

Submit original with signatures + 1 copy + electronic copy to UAF Governance.
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	PSYCHOLOGY	College/School	College of Liberal Arts
Prepared by	Janet Schichnes	Phone	x6163 XXXXXX X7060
Email Contact	XXXXXXXXXXXX jeschichnes@alaska.edu	Faculty Contact	Janet S. XXXXXXXX

1. ACTION DESIRED (CHECK ONE):
 Trial Course New Course

2. COURSE IDENTIFICATION:

Dept	PSY	Course #	F 301 W,O	No. of Credits	3
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Justify upper/lower division status & number of credits:	Writing and Oral intensive prerequisites needed, Social Science research methods required. Students will review original research/journal articles. Since they will be participating in a partnership with a local agency, they must have demonstrated ability to work in community setting and represent the department.
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3. PROPOSED COURSE TITLE: Psychology in Action

4. To be CROSS LISTED? YES/NO NO
 If yes, Dept: Course #
 (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO NO
 If yes, Dept: Course #

6. FREQUENCY OF OFFERING: Fall, Spring
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Fall ~~2011~~ FALL 2012

8. COURSE FORMAT:
 NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)
 Mode of delivery (specify lecture, field trips, labs, etc)
Lecture and community based learning field work.

9. CONTACT HOURS PER WEEK: 3 LECTURE hours/weeks 0 LAB hours /week PRACTICUM hours /week

Note: # of credits is based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type) Students will be expected to spend 6 hours outside of class time on field work and assignments.

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

PSY F301 W,O Psychology in Action

Through involvement in a community project, students will explore how psychological research can be applied to address social problems. Connections between research, practice and public policy will be emphasized. Topics will be announced before each offering.

(3+0)

Prerequisites: PSY F101, ENGL F111X, ENGL F211X or ENGL F213X, COMM F131X or COMM F141X, a social science research methods course, and 9 credits of Psychology.

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>
Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input checked="" type="checkbox"/>	NO
IF YES, check which core requirements it could be used to fulfill:			
O = Oral Intensive, Format 6	<input checked="" type="checkbox"/>	W = Writing Intensive, Format 7	<input checked="" type="checkbox"/>
		Natural Science, Format 8	<input type="checkbox"/>

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	Course follows different themes each time it is offered. Students will have opportunity to engage in different projects and examine different literature.
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How many times may the course be repeated for credit?	<input type="text" value="1"/>	TIMES
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text" value="6"/>	CREDITS

13. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

Addition of ENGL F111X, per Core request.

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

These will be required before the student is allowed to enroll in the course.

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Faculty must understand community based learning (CBL) pedagogy. CBL can be labor intensive due to constant coordination with community partners and supervising students in field settings. No anticipated impact on facilities, or budget.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	Dr. Tim Lower has spoken with Diane Ruess of the Library on November 11, 2010 regarding all curriculum changes being submitted for Psychology
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20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

None.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Students will have the opportunity to take a new applied psychology course. It will also be an opportunity to fulfill W and O requirements within their major. Anticipate positive outcomes for community partners and community relations between the university and community.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course fulfills our department's commitment to "honor diversity" and promote "concern for social justice". Our current curriculum requires psychology major to take at least one community service course. However, the large numbers of students in these classes has made it difficult for faculty to help students apply their field experiences effectively.


Several faculty members, specifically Dr. Dani Sheppard and Janet Schichnes, have been researching alternative models of community based learning for the past 5 years. The creation of this course is a direct outgrowth of that research and ongoing experimentation in many of our CS classes. Faculty will be able to systematically assist students apply their learning to psychological research, knowledge, and their policy implications. This format also underscores to our students that they are earning credit for learning, not service.

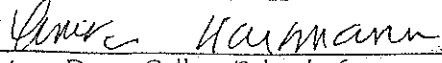
Topic-based format is flexible and will allow all faculty members to shape the course around their specific expertise and address current issues relevant to psychologists. Can also be taught by variety of faculty.

It will also provide students an additional opportunity to fulfill W and O requirements within their major.

APPROVALS:

	Date	5/3/2011
Signature, Chair, Program/Department of: PSYCHOLOGY		

	Date	5/4/2011
Signature, Chair, College/School Curriculum Council for: College of Liberal Arts		

	Date	5/4/2011
Signature, Dean, College/School of: College of Liberal Arts		

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>
The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and
 how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."



PSY F301 W,O Psychology in Action: Psychology and Economic Injustice



Sample Syllabus

PSY F301 W/O Psychology in Action
3 credits
May be repeated once toward psychology
major requirement

Instructor TBA

Fall or Spring, Yr, Day/Time
Location (bldg, rm)

Office location
Phone, email
Office hours

Prerequisites:

PSY 101, ENG 111X, ENG F211X/F213X, COMM F131X/F141X, any social science research methods course, and minimum 9 credit hours of psychology coursework or permission of instructor

Required materials:

1. UAF email – You are expected to access your UAF email account or forward all your messages to your primary account from the UAF server.
2. Blackboard – We will use Blackboard (BB). You are expected to keep up with posted announcements, changes, assignments, and other postings. You can access Blackboard at <http://classes.uaf.edu>.
3. A flash drive for your presentations.
4. Folder or notebook to keep course handouts and returned assignments.
5. American Psychological Association. (2009). Publication Manual of the American Psychological Association

Association

(6th ed.). Washington, DC: Author.

Required readings:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC.

Cress, C.M., Collier, P.J., & Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Sterling, VA: Stylus.

Ehrenreich, B. (2011) Nickel and Dimed: On (Not) Getting by in America. Picador,

Feldman, D. B. and Silvia, P.J. (2010) Public Speaking for Psychologists. Washington, D.C.: American Psychological Association.

Additional readings will be selected from (available electronically)

Lott, B. and Bullock, B. (2007). Psychology and Economic Injustice: Personal, Professional and Political Intersections. Washington, D.C.: American Psychological Association.

Sensoy, O. and DiAngelo, R. Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education.

Course description:

Through involvement in a community project, students will explore how psychological research can be applied to address social problems. Connections between research, practice and public policy will be emphasized. Topics will be announced before each offering.

Teaching strategies - Methods will vary and may include lectures, discussion, interactive activities, guest speakers, field trips, and films. You will also be teaching and learning through three oral presentations and a community service project (minimum 20 hours). These presentations are emphasized to help you develop public speaking skills, solidify newly acquired knowledge and represent a critical part of your grade.

Course Goals: Students will have the opportunity to appreciate how psychological knowledge can be applied to community issues.

Learning objectives: The activities, readings, and assignments in this course should lead to your ability to:

1. evaluate the relationship between psychological knowledge and social action
2. broaden definition of 'community';
3. enhance self examination – exploring biases, values, opinions;
4. evaluate how community issues are being addressed (e.g., in media, policy decisions, legislative priorities);
5. understand community issues using multiple levels of analysis;
6. development of mindset and skills for putting knowledge to action / effect change;
7. critically evaluate how issues of social importance are being researched;
8. students will enhance their writing and oral competencies in the discipline of psychology

Community Involvement and Partners

Potential partners for this class include: Fairbanks Native Association, Fairbanks Literacy Council, Fairbanks Rescue Mission, and Fairbanks Community Food Bank. Students will have the opportunity to choose to work with one of these partners.

NOTE: To fulfill Guidelines for Core Designators, grading is based on the following:

W Guideline A. 70% of grade is based on written materials

O Guideline A. 15% of grade is based on oral presentations

O Guideline B – 3 presentations with instructor feedback are required

Grading: Letter grade will be based on the following criteria:

- | | |
|-----|---|
| 15% | <u>3 Oral Presentations</u> (See attached assignments for topic of psychology and social justice)
Presentation #1 Community partner agency/organization, CBL, relevant psychological topics, relevant psychologist or advocate
Presentation #2 Social policy issues
Presentation #3 Final report to community partner |
| 75% | <u>Writing Assignments</u>
Draft of research report (W - Guideline D)
Critical review of one journal article (W -Guideline D)
Peer critique and response to working draft (W -Guideline D)
Final Research report and policy recommendations (W - Guideline B)
Weekly journals |
| 10% | Class participation – include active participation in discussions and activities. Your attendance is critical to the success of this class |

Note: Up to 5% extra credit will be available for utilizing the Speaker and Writing Centers to prepare writing and speaking assignments.

Grades will be based on total cumulative points as indicated above and assigned as follows:

A+	970-1000
A	930-969
A-	900-929
B+	870 -899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	below 600

Tentative Course Calendar:

- Week#1 TOPICS: Introductions, Course Overview, Community Based Learning; Social Justice
Reading: Cress et al. Ch. 1-3
- Week # 2 TOPICS: Community partner engagement, individual student conferences (W -Guideline C)
Resources: Writing and Speaker Centers
DUE: Weekly reflective journals
Reading: *Sensoy and DeAngelo* Ch. 1-2
Cress et al Ch. 4-5
- Week # 3 Oral presentations# 1
Reading: Cress et al. Ch. 6
- Week # 4 TOPICS: Psychology and class; Policy implications
DUE: Critical Review due
Reading: *Ehrenreicht*
- Week # 5 TOPIC: Poverty and psychology; Policy Implications
Reading: Lott and Bullock (Ch 4 & 5)
- Week # 6 Oral Presentations #2
Reading: continue research individual topics
- Week # 7 Topic: Current Policy Issues in this Community
Guest Speaker from Arctic Alliance
Reading: continue research individual topics
- Week# 8 TOPIC: Cultural Considerations
DUE: Integrated Literature Review
Guest Speaker from Fairbanks Native Assn.
- Week # 9 Topic: Immigration and Social Justice
Film: *El Norte*
- Week #10 Topic: Guidelines for peer review
DUE: First draft research paper
- Week #11 Topic: Racism and Oppression
DUE: Peer edited papers
Reading: *Sensoy and DiAngelo* (Ch.3-8)
- Week #12 Topic: Injustice and implications for counseling
Speaker: TBA
- Week # 13 TOPIC: Assessing the Engagement Effort
DUE: Final Paper Due
Reading: Cress et al. (Ch. 9-10)
- Week #14 Oral Presentation #3

Course Policies:

- * My primary goal is to support your success in this course. I'm happy to talk with you about content, field work issues, lectures, study strategies, and anything else you may need!!!
- * The syllabus is subject to change. The progression of every course is dependent upon the unique dynamic between a class and instructor. Should anything in the syllabus need revision, your input will be considered. You will be notified in writing (in class and on Blackboard) of any modifications.
- * Writing and Oral assignments are due on the day assigned. Your grade will be dropped 10% for each day they are late.
- * You will have the opportunity to attend seminars, and we may have guest lecturers. It is expected that you show the speakers the utmost respect: arriving early, staying the entire time, ensuring electronics are silenced, and remaining quiet during the presentation.
- * The use of personal electronic devices (cell phones, texting, laptops) is not permitted in the classroom. Activity on any device is very distracting to other students. Please ensure they are silenced.
- * Attendance is required unless you have a documented reason. This class is heavily dependent on your participation in our community project and part of each class time will be used to move the project forward.
- * Be on time. Showing up late is disrespectful, disruptive, and unfair to the students who do show up on time and puts you at risk for missing important information.
- * Please consider the effects your actions have on others in the class (arriving late, loud crunching, rustling with bags & coats, speaking up too much, not respecting others perspectives, whispering while someone else is talking, etc).
- * NEVER assume your email or phone message has been received until you receive confirmation from me!!!! Technology has a way of gobbling up assignments and messages. It is YOUR responsibility to make sure an instructor gets the message/assignment, not the responsibility of TECHNOLOGY. If it is an important message you want read or heard, YOU make sure it has reached its final destination.
- * Take care to avoid the paranormal exponential increase in computer crashes, jump drive malfunctions, cross-platform format changes, writing center closures, and printer failures around the time things are due! These are not acceptable excuses for late assignments. PLAN AHEAD. Know the hours for Writing Center Speaker Center and Computer Labs.
- * All assignments should be STAPLED, proof-read, and turned in on clean pages with no spiral-notebook-frillies (i.e. take pride in the final product you turn in).

Disability Services: The Office of Disability Services at UAF implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker, 474-7043) to provide reasonable accommodation to students with documented disabilities. Please make arrangements with me within the first few weeks of classes. If you have any questions about the services available for individuals with documented disabilities, I would be happy to answer them.

Support Services: The Speaker Center is located on the 5th floor of Gruening. Staff is available to assist with your presentations. Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You are encouraged to use this resource to meet writing expectations. In addition, Student Support Services are available at UAF. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement. The office is located at 508 Gruening Building, and the phone number is 474-6844. You may also obtain additional information about support services at: <http://www.uaf.edu/sssp/index.html>

This course is designated to meet oral communication intensive course according to Core Curriculum and meets requirements as detailed by the UAF Faculty Senate:

- a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations is to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involves the use of a public address system.
- b. All presentations must involve question and answer interaction. As appropriate for the discipline, it is highly desirable that there be at least one assigned respondent, with questions by other audience members encouraged.
- c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such videotaped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.
- d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.
- e. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.

This course is designated to meet writing communication intensive course according to Core Curriculum and meets requirements as detailed by the UAF Faculty Senate:

1. The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"-designated courses.
2. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]
3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.
4. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.
5. Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.

ASSIGNMENTS: Your grades will be individually assessed and based on: Organization, delivery, content, preparation, ability to answer questions and overall poise. Each presentation must have a clear introduction, body and conclusion. Students will receive instructor and peer feedback after each presentation. Submit and outline on the day of your presentation.

1. Oral Presentation #1 (5% or 50 pts) Community Partner Overview (10 minutes each)

Students will choose to work with one of three community partners. Students working with the same community partner will work together as a group to divide up the topics appropriately (we don't want to hear about agency goals three times!). The presentation(s) taken together will address the following topics?

What is the agency's overall goal and philosophy concerning clients?

What social issue(s) is/are the agency addressing?

Who are the clients? What are their demographic characteristics?

What are some of the agencies with which your site has important relationships? What do they do?

What have you been able to learn about the relationship between your agency and the surrounding community?

What local, state, and national political issues are affecting your agency and its clients?

2. Oral Presentation #2 (5% or 50 pts) Social Policy Issue

You will be asked to choose one topic related to psychology and social justice (ex. issues of poverty, class, discrimination, immigration, social policy, homelessness, etc.) that is relevant to your placement site.

To help prepare for your papers and to facilitate critical thinking about your topics each student will present one empirical journal article you are using for your paper in class (i.e., an article that describes a study). These presentations should be about 10 minutes long followed by a brief discussion of the paper. The presentations should include a description of the purpose of the study, the sample, research methodology, results, and your own thoughts/critique of the study. You need to have either a handout or use PowerPoint to aid your presentation. You also need to email me your article before your presentation so I can post it on Blackboard.

Your presentations will be evaluated based on the following criteria:

- a. quality and relevance of the article chosen
- b. completeness of the description of the study
- c. clarity of the presentation and handout
- d. thoughtfulness of your critique of the article

3. Oral Presentation #3 (5% or 50 pts) Presentation to Community Partner

Based on your field experience and academic research, provide a summary of your research findings. The presentation should be clearly connected to your field experience and relevant to the community partner. What are your findings as they related to policy recommendations? Your talk should include a handout or a PowerPoint to aid your presentation. Provide a copy to your instructor and your community partner.

Your presentation will be evaluated based on the following criteria:

- a. clarity of the presentation and the handout
- b. quality and relevance to community partners
- c. thoughtfulness of policy recommendations

WRITING ASSIGNMENTS

1. **Diagnostic essay** (non-graded) During the first week of class, you will write a short essay in which you define your understanding of "social justice" By the end of the second week of class, each student will meet individually with the instructor. During that conference, the instructor will provide feedback on writing strengths and discuss areas for improvement, including mechanics, organization, style and bias in language.

2. **Weekly journals** (10% or 100 pts) Your journal provides a vehicle for reflection. By writing in your journal, you can improve your writing skills, organize your thoughts, and create a record of your activities over the semester. Type your entries in Word format, keep one document throughout the semester. Be sure to date each entry. You will receive instruction in several journal formats and can choose the one that works best for you.

3. **Critical review** of one scholarly article related to the topic you chose. (10% or 100 pts). This should be a 3-5 page paper

(excluding the cover sheet and references) written in APA style. This will be a written version of your second oral presentation. Your paper will be evaluated on the following criteria:

- a. clarity of presentation
- b. quality and relevance of the article chosen
- c. quality of writing
- d. degree of critical thinking (i.e., analysis and synthesis of ideas)
- e. appropriate use of APA style

4. **Integrated literature review** (10% or 100 pts) Once you have completed your literature search, you are ready to write the Literature Review section of your final paper. You should include at least 3 references. Use APA style. Your paper will be evaluated on the following criteria:

- a. clarity of presentation,
- b. quality of writing
- c. degree of critical thinking (i.e., analysis and synthesis of ideas)
- d. appropriate use of APA style

6. **Draft of final report** (15% or 150 pts) This paper will be 5-8 pages (excluding cover page and references). You will clearly present your findings related to the social issue you researched. You will explain how that issue is connected to your field setting. Discuss social policies which impact the issue. Summarize your policy recommendations (grounded in the research).

7. **Peer critique** (10% or 100 pts) You will be assigned a partner and exchange drafts of your reports. You will review each other's papers for writing style, grammar, mechanics, and conformance with APA style, as well as substance and style. The goal is to strengthen your partner's final paper. You will provide editing (on the copy itself) and a 1-2 paragraph summary of the paper's strengths and weakness. Provide a copy for the instructor and return the original to the writer.

8. **Final paper** (15% or 150 pts) This should be a polished version of your draft and incorporate feedback from your peer reviewer, instructor and writing center.