total (50pts per article and presentation): (1 page summary and analysis of an academic psychological article, 50pts. Oral presentation of the article, 50pts) **(19% of total grade)**
- D. Syllabus Quiz: 20pts **(2% of total grade)**
- E. Chapter Quizzes: 400pts (100pts per quiz) **(38% total grade)**
- F. Online Discussions: 210pts (30pts per discussion) **(20% total grade)**

### **How To's:**

- **Attendance & Participation:** Show up to class on time, be actively engaged with the material, and bring paper and a writing utensil to every class session.
- **Reading Anticipation Guides:** As you read each of the assigned chapters, you will complete an associated Reading Anticipation Guide. *An anticipation guide is a set of statements strategically designed to activate students' prior knowledge or belief about a topic before reading the text, help guide the students during their reading of the text, and encourage critical evaluation of the text content after reading.* You will **complete 34 Reading Anticipation Guides** (1 per chapter) over the course of the quarter.
  - Reading Anticipation Guides will be due at the beginning of class. Bring a copy (paper or digital copy) to class to aid in the discussion. See rubric for more information (located after the 'Chapter Listing' in this document).
- **Psychological Review Articles:** A rubric for this assignment is located after the 'Chapter Listing.' See 'Reading and Assignment Calendar' for due dates.
- **Chapter Quizzes:** Over the course of the quarter there will be 4-quizzes based on the in-class lectures/activities as well as the chapter readings. These quizzes will be timed (2-hours) and will be completed online via Canvas. Quiz questions will be pulled from the chapter readings and in-class lecture and discussions. See 'Reading and Assignment Calendar' for quiz due dates.



- **Discussion Questions:** Over the course of the quarter there will be 7-online discussions. A rubric for this assignment is located at the end of the syllabus. See 'Reading and Assignment Calendar' for due dates.

### **Help with Canvas:**

Students can find help with Canvas by following the link here: [Student Canvas Help](#) or can go to the Help Desk at A 109 or call them at 425-564-HELP (4357).

### **Grading:**

Grading is based on completion of homework assignments, class attendance and participation. Please keep track of your grades throughout the quarter so that you always know where you stand. Grades will be allotted according to the following scale, based on **1055 total points**:

<b>Letter Grade</b>	<b>Percentage Range</b>
A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

### **Reading and Assignment Calendar:**

<b>Week</b>	<b>Day</b>	<b>Readings Due</b>	<b>Assignment(s) Due</b>
<b>1</b>	<b>Apr. 3 (In-Person)</b>	<b>None</b>	<b>None</b>
<b>1</b>	<b>Apr. 7 (Online)</b>	<b>None</b>	<b>Syllabus Quiz – Due 11:59pm</b>
<b>2</b>	<b>Apr. 8 (In-Person)</b>	<b>Chapters 1 &amp; 2</b>	<b>Reading Anticipation Guide Ch. 1 &amp; 2</b>
<b>2</b>	<b>Apr. 10 (In-Person)</b>	<b>Chapters 3 &amp; 4</b>	<b>Reading Anticipation Guide Ch. 3 &amp; 4</b>
<b>2</b>	<b>Apr. 14 (Online)</b>	<b>None</b>	<b>Discussion 1 – Due 11:59pm</b>

3	Apr. 15 (In-Person)	Chapters 5 & 6	Reading Anticipation Guide Ch. 5 & 6
3	Apr. 17 (In-Person)	Chapters 7 & 8	Reading Anticipation Guide Ch. 7 & 8
3	Apr. 21 (Online)	None	Discussion 2 – Due 11:59pm
4	Apr. 22 (In-Person)	Chapters 9 & 10	Reading Anticipation Guide Ch. 9 & 10
4	Apr. 24 (In-Person)	Chapters 11 & 12	Reading Anticipation Guide Ch. 11 & 12
4	Apr. 28 (Online)	None	Discussion 3 – Due 11:59pm
5	Apr. 29 (In-Person)	Chapters 13 & 14	Reading Anticipation Guide Ch. 13 & 14
5	May 1 (In-Person)	Chapters 15 & 16	Reading Anticipation Guide Ch. 15 & 16
5	May 5 (Online)	None	Quiz 1 (Chapters 1 – 7) Due 11:59pm
6	May 6 (In-Person)	Chapters 17 & 18	Reading Anticipation Guide Ch. 17 & 18
6	May 8 (In-Person)	Chapter 19 & 20	Reading Anticipation Guide Ch. 19 & 20
6	May 12 (Online)	None	Discussion 4 – Due 11:59pm
7	May 13 (In-Person)	None	1 <sup>st</sup> Psych. Article Review & Presentation
7	May 15 (In-Person)	Chapters 21 & 22	Reading Anticipation Guide Ch. 21 & 22
7	May 19 (Online)	None	Quiz 2 (Chapters 8 – 15) Due 11:59pm
8	May 20 (In-Person)	Chapters 23 & 24	Reading Anticipation Guide Ch. 23 & 24
8	May 22 (In-Person)	Chapter 25 & 26	Reading Anticipation Guide Ch. 25 & 26
8	May 26 (Online)	None	Discussion 5 – Due 11:59pm
9	May 27 (In-Person)	No School – Memorial Day Holiday	
9	May 29 (In-Person)	Chapters 27 & 28	Reading Anticipation Guide Ch. 27 & 28
9	Jun. 2 (Online)	None	Quiz 3 (Chapters 16 – 25) Due 11:59pm
10	Jun. 3 (In-Person)	Chapters 29 & 30	Reading Anticipation Guide Ch. 29 & 30
10	Jun. 5 (In-Person)	Chapters 31 & 32	Reading Anticipation Guide Ch. 31 & 32
10	Jun. 9 (Online)	None	Discussion 6 – Due 11:59pm
11	Jun. 10 (In-Person)	Chapters 33 & 34	Reading Anticipation Guide Ch. 33 & 34
11	Jun. 12 (In-Person)	None	2 <sup>nd</sup> Psych. Article Review & Presentation
11	Jun. 16 (Online)	None	Discussion 7 – Due 11:59pm
12	Jun. 17 (In-Person)	None	Floating Catch-Up Day*
12	Jun. 21 (Online)	Final Exam – Quiz 4 (Chapters 26 – 34) Due by 9:30am	

\*Floating Catch-Up Day: In the case that we fall behind with lecture during the quarter, this day allows extra time to catch-up.

**Chapter Listing:**

- Chapter 1 Why Science?
- Chapter 2 History of Psychology
- Chapter 3 Conducting Psychology Research in the Real World
- Chapter 4 Neurons
- Chapter 5 The Brain
- Chapter 6 The Nervous System
- Chapter 7 Sensation and Perception
- Chapter 8 Conditioning and Learning
- Chapter 9 Factors Influencing Learning
- Chapter 10 Memory (Encoding, Storage, Retrieval)
- Chapter 11 Cognitive Development in Childhood
- Chapter 12 Social and Personality Development in Childhood
- Chapter 13 Adolescent Development
- Chapter 14 Emerging Adulthood
- Chapter 15 Aging
- Chapter 16 Social Cognition and Attitudes
- Chapter 17 Culture
- Chapter 18 Persuasion: So Easily Fooled
- Chapter 19 Conformity and Obedience
- Chapter 20 Prejudice, Discrimination, and Stereotyping
- Chapter 21 Gender
- Chapter 22 Personality Traits
- Chapter 23 Functions of Emotions
- Chapter 24 Culture and Emotion
- Chapter 25 Emotional Intelligence
- Chapter 26 History of Mental Illness
- Chapter 27 Therapeutic Orientations
- Chapter 28 Mood Disorders
- Chapter 29 Anxiety and Related Disorders
- Chapter 30 Schizophrenia Spectrum Disorders
- Chapter 31 Dissociative Disorders
- Chapter 32 Personality Disorders
- Chapter 33 The Healthy Life
- Chapter 34 Happiness: The Science of Subjective Well-Being

**Modifications in Course Schedule/Assignments:**

The course outline, assignments, and grading are subject to change, based on the instructor's decision to alter the relevant material, but will always maintain the overall learning objectives of this course. The instructor will make any such announcements in class prior to them taking effect, and it is the student's responsibility to know of such changes and adhere to them.

**Psychology Article Review Paper & Presentation**  
**200 Points Total (100 points per article review and presentation)**  
**Article 1 Due: Monday, May 13<sup>th</sup> 8:30am via Canvas**  
**Article 2 Due: Wednesday, June 12<sup>th</sup> 8:30am via Canvas**

**General Information:**

Over the course of the quarter you will need to find and read **two different** articles related to a topic on psychology. Based on your review, you will need to write a summary and review paper and then present your findings to the class.

For your review paper and presentation, you will need to find an article that is related to a topic on psychology you find interesting. Articles must be academic in nature (peer-reviewed).

To find your article:

1. Go to the BC Library and Media Center website.
2. Click on 'Databases' under 'Quick Links'
3. Click on the database you wish to search. I recommend using EBSCOhost and/or ProQuest.
  - a. EBSCOhost – click the 'Select/deselect all' box then click 'continue' (this will allow you to search all of the sub-databases).
    - i. In the search box, enter the topic you are interested in (i.e. role of emotions in marketing). Be sure to check the boxes for 'Full Text' and 'Peer Reviewed' then click 'search.'
  - b. ProQuest – In the search box, enter the topic you are interested in (i.e. role of emotions in marketing). Be sure to check the boxes for 'Full Text,' 'Peer Reviewed,' and 'Scholarly Journals' then click 'search.'
4. Find an article that is of interest to you and then read it.

**Article Review: 50 Points Total**

The write-up should be:

- 1 FULL page, double-spaced, & 12 point font,
- Include your name, date, and class name in the top right corner.
- The 1<sup>st</sup>½ of the paper is a summary of the article (what did you read?).
- The 2<sup>nd</sup>½ should be written from your own 'voice' connecting the article to your own experience (i.e. why did you choose the article and what did you learn from the article?).
- Include a link to the article you used in your review paper at the top or bottom of the paper.

**To Turn In: Upload to Canvas by due date and time.**

**Presentation: 50 Points Total**

Your presentation needs to be between 2-3 minutes in length and cover the guiding questions below. You do not need to create a PowerPoint or any other formal presentation.

Guiding Questions for Presentation (Projected on the screen during your presentation)

- What is the article about?
- Why did you choose this article?
- What did you learn from the article?

**\*If you have difficulty writing, you may orally record the review of your article and upload it to CANVAS.**

**\*\*If you have difficulty public speaking, you may give your presentation to the instructor individually on an agreed upon time.**

## Discussion Question Rubric

### 210 Points Total (30 Points for each of the 7 Discussion Questions)

Over the course of the quarter, you will be presented with various prompts via Canvas to write a discussions on. Your responses will need to be at least two paragraphs in length and you will need to respond to 2 other students' posts.

#### General Information:

##### 1. Due Date and Time:

- a. Responses to discussion questions and other students' posts should be posted to Canvas by 11:59pm Sunday evenings. The sooner you post, the sooner others can respond to your post.
- b. Responses posted after the due date and time will only be eligible for 79% of the total grade.

#### When Answering a Discussion Question:

##### 1. Length (Minimum of TWO Paragraphs) for Each Response to a Discussion Question(s): 17 Points Total:

- a. Wrote a minimum of TWO paragraphs. **(12pts)**
- b. Include some personal reflection THAT RELATES to the question you are answering. Be thoughtful. Include either personal experiences that support your answer or if you aren't comfortable sharing something about yourself, share about someone you know or someone/something you read about. **(5pts.)**

##### 2. Proper Spelling, Grammar, & Punctuation: 3 Points Total:

- a. Used proper spelling, grammar and punctuation in both your answer AND replies. It is strongly recommended that you write your answers and responses in a Word document, proof it and then copy and paste it back into CANVAS to avoid any errors. **(3pts.)**

#### When Responding to Other Students' Posts:

##### 1. Responses to Other Students' Posts: 10 Points Total:

- a. Replied to TWO other students' posts. Please be thoughtful and thorough in your responses to classmates. Five sentences is the suggested minimum for each reply, although your efforts should be spent on quality of reply, rather than quantity of words, and will be graded accordingly. Instead of just saying that you agree or disagree with someone else's post, be detailed and intentional in your replies. Remember this is the way to connect with other students in the class. The more replies there are in the thread, the more fruitful the discussion and the richer the experience for everyone. **(10pts.)**

**\*\*If you have difficulty writing, you may orally record your answer to the discussion question and your responses to other students' posts and upload them to CANVAS.**

## **Questions to Ask Yourself to Help You Reply to Your Peers' Discussion Posts**

- 1: Read another student's post to the discussion question.
- 2: Ask yourself the following questions in regards to the post you just read.
  - 1: What is the post about (summary)?
  - 2a: Do I agree or disagree with what was written?
    - 2b: Why do you agree or disagree?
  - 3a: Do I find the post interesting?
    - 3b: Why do I find the post interesting?
- 4: What does the post make you think about?
- 5: Is there anything in the post you connect with or identify with?

**Reading Anticipation Guide Rubric**  
**170 Points Total (5 points per each Reading Anticipation Guide)**  
**Due: 8:30am via Canvas**

**General Information:**

As you read each of the assigned chapters, you will complete an associated Reading Anticipation Guide. *An anticipation guide is a set of statements strategically designed to activate students' prior knowledge or belief about a topic before reading the text, help guide the students during their reading of the text, and encourage critical evaluation of the text content after reading.* You will **complete 34 Reading Anticipation Guides** (1 per chapter) over the course of the quarter.

**Submission:**

Each Reading Anticipation Guide will be due by 8:30am via Canvas. To submit your guides, you can either complete the guide:

- ***Digitally*** (download the guide, type your answers, save the guide, then upload as an attachment in Canvas) or
- ***Hardcopy*** (print each guide, complete by hand, scan each guide or take a picture, and then upload as an attachment to Canvas).

**In-Class:**

Bring a copy of your completed Reading Anticipation Guides (paper or digital copy) to class to aid in the small-group discussion with your peers. We review each guide at the start of each chapter lecture.