SOP 4704: Psychology of Close Relationships
Section 2C17
Wednesday 4:05 – 7:05
AND A101

Course & Instructor Information

Instructor  Hannah Warshowsky, M.S.
Email        hwarsh@ufl.edu
Office       PSY 269
Office Hours Tuesday: 3pm-5pm
Course Website See Canvas

Overview
Most of us are very interested in interpersonal relationships, especially in romantic relationships. From personal blogs to popular press articles, there is a vast amount of accessible information on relationships. Unfortunately, not all of what we read is substantiated by science.

This course will use psychological theory and research to inform an understanding of close relationships, focusing primarily on romantic relationships and briefly addressing family relationships and friendships.

During the course of the semester we will go on a journey as we learn about the mechanisms underlying initial attraction, falling in love, sexual intimacy, conflict, breaking up and making up. Finally, we will also touch upon the significant processes in relationship formation and maintenance with family and friends.

Course Goals
My goal for you is that by the end of this course, you will:

- Claim a heightened knowledge of psychological theory and research on the beginning, development, maintenance, and end of close relationships.
- Be comfortable with critically reading and evaluating scientific journal articles.
- Increase your competence and confidence in basic research skills.
- Learn how to evaluate, utilize and link credible popular psychology sources with scientific knowledge.
- Gain comfort and practice with important interpersonal relationship skills through group engagement.
- Experience greater understanding and satisfaction of the close relationships in your own life.

TA Information
For the week you are assigned to lead discussion, questions must be submitted to Brianna Akers by the Sunday prior to your discussion.

- Brianna Akers, briannamakers@ufl.edu
**Required Materials**

1. Every week you will have 2-3 peer-reviewed articles or book chapters and sometimes you will also have 1-2 popular press articles to read. These can be found in Canvas -> Files -> Week xx_xx (eg: Week 01_3) -> Required Reading. Be sure to read these articles PRIOR to each class.

2. You also must purchase and read one of the following books (final decision due by 9/5):

   ![Book Images]

   **Full titles and authors:**
   1. **Becoming Cliterate** by Laurie Mintz
   2. **Mating in Captivity** by Esther Perel
   3. **Perfect Love, Imperfect Relationships** by John Welwood
   4. **Keeping The Love You Find (OR Finding the Love You Want)** by Harville Hendrix
   5. **Daring Greatly** by Brene Brown
   6. **The Highly Sensitive Person in Love** by Elaine Aron
   7. **Modern Romance** by Aziz Ansari

**Course Website**

The course web page can be found at http://lss.at.ufl.edu in Canvas. You are expected to regularly check this site for information related to the course. You should also check your email frequently, as I will send information to the class through the Canvas email system. Canvas will enable you to get announcements about the course and to download the lecture PowerPoints prior to class. Note that the PowerPoints do not replace note taking and should only serve as an outline to help you in taking detailed notes.

**Attendance & Participation**

Although I do not take attendance, regular attendance is necessary to adequately understand all of the concepts and information that will be shared in this course (i.e., not all of the material will be covered in your readings). You are expected to attend on all class days. Attendance means arriving to class on time (or early), being “present” in class, and engaging in class discussions, demonstrations, and other exercises as directed. If you know that you will miss class, arrive late, or need to leave early, let the instructor know. A good portion of the course is lecture-based, but there will be plenty of time for discussion. As you participate in class, you will not be expected to always have the “right” answer. Some material will be difficult and involve a certain degree of confusion, uncertainty, and/or misinterpretations. Additionally, in many instances, there will be no “right” or “wrong” answers. Don’t be afraid to be wrong; take the risk by speaking up!
In order to fully participate, you must complete the readings BEFORE class. In order to engage in deeper level processing of the material, having a basic foundation of the knowledge is necessary prior to entering class that day. Additionally, class time may involve group discussions and activates, viewing videos, and learning from guest speakers. Once again, these activities will require active participation.

Confidentiality & Self-Care
Confidentiality is a necessity. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student’s right to privacy must be respected by all. Being actively involved in the class sessions and the small groups may entail some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn psychology, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual or group session in this course will have his or her confidentiality respected. Please do not tape record any lectures, discussions, or demonstrations. Tape recording parts of class sessions could well pose problems with respect to confidentiality and privacy.

However, please note that this course is not intended to serve as personal therapy, and as such, you are advised against sharing deeply personal information in the larger or smaller class discussions. All students, particularly those who wish to continue on in graduate study in counseling or other human services related occupations, are encouraged to pursue their own therapy through the Counseling & Wellness Center on Radio Road (www.counsel.ufl.edu) or at an outside agency or practice.

Your Responsibility
In order to provide time for activities, videos, discussions, and guest presentations in our class, we will most likely not have time to discuss all the material covered in the readings. However, you are responsible for knowing all of the material in each assigned reading even if it is not explicitly covered in class.

Additionally, you are responsible for learning all the material that you miss if you are late to or absent from class. Finally, it is your responsibility to talk with me or your TAs if you feel confused or uncertain about any material covered in the text or during lecture. We are here to help you. If you are having problems in the course, do not wait to talk with me; come early in the semester while there is still time to improve. If you are not having difficulties, you are also welcome to come speak with me, even if it is just about material in which you are interested and would like to learn more. If you cannot make my office hours, I will be glad to make an appointment for another time. To make an appointment, talk to me in class or send an email.

Our Learning Environment
Let’s create an environment that fosters learning and open communication. It is expected that we will each be respectful in our behavior and comments, and will eliminate disruptions that might
be distractions. Disruptions to the learning environment include (but are not limited to): talking while others are speaking, reading newspapers, magazines, or unrelated course material in class, using personal electronic devices during class (e.g., iPods, text messaging, etc. – however, it is OK to take notes on personal computers), eating in class, or otherwise behaving rudely. I understand that, on rare occasions, it might be necessary to either arrive to class late or to leave early. In these situations, please leave early during the break, or come in late during the break. However, make every effort to avoid this if possible.

### Cell Phone & Laptop Policy

Use of and the ringing/buzzing of cell phones or other electronic devices is particularly disruptive. Please turn off these devices and store them out of sight before class begins.

If you need to talk/text during our class time due to a family emergency or other serious matter, please let me know before the start of class AND step out of class to use your phone.

Laptops can be helpful for note taking, but can also be a distraction to you and your peers if used for non-academic reasons during class. If any student uses their computer for non-class related purposes during class, all students using laptops will be required to sit at the back of the classroom for the rest of the semester.

### Students with Special Needs

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is (352) 392-8565.
## Assessments and Assignments

### Grading Break-Down

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<tbody>
<tr>
<td><strong>Quizzes</strong></td>
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<tr>
<td>1. Three quizzes</td>
<td>50 points each</td>
<td>150 pts</td>
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<tr>
<td><strong>Papers</strong></td>
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<tr>
<td>1. Book Reflection</td>
<td>50 points</td>
<td>125 pts (135 possible)</td>
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<tr>
<td>2. Research Proposal</td>
<td>75 points</td>
<td>65 pts (+10 extra credit)</td>
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<td>a. Outline</td>
<td>10 pts</td>
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<td>b. Final Proposal</td>
<td>65 pts</td>
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<td><strong>Discussion</strong></td>
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<td>125 points</td>
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<td>1. Leading discussion</td>
<td>50 points (25 points each)</td>
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<td>2. Participating in discussion in-class (throughout the semester)</td>
<td>75 points</td>
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<td><strong>Total</strong></td>
<td>400 points</td>
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*Please refer to the grading rubrics for the Papers and the Discussion assignment located in the Grading Rubrics section at the end of this syllabus.*

### Quizzes

There will be three non-cumulative quizzes (refer to the class schedule for dates) with 25 multiple choice questions each. Quizzes will require the comprehension, application, and integration of course materials. Questions will come from the **lecture only** (i.e. NOT from the weekly readings. Please be on time for quizzes. Class policy states that after the first person has completed and turned in their quiz, you will not be able to start the quiz. You will be awarded a zero for the quiz.

Missing a quiz is something to be avoided at all costs. In the event of a medical or personal emergency that forces you to miss a quiz, you will be given an opportunity to make up the missed quiz. In order to maintain fairness in grading, you may be asked to provide documentation that ensures the quiz was missed for an adequate reason. Adequate reasons are excused absences. Excused absences include: documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.

There is a procedure in place in order to make-up a quiz missed due to an excused absence. First, contact the instructor as soon as possible via email (prior to the date of the quiz). Upon deeming your make-up request as acceptable, the instructor will then arrange a special quiz for you. Make-up quizzes may require essay answers, though they will cover the same material at the same level of difficulty. Make-up quizzes must take place within one week of the original quiz unless there are extenuating circumstances. It is your responsibility as the student to work...
with the instructor to determine a time & location of the make-up quiz.

**Papers**

There will be two out-of-class papers during the semester due on the dates listed in the class schedule. All papers are to be written in APA format, there will be penalties for not following APA format. All papers will be due at 4:00pm on the date listed in the schedule below. An electronic version (uploaded to the assignments section of Canvas) must be submitted no later than 4:00pm on the due date in order to avoid a grade penalty. You are not required to turn in a hard copy.

*If you do not agree with the grade you received for either paper, you must contact Hannah via email at Hwarsh@ufl.edu within TWO DAYS upon receiving your graded paper. Any requests to discuss a grade change 48 hours after the day and time it was returned to you will not be provided a grade change. Whatever grade Hannah gives you the second time, whether better or worse than your original grade, is the grade you will get. This means disputing a grade may result in a worse grade at Hannah’s discretion.*

1. **Book Reflection (2-4 pages)**  
   50 points

   All of the books are written by professionals in the field, and the authors do a great job of delivering scientific knowledge in an engaging personal style.  
   **First,** you must choose your book (just one) from the list provided in the required reading section and submit your choice on canvas by 9/5.  
   **Next,** you will have over a month to read the book at your own pace.  
   **Finally,** after reading, you will write a reflection paper on the book (check the schedule for the due date). Be sure to stick to the page limit (2-4 pages), APA style. Please incorporate the following components in your paper (in any order):

   1) **Did you read the book?:** In your own words, provide a short recap of the book– i.e. what do you think is the purpose of the book? (no longer than half a page)
   2) **What does science say?:** How does the book connect to concepts or ideas that you have learned in this class or other psychology research?
   3) **Why did you choose to read this book?:** How does the material in the book connect to your life and your relationships?
   4) **What are your opinions of the book?:** Did you agree or disagree with something the author said? Did you find yourself <insert emotion here> (eg: confused, validated, triggered)? What do you make of your emotional reactions?
   5) **What are your takeaways?:** Reflect on how this book might impact your personal or/and professional life?

   *Please refer to the grading rubric for this assignment located in the Grading Rubrics section at the end of this syllabus.*

2. **Research Proposal (5 – 8 pages)**  
   75 points
The purpose of this paper is to design a hypothetical research study on a topic of your choice that is relevant to close relationships. This is an upper division psychology course, and my hope is that all of you will leave this class with heightened confidence in your research and writing skills. I also hope that you will have some fun with this paper! If you are intimidated, do not worry – just follow these several steps that will assist you in writing this paper.

First, you will submit your topic on Canvas by the date listed on the schedule. Failure to do so will result in a 5 point penalty on the final paper.

Next, after receiving approval of your topic, you will submit a 1 page outline of your proposal on Canvas by the date listed on the schedule. 10 pts

Finally, after receiving approval or feedback regarding your outline, you will submit your final paper on Canvas by the date listed on the schedule. While completing your final paper be sure to stick to the page limit (5-8 pages of required content, i.e. NOT including the title page, abstract, references or optional data analysis), APA style, and at least 5 peer reviewed references. The content of the paper (Intro and Methods) will be worth 50 points, and the adherence to APA formatting (including Title Page, Abstract, References, and in-text formatting for the content) will be worth 15 points. Please follow this format while writing your paper:

1) Title Page - Please refer to the APA guide for accurate formatting for all sections (Do not enter your name on the title page or header – skip this formatting rule)
2) Abstract - This section should be no more than 200 words
3) Introduction - In this section you will include a thorough and integrated review of the scholarly research on your topic (called a literature review), asion of the gaps in the current literature, a rationale for the study you are proposing, and the specific research questions and/or hypothesis for your study
4) Methods - This section will include three sub-sections – Participants, Materials/Measures, and Procedure (remember to refer to the APA formatting rules)
5) Data Analysis Plan - This section is optional, however if you can figure out how you will run your study [i.e. the design and the statistical analyses], you can earn up to 10 extra credit points – the number of points will depend on the quality of your proposed data analysis plan.
6) References

* Please refer to the grading rubric for this assignment located in the Grading Rubrics section at the end of this syllabus.

Leading Group Discussion

The purpose of this assignment is to give each of you an opportunity to think critically about the readings and discuss your questions, reactions, and opinions with the class. Here is how it will work:

By 8/29 You will be assigned (through Canvas) to lead discussion during two classes this semester in a group of 2-3 people. This date may be as early as September 5th or as late as November 28th (no one will lead discussion on quiz days). If you know that you will be unable to be present on the dates you are scheduled for, you MUST let me know by September 3rd. Changes to the schedule after this date will only be granted for excused absences (refer to the acceptable excuses in the Quizzes section).

The Sunday (at 5:00 pm) prior to the date of your discussions: Each group member will send
Brianna 2-3 discussion questions that they have prepared based on their reading of the articles. These questions are not intended to review the material. I expect you to think out-of-the-box and critically about the article, and form questions based on connections you draw between the article and other aspects of psychology, relationships, or life.

Example of a bad discussion question: What are the ways xx author suggests to improve effective interpersonal communication?

Examples of good discussion questions:

- xx author suggests xx concept, might this be different for couples in same-sex versus opposite-sex relationships? If so, how?
- In article xyz, the authors discuss xx concept. As I read this section, I found myself wondering about how this has played out in my own life. I was curious to see what came up for you all as you read this section?

On the day of your discussion: As a group, you will have 50 minutes to lead discussion. You should take 15-20 minutes to present a review the readings for the week using a powerpoint presentation. You will use the last 30+ minutes to engage the class in discussion using the questions that you have prepared.

I know some of you may hate group projects, however I think that this assignment can help build two important relationship skills – how to deal with others, and how to communicate effectively.

* Please refer to the grading rubric for this assignment located in the Grading Rubrics section at the end of this syllabus.

### Participating in Discussion

*Not required during the weeks you lead the discussion*

On the days that you are not presenting or leading a discussion, you are expected to stay engaged and participate in the class discussion session. I encourage you to write down your questions while you are reading! Your TAs will be keeping track of your participation throughout the semester, which will then be used to calculate your discussion grade. This does not mean that you have to find something to say every class, just for the sake of gaining your participation credit. While the quality of your comments are not graded on, a consistent lack of quality will be noted. Therefore, it is very important to read the assigned readings prior to class each week. I do not expect you to say something every class. I understand that you may not have something to contribute to the discussion sometimes, however I expect that you will contribute to the in-class discussion several times throughout the semester. Disrespectful behavior, lack of participation, and lack of attendance could potentially hurt your discussion grade.

### Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 92.5% - 100%</td>
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<tr>
<td>A-</td>
<td>≥ 89.5% - 92%</td>
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<tr>
<td>B+</td>
<td>≥ 86.5% - 89%</td>
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<td>B</td>
<td>≥ 82.5% - 86%</td>
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<tr>
<td>B-</td>
<td>≥ 79.5% - 82%</td>
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<tr>
<td>C+</td>
<td>≥ 76.5% - 79%</td>
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<tr>
<td>C</td>
<td>≥ 72.5% - 76%</td>
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<tr>
<td>C-</td>
<td>≥ 69.5% - 72%</td>
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<td>Grade</td>
<td>Percentage Range</td>
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<tr>
<td>D+</td>
<td>≥ 67% - 69%</td>
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<tr>
<td>D</td>
<td>≥ 62.5% - 66%</td>
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<tr>
<td>D-</td>
<td>≥ 59.5% - 62%</td>
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<td>F</td>
<td>≤ 59%</td>
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The good news is these grades are firm – there is no curve. Everybody in the class can get an A grade (and I hope you do).

The bad news is these grades are firm – there is no curve. If you score just one point below the cutoff then you will get the lower grade.

**Late Work & Make-Up Work**

Papers: Late papers (including the outline for the research paper) will be penalized as follows:
- 5 minutes to 24 hours late: 5% deduction from the overall grade
- For each additional 24 hours the paper is late, there will be an additional 5% deduction from the overall grade.

Leading Group Discussions: Group discussion leading cannot be made up. If you know that you will be unable to be present on the dates you are scheduled for, you MUST let me know by September 3rd. Changes to the schedule after this date will only be granted for excused absences (refer below for the policy regarding excused absences).

Quizzes: I will not accept late work or provide make-up quizzes unless in the case of medical emergency, personal emergency, or otherwise excused absence. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. In order to maintain fairness in grading, you may be asked to provide documentation that will enable me to understand the reason for your absence.

**Honor Code**

It is important that you understand that I will not give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an E (Fail) in this class. University of Florida Student Honor Code, found at [http://regulations.ufl.edu/chapter4/4017.pdf](http://regulations.ufl.edu/chapter4/4017.pdf)

**Teaching Assistants**

Teaching assistants will help grade assignments according to rubrics designed by the instructor. They will also lead small group discussions. For course questions, please contact the instructor (Hannah), not the TAs. Please be respectful to your TAs.

**Tentative Course Schedule**

**Note:** The contents of this syllabus may be changed during the semester. If changes are made to this syllabus they will be announced in class and on E-learning. It is your responsibility to come to class and to check for announcement of any changes online.
**Remember to read all the articles in the “Required Reading” folder on Canvas each week!**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/22</td>
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<tr>
<td></td>
<td><strong>Introduction and Research Methods</strong></td>
<td>Decide if this is the right class for you!</td>
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<tr>
<td>Module 1: Forelsket (Norwegian word for the euphoria you feel when you are first falling in love)</td>
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<td>Week 2</td>
<td>8/29</td>
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<td></td>
<td>Interpersonal Attraction</td>
<td>Class Discussion</td>
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<td><strong>Discussion Groups Assigned on Canvas</strong></td>
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<td>Week 3</td>
<td>9/5</td>
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<td>Social Cognition &amp; Interdependency</td>
<td><strong>Book Choice Due on Canvas &amp; Research Proposal Topic Due on Canvas</strong></td>
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<td><strong>Discussion Leader: Group 1</strong></td>
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<td>Week 4</td>
<td>9/12</td>
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<td>Love</td>
<td><strong>Discussion Leader: Group 2</strong></td>
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<td>Week 5</td>
<td>9/18</td>
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<td>Sex</td>
<td><strong>Discussion Leader: Group 3</strong></td>
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<td>Week 6</td>
<td>9/26</td>
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<td>Technology</td>
<td><strong>Research Proposal Outline Due on Canvas</strong></td>
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<td><strong>Discussion Leader: Group 4</strong></td>
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<td>Module 2: The Dark Side of Romantic Relationships</td>
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<td>Week 7</td>
<td>10/3</td>
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<td>Jealousy, Loneliness, &amp; Betrayal</td>
<td><strong>QUIZ 1 (Module 1)</strong></td>
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<td>Week 8</td>
<td>10/10</td>
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<td>Conflict &amp; Communication</td>
<td><strong>Discussion Leader: Group 5</strong></td>
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<td>Week 9</td>
<td>10/17</td>
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<td>Violence in Relationships</td>
<td><strong>Discussion Leader: Group 1</strong></td>
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<td>Week 10</td>
<td>10/24</td>
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<td></td>
<td>Breaking Up</td>
<td><strong>Discussion Leader: Group 2</strong></td>
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<td>Module 3: Romantic Relationships = Team Work!</td>
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<td>Week 11</td>
<td>10/31</td>
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<td></td>
<td>Making Up &amp; Maintaining Relationships</td>
<td><strong>QUIZ 2 (Module 2)</strong></td>
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<td>Week 12</td>
<td>11/7</td>
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<td>Couples Therapy</td>
<td><strong>Research Proposal Due on Canvas</strong></td>
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<td><strong>Discussion Leader: Group 3</strong></td>
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<td>Module 4: Other Close Relationships</td>
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<td>Week 13</td>
<td>11/15</td>
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<td>Family Relationships</td>
<td><strong>Discussion Leader: Group 4</strong></td>
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<td>Week 14</td>
<td>11/21</td>
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<td><strong>NO CLASS Thanksgiving</strong></td>
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<td>Week 15</td>
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<td></td>
<td>Friendships</td>
<td><strong>Book Reflection Due on</strong></td>
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Grading Rubrics

Grading Rubric for Book Reflection:

Basic Guidelines -
1. Discuss and answer all the above listed questions with a thoughtful explanation. There should be roughly 5 major paragraphs of similar size in your paper corresponding to each question.
2. Pay attention to formatting: i.e. adhere to the page limit, APA style requirements.
3. Proof-read your paper for typos and grammatical errors.

Where can I lose points?
1. Content:
   • 8 points will be deducted per bullet point not mentioned.
   • 4 points will be deducted when a bullet point is mentioned but not explained and described.
   • 2 points will be deducted if a bullet point is mentioned but only partially explained and described.
2. Formatting issues: 5 points will be deducted if the paper is over 4 pages, 5 points will be deducted if APA style is not met (partial credit may be given for APA style errors).
3. Grammar and typos: After the first 2 errors, 0.5 points will be deducted per error.

Grading rubric for the Research Proposal:

I. Abstract (5 points):
   5 - The abstract conforms to APA format and contains appropriate summary statements regarding the purpose, method and expected results.
   4 - The abstract contains summary statements regarding the purpose, method and expected results but does not conform to APA format
   3 - The abstract contains summary statements regarding the purpose, method OR expected results and does not conform to APA format
   2 - The abstract does not contain summary statements regarding the purpose, method or expected results and does not conform to APA format
   0 - Paper did not include this element

II. Introduction (30 points):
   A. Summary of Literature/Literature Review (15 points):
15- Relevant research is summarized, with theory clearly stated and logical, in APA format.
12 - Relevant research is summarized, with theory clearly stated and logical, but NOT in APA format.
9- Research summary is incomplete OR theory not clearly stated and/or illogical and not in APA format.
6 - Research summary is incomplete, theory not clearly stated and/or illogical and not in APA format.
3 - Research summary is incomplete AND irrelevant, theory not clearly stated and/or illogical and not in APA format.
0 - Paper did not include this element

B. Transition and Development (5 points):
5 - There is a smooth and logical transition from research review to proposed study including a clear statement of purpose.
4- There is a smooth and logical transition from research review to proposed study; however, a statement of purpose is not clearly stated.
3- There is no smooth and logical transition from research review to proposed study, however, a statement of purpose is clearly stated and the link between the reviewed research and the proposed study is obvious to the reader.
2 - There is no smooth and logical transition from research review to proposed study, and a statement of purpose is not clearly stated but the link between the reviewed research and the proposed study is obvious to the informed reader.
1- There is no smooth and logical transition from research review to proposed study, and a statement of purpose is not clearly stated and the link between the reviewed research and the proposed study is questionable.
0- Paper did not include this element

C. Design Development (5 points):
5- The design of the study is summarized with precise statement of variables and operational definitions.
4 - The design of the study is summarized with a statement of variables; however, operational definitions need further development.
3 - The design of the study is summarized with operational definitions; however, a statement of variables is not clearly made even though independent and dependent variables are obvious from the summary.
2 - The design of the study is summarized; however, a statement of variables is not clearly stated and the operational definitions need further development.
0 - Paper did not include this element or the design is not summarized

D. Hypothesis Discussion (5 points):
5- There is a clear and precise statement of the hypothesis and an explanation based on theory and or previous research
3- There is a clear and precise statement of the hypothesis however, no explanation based on theory and or previous research.
1- The statement of the hypothesis is unclear and there is no explanation based on theory and or previous research.
0 - Paper did not include this element

III. Method (20 points):
A. Participants (5 points):
5- The number, relevant characteristics and an explanation of how to recruit subjects is clearly stated.
3- The number, relevant characteristics or an explanation of how to recruit subjects is clearly stated.
1- The number, relevant characteristics and an explanation of how to recruit subjects is not clear.
0 - Paper did not include this element

B. Measures/Materials (10 points):
10- There is a clear statement of design which indicates the following: variables, how the variables are measured or manipulated, how the variables are scored, and identifies any controls.
8 - There is an incomplete statement of design which indicates all but one of the following: variables, how the variables are measured or manipulated, how the variables are scored, and identifies any controls.
6 - There is an incomplete statement of design which indicates all but two of the following: variables, how the variables are measured or manipulated, how the variables are scored, and identifies any controls.
4 - There is an incomplete statement of design which fails to indicate more than two of the following: variables, how the variables are measured or manipulated, how the variables are scored, and identifies any controls.
2 - There is an unclear and incomplete statement of design which fails to indicate the following: variables, how the variables are measured or manipulated, how the variables are scored, and identifies any controls.
0 - Paper did not include this element

C. Procedure (5 points):
5 - Description of procedure is clear, complete, precise, and follows a logical order.
3 - Description of procedure appears complete but is either unclear, imprecise, or fails to follow a logical order (i.e. awkward).
1- Description of procedure is unclear, incomplete, imprecise, and fails to follow a logical order.
0 - Paper did not include this element

IV. Optional Analysis (10 points):
10 - The statistical analysis is appropriate, theoretically sound, and complete given the proposed research design.
5 - The statistical analysis is appropriate and theoretically sound, but incomplete given the proposed research design.
2.5 - The statistical analysis is inappropriate given the proposed research design. But, good try.

V. APA Format (5 points):
5 – The general format, cover page, internal references and reference page conformed to APA format
4 - The general format, cover page internal references or reference page included one area of improper formatting
3 - The general format, cover page internal references and/or reference page included two areas of improper formatting
2 - The general format, cover page internal references and/or reference page included three areas of improper formatting
1 - The general format, cover page internal references and/or reference page included four areas of improper formatting
0 - The general format, cover page Internal references and reference page did not conform to APA format

VI. Writing Style (5 points):
5- Logical organization, precise expression of thought, spelling, punctuation, grammar proper tense, professional language.
4 - Logical organization, precise expression of thought, however, minor spelling, punctuation, grammar, proper tense, and/ or professional language problems.
3 - Weak organization and expression of thought OR major spelling, punctuation, grammar, proper tense, and/ or professional language problems.
2 - Weak organization and expression of thought AND major spelling, punctuation, grammar, proper tense, and/ or professional language problems.
0 - Paper did not include this element

Grading Rubric for Leading Discussion:

➢ Group work - 35 points
• 15 pts: Quality of presentation and article review: How clear and concise is the PowerPoint assisted review? Do you cover all the important points in the articles? How well do you adhere to the 15-20 min time guideline?
• 15 pts: Quality of discussion: Are you able to stimulate good discussion and engagement in the class? Are you able to address several of the prepared questions? Are you able to respond effectively to your peers comments to further the discussion? Are you able to keep people on track and manage the flow of conversation effectively?
• 5 pts: Flow: Does your overall presentation and discussion flow well? Are all the group members participating in some aspect of presenting or leading the discussion?

➢ Individual work – 15 points
• 10 pts: Each person must send Brianna 2-3 unique discussion questions based on the reading of the articles for the week (must be completed by 5:00 pm on the Sunday prior
to your discussion). To see what qualifies as a good discussion question, please read the instructions for leading discussion above.

- **5 pts: Intra-Group Dynamics:** Each person will complete a survey assessing your perceived group cohesion. Specifically, you will have a chance to note if any one (or more) group member(s) did not engage in their fair share of the work.