

## UMBC UGC New Course Request: PSYC 444: Psychology of Sexual Orientation & Gender Identity

Date Submitted: 2/13/16

Proposed Effective Date: **immediately**

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### COURSE INFORMATION:

Course Number(s)	PSYC 444
Formal Title	Psychology of Sexual Orientation & Gender Identity
Transcript Title (≤30c)	Psyc Sex Orien & Gender Iden
Recommended Course Preparation	n/a
Prerequisite	<b>PSYC 311 OR (GWST 210 AND PSYC 100 AND one of GWST 300/PSYC 356/PSYC 357). All prerequisites must have a C or better.</b>
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input checked="" type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION:

Survey and critique of psychological research in the areas of sexual orientation and gender identity, covering operational definitions/scientific methods, history of sexual orientation and gender in the mental health field, cause theories, developmental issues across the life span, discrimination and violence, and mental health issues.

### RATIONALE FOR NEW COURSE:

**Note: This information has been revised to reflect the feedback from the UGC's preliminary review of the New Course Proposal. Changes are **highlighted**.**

- Why is there a need for this course at this time? This course is designed to expand the Psychology Departments 400-level course offerings, and to fulfill a requirement for the Psychology Department's new Diversity and Inclusion Concentration.
- How often is the course likely to be taught? At least once per academic year.
- How does this course fit into your department's curriculum? PSYC 444 will meet the 400-level elective requirement for the B.A. and B.S. major options, and will meet a requirement for the Diversity and Inclusion concentration.
- What primary student population will the course serve? PSYC 444 will serve junior and senior psychology majors who seek to get a depth of instruction in a topic that is related to many contemporary controversies and legislative efforts, who need to fulfill their 400-level elective requirement in psychology, and/or who seek to have a well-rounded foundation in diversity-related issues. **PSYC 444 will also potentially be of interest to GWST students.**
- Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen? Because there are few textbooks available in the field of psychology and sexual orientation/gender identity, the course readings depend heavily on reading original empirical articles, and challenging theoretical articles. Students will need a solid foundation in evaluating empirical research (PSYC 311), **or will need to have prior experience with academic inquiry in the area of sexuality and gender (GWST 210 and one of GWST 300/PSYC 356/PSYC 357) along with a basic**

foundation in psychology (PSYC 100), thus the course is less appropriate for a 100-300 level course. In addition, student learning outcomes for this course are scaffolded to reach the analysis and synthesis levels of learning, which is most appropriate to a capstone course.

- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s). PSYC 311 provides instruction in empirical research methods and evaluation which will give students practice reading and critiquing empirical articles in psychology. In the alternative set of prerequisite courses, PSYC 100 provides a more basic overview of research methods, but GWST 210 provide an additional level of preparation in topics of sexual orientation and gender identity, as well as qualitative and feminist research methods on these topics (which students who have taken only PSYC 311 are unlikely to have been exposed to). The requirement of "one of GWST 300/PSYC 356/PSYC 357" for students who lack PSYC 311 ensures that they will have some relevant, upper-level course background. A grade of C or better in all prerequisites is necessary to ensure adequate mastery of content. The two kinds of preparation are both valuable for the course, and will likely lead to differences in approach between students with the different prerequisites. The first several readings of PSYC 444 are intended to provide necessary background for the students coming from the different backgrounds (e.g., an introduction to terminology and language of sexual orientation for those with only PSYC 311, an introduction to empirical research methods for those with GWST 210/PSYC 100/additional 300-level course), and to bridge gaps in knowledge. It is expected that the differences in background/prerequisites will lead to animated and fertile discussions of course readings across students from different disciplines while maintaining a high level of academic rigor.
- g) Explain the reasoning behind the P/F or regular grading method. Students will have the option to audit the class or take a pass-fail option, but the course would not count towards the upper-level psychology elective credit unless regular grading is used.
- h) Provide a justification for the repeatability of the course. Not applicable

**ATTACH COURSE OUTLINE (mandatory):**

Draft course outline is attached.

# PROPOSED COURSE OUTLINE PSYC 444: Psychology of Sexual Orientation & Gender Identity

## Proposed Course Objectives & Learning Outcomes

This course will explore conceptual, empirical, and practical issues in the psychology of sexual orientation and gender identity. Specifically, we will address the current state of psychological knowledge regarding both sexual orientation and gender identity. Further, we will strive to articulate and explore the complexities of intersecting identities as they manifest in research on and individual experiences of sexual orientation and gender identity. The goals of this course will be achieved through course readings (primary research reports, theoretical articles, media reports of research, review articles), online reading quizzes, team-based learning activities in class, and several writing/research projects completed individually (outside of class time).

More detailed learning outcomes and objectives are as follows. By the end of this course, students should be able to:

1. Recognize and articulate your own attitudes, beliefs, and values regarding sexual orientation and gender identity, identify the role of privilege and power in your experience of sexual orientation and/or gender identity, and contribute to a productive learning environment through respectful, challenging, and brave interactions with the professor and your classmates.
  2. Describe and critically evaluate strengths and limitations of the current terminology and operational definitions used in research on sexual orientation and gender identity, as well as articulate “best practices” for day-to-day use of identity-related terms.
  3. Identify and evaluate aspects of individual and cultural diversity (e.g., race/ethnicity, religion, socioeconomic status, disability) that impact and intersect with sexual orientation and gender identities; identify similarities and differences in identities and values across intersections, as well as gaps in our knowledge in this area.
  4. Demonstrate knowledge of research methods (especially in the areas of operational definitions, sampling issues, experimental design, and qualitative and quantitative research methodologies) through critiques of research reported in academic journals as well as popular media.
  5. Describe how sexual orientation and gender identity were historically addressed (and “treated”) in the mental health field, and current approaches and controversies within the field of psychology.
  6. Discuss the complexities and social relevance of developmental and “causal” theories of sexual orientation and gender identity, and limitations of research in this area.
  7. Discuss developmental issues related to sexual orientation and gender identity, including developmental needs and functioning specific to people of different ages.
  8. Describe the relation between sexual orientation/gender identity and mental health in multiple areas (e.g., anxiety/stress, depression/suicide risk, trauma, substance abuse).
  9. Identify the dangers faced by people with non-cis- or hetero-normative identities, including physical violence, systemic discrimination, and psychological abuse. Describe the known factors that increase risk as well as negative outcomes associated with experiencing abuse and violence.
  10. Demonstrate specialized knowledge of a particular psychology topic (chosen by the student) within the field of sexual orientation or gender identity by writing a term paper summarizing the current state of research, identifying gaps in the current research, and recommending types of research that would address those gaps in the research.
  11. Compare media representations (through film and popular media reports) of sexual orientation and gender identity to the current state of research knowledge on these topics.
  12. Create a written product that demonstrates your critical thinking and analytical skills on the topics of sexual orientation and gender identity.
  13. Identify and articulate personal and academic benefits of continued growth in multicultural competence.
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### Proposed Textbook:

Patterson, C.J., & D'Augelli, A.R. (Eds.) (2013). Handbook of psychology and sexual orientation. New York: Oxford University Press. (Called "Textbook" in Course Schedule below)

In addition, supplemental readings will be assigned, as indicated below

### Proposed Course Schedule:

The course is proposed to meet face-to-face two times weekly, for 75-minute class periods. Dates listed are for Spring 2016.

#### Key:

RQ = Reading Quiz on Blackboard; Team Eval = Team Evaluation

<b>Dates</b>	<b>Topics</b>	<b>Assigned Readings</b>	<b>Quizzes/Assignments</b>
1/25 (Mon)	<b>Overview, Syllabus, Etiquette</b>		
1/27 (Wed)	<b><u>Unit 1: Language, Identity, &amp; Research Methods</u></b> Terminology, Classroom Environment	<u>Readings on Blackboard:</u> Course Dictionaries Resources & From brave spaces...	Team Survey & RQ 1 due by 3:30pm Syllabus Quiz due 2/5 by 11:59pm
2/1 (Mon)	Research Issues, Demographics	<u>Blackboard reading:</u> Sullivan, G. & Losberg, W. (2003). A study of sampling in research in the field of lesbian and gay studies. <i>Journal of Lesbian and Gay Social Services</i> , 15(1-2), 147-162.  <u>Textbook reading:</u> Ch 6 (Demographic perspectives on sexual orientation)	RQ 2 due by 3:30pm
2/3 (Wed)	Sexual Orientation in Women, Men	<u>Textbook reading:</u> Ch 1 (Concepts of female sexual orientation)  <u>Blackboard reading:</u> Moreira, A.D., Halkitis, P.N., & Kapadia, F. (2015). Sexual identity development of a new generation of emerging adult men: The P18 cohort study. <i>Psychology of Sexual Orientation and Gender Diversity</i> , 2(2), 159-167.	RQ 3 due by 3:30pm
2/8 (Mon)	Intersections of Sexual Orientation & Gender Identity, Bisexuality	<u>Textbook reading:</u> Ch 3 (Bisexual identities)  <u>Blackboard reading:</u> Nagoshi, J.L., Nagoshi, C.T., Terrell, H.K., & Brzuzy, S. (2014). The complex negotiations of gender roles, gender identity, and sexual orientation among heterosexual, gay/lesbian, and transgender individuals. <i>Journal of Ethnographic and Qualitative Research</i> , 8, 205-221.	RQ 4 due by 3:30pm
2/10 (Wed)	Trans Identities, Asexuality	<u>Textbook reading:</u> Ch 4 (Transgender identities: Research and controversies)  <u>Blackboard reading:</u> Van Houdenhove, E., Gijs, I, T'Sjoen, G., & Enzlin, P. (2015). Asexuality: A multidimensional approach. <i>Journal of Sex Research</i> , 52(6), 669-678.	RQ 5 due by 3:30pm Team Eval 1 due by 11:59pm

Dates	Topics	Assigned Readings	Quizzes/Assignments
2/15 (Mon)		<p><u>Writing in Class &amp; Article Review Paper:</u> Importance of audience in writing assignments for the semester, review of rubric for Article Review Paper, team discussion of topic ideas, grading practice</p>	
2/17 (Wed)	<p>Intersections of Race/Ethnicity &amp; Sexual Orientation</p>	<p><u>Textbook reading:</u> Ch 20 (Race and ethnicity among lesbian, gay, and bisexual communities)</p> <p><u>Blackboard reading:</u> Jaspal, R. (2012). 'I never faced up to being gay': Sexual, religious, and ethnic identities among British Indian and British Pakistani gay men. <i>Culture, Health, &amp; Sexuality</i>, 14(7), 767-780.</p>	<p>RQ 6 due by 3:30pm Film Analysis Unit 1 Option (if chosen) due by 11:59pm</p>
2/22 (Mon)	<p><b><u>Unit 2: Cause, Pathologizing, &amp; Change</u></b> Cause Theories, Politics</p>	<p><u>Blackboard reading:</u> Overby, L.M. (2014). Etiology and attitudes: Beliefs about the origins of homosexuality and their implications for public policy. <i>Journal of Homosexuality</i>, 61(4), 568-587.</p> <p><u>Blackboard reading:</u> Vsn Gelder, L. (1991). The "born that way" trap. <i>Ms. Magazine</i>, 86-87.</p>	<p>RQ 7 due by 3:30pm Term Paper Topic Choice &amp; Reference List due by 11:59pm</p>
2/24 (Wed)	<p>History of Psychology, Cause Theories of Sexual Orientation</p>	<p><u>Blackboard reading:</u> De Block, A., &amp; Adriaens, P.R. (2013). Pathologizing sexual deviance: A history. <i>Journal of Sex Research</i>, 15(3-4), 276-298 (selected pages).</p> <p><u>Blackboard reading:</u> Davy, Z. (2015). The DSM-5 and the politics of diagnosing transpeople. <i>Archives of Sexual Behavior</i>, 44(5), 1165-1176.</p> <p><u>Textbook reading:</u> Ch 5 (Biological foundations of sexual orientation)</p>	<p>RQ 8 due by 3:30pm</p>
2/29 (Mon)	<p>Heteronormativity, Changing Sexual Orientation</p>	<p><u>Blackboard reading:</u> Martin, K.A. (2009). Normalizing heterosexuality: Mothers' assumptions, talk, and strategies with young children. <i>American Sociological Review</i>, 74(2), 190-207.</p> <p><u>Blackboard reading:</u> Grace, A.P. (2008). The charisma and deception of reparative therapies: When medical science beds religion. <i>Journal of Homosexuality</i>, 55(4), 545-580.</p>	<p>RQ 9 due by 3:30pm</p>
3/2 (Wed)	<p>Changing Sexual Orientation, Research Issues in Studying Change</p>	<p><u>Blackboard reading:</u> Spitzer, R.L. (2003). Can some gay men and lesbians change their sexual orientation? 200 participants reporting a change from homosexual to heterosexual orientation. <i>Archives of Sexual Behavior</i>, 32(5), 403-417.</p> <p><u>Blackboard reading:</u> Spitzer, R.L. (2003). Reply: Study results should not be dismissed and justify further research on the efficacy of sexual reorientation therapy. <i>Archives of Sexual Behavior</i>, 32(5), 469-472.</p>	<p>RQ 10 due by 3:30pm</p>

Dates	Topics	Assigned Readings	Quizzes/Assignments
3/7 (Mon)	Research Issues in Studying Change of Sexual Orientation	<p><u>Blackboard reading:</u> Drescher, J. (2015). Can sexual orientation be changed? <i>Journal of Gay &amp; Lesbian Mental Health</i>, 19(1), 84-93.</p> <p><u>Blackboard reading:</u> Spitzer, R.L. (2012). Spitzer reassesses his 2003 study of reparative therapy of homosexuality. <i>Archives of Sexual Behavior</i>, 41(4), 757.</p>	RQ 11 due by 3:30pm Article Critique due by 11:59pm
3/9 (Wed)	Pathologizing Gender Identity	<p><u>Blackboard reading:</u> Bradley, S.J., &amp; Zucker, K.J. (1997). Gender identity disorder: A review of the past 10 years. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i>, 36(7), 872-880.</p> <p><u>Blackboard reading:</u> Pickstone-Taylor, S.D. (2003). Children with gender nonconformity. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i>, 42(3), 266.</p> <p><u>Blackboard reading:</u> Bradley, S.J., &amp; Zuker, K.J. (2003). Drs. Bradley and Zucker reply. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i>, 42(3), 266-268.</p> <p><u>Blackboard reading:</u> Istar Lev, A. (2013). Gender dysphoria: Two steps forward, one step back. <i>Clinical Social Work Journal</i>, 41, 288-296.</p>	RQ 12 due by 3:30pm
<b>3/14 – 3/18</b>		<b>SPRING BREAK</b>	
3/21 (Mon)	Experience of Therapy for Changing Sexual Orientation	<p><u>Blackboard reading:</u> Flentje, A., Heck, N.C., &amp; Cochran, B.N. (2014). Experiences of ex-gay individuals in sexual reorientation therapy: Reasons for seeking treatment, perceived helpfulness and harmfulness of treatment, and post-treatment identification. <i>Journal of Homosexuality</i>, 61(9), 1242-1268.</p> <p><u>Blackboard reading:</u> Dickinson, T., Cook, M., Playle, J., &amp; Hallett, C. (2012). 'Queer' treatments: Giving a voice to former patients who received treatments for their 'sexual deviations.' <i>Journal of Clinical Nursing</i>, 21, 1345-1354.</p>	RQ 13 due by 3:30pm Film Analysis Unit 2 Option (if chosen) due by 11:59pm
3/23 (Wed)	<b><u>Writing Meetings</u></b>	<u>Article Review Paper:</u> Peer review & feedback on draft of Article Review Paper Part 1 submission.	
3/28 (Mon)	<b><u>Unit 3: Lifespan Development</u></b> Sexual Orientation in Adolescence, Emerging Adulthood for Lesbians and Gay Men	<p><u>Textbook reading:</u> Ch 7 (The sexual identity development and health of lesbian, gay, and bisexual adolescents: An ecological perspective)</p> <p><u>Textbook reading:</u> Ch 8 (Emergent adulthood in lesbian and gay lives: Individual development, life course, and social change)</p>	RQ 14 due by 3:30pm Article Critique Revision due by 11:59pm

Dates	Topics	Assigned Readings	Quizzes/Assignments
3/30 (Wed)	Relationships, Sexual Orientation, & Gender Identity	<p><u>Textbook reading:</u> Ch 12 (Same-sex romantic relationships)</p> <p><u>Blackboard reading:</u> Riggs, D.W., von Doussa, H., &amp; Power, J. (2015). The family and romantic relationships of trans and gender diverse Australians: An exploratory survey. <i>Sexual and Relationship Therapy</i>, 30(2), 243-255.</p>	RQ 15 due by 3:30pm Team Eval 2 due by 11:59pm
4/4 (Mon)	Family & Sexual Orientation, Lesbian Mothers	<p><u>Textbook reading:</u> Ch 16 (Sexual orientation and family lives)</p> <p><u>Blackboard reading:</u> Fulcher, M., Sutfin, E.L., Chan, R.W., Scheib, J.E., &amp; Patterson, C.J. (2006). Lesbian mothers and their children: Findings from the contemporary families study. In: A.M. Omoto &amp; H.S. Kurtzman (Eds.), <i>Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people</i> (pp. 281-299). Washington, D.C.: American Psychological Association.</p>	RQ 16 due by 3:30pm
4/6 (Wed)	Sexual Orientation & Aging	<p><u>Textbook reading:</u> Ch 9 (Sexual orientation, middle adulthood, and narratives of transition and change)</p> <p><u>Textbook reading:</u> Ch 10 (Sexual orientation and aging in Western society)</p>	RQ 17 due by 3:30pm Film Analysis Unit 3 Option (if chosen) due by 11:59pm
4/11 (Mon)	<p><b><u>Unit 4: Discrimination &amp; Violence</u></b> Sexual Orientation: Attitudes &amp; Victimization</p>	<p><u>Textbook reading:</u> Ch 17 (Attitudes about sexual orientation)</p> <p><u>Textbook reading:</u> Ch 19 (Sexual orientation, victimization, and hate crimes)</p>	RQ 18 due by 3:30pm Blog Post (if chosen) due by 11:59pm
4/13 (Wed)	Harassment Related to Gender, Sexual Orientation, and Intersectional Identities	<p><u>Blackboard reading:</u> Rabelo, V.C., &amp; Cortina, L.M. (2014). Two sides of the same coin: Gender harassment and heterosexist harassment in LGBTQ work lives. <i>Law and Human Behavior</i>, 38(4), 378-391.</p> <p><u>Blackboard reading:</u> Meyer, D. (2010). Evaluating the severity of hate-motivated violence: intersectional differences among LGBT hate crime victims. <i>Sociology</i>, 44(5), 980-995.</p>	RQ 19 due by 3:30pm
4/18 (Mon)	Types and Rates of Violence by Sexual Orientation	<p><u>Blackboard reading:</u> Edwards, K.M., Sylaska, K.M., Barry, J.E., Moynihan, M.M., Banyard, V.L., Cohn, E.S.... Ward, S.K. (2015). Physical dating violence, sexual violence, and unwanted pursuit victimization: A comparison of incidence rates among sexual-minority and heterosexual college students. <i>Journal of Interpersonal Violence</i>, 30(4), 580-600.</p>	RQ 20 due by 3:30pm Film Analysis Unit 4 Option (if chosen) due by 11:59pm

Dates	Topics	Assigned Readings	Quizzes/Assignments
4/20 (Wed)	<p><b><u>Unit 5: Physical &amp; Mental Health</u></b> Standards of Health Care &amp; Mental Health Among Trans &amp; GNC People</p>	<p><u>Blackboard reading:</u> Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J... Zucker, K. (2011). Standards of care for the health of transsexual, transgender, and gender-nonconforming people, version 7. <i>International Journal of Transgenderism, 13</i>, 165-232. (excerpt).</p> <p><u>Blackboard reading:</u> Davey, A., Bouman, W.P., Arcelus, J., &amp; Meyer, C. (2014). Social support and psychological well-being in gender dysphoria: A comparison of patients with matched controls. <i>Journal of Sexual Medicine, 11</i>(12), 2976-2985.</p>	RQ 21 due by 3:30pm
4/25 (Mon)	Lesbian & Bisexual Women's Physical Health, Gay Men's Health & Resilience	<p><u>Textbook reading:</u> Ch 13 (Lesbian &amp; bisexual women's physical health)</p> <p><u>Textbook reading:</u> Ch 14 (Gay men's health and the theory of cultural resilience)</p>	RQ 22 due by 3:30pm Conclusion Draft due by 11:59pm
4/27 (Wed)	Sexual Orientation & Mental Health, Social Anxiety in LGB Youth	<p><u>Textbook reading:</u> Ch 15 (Sexual orientation and mental health)</p> <p><u>Blackboard reading:</u> Safren, S.A., &amp; Pantalone, D.W. (2006). Social anxiety and barriers to resilience among lesbian, gay, and bisexual adolescents. In: A.M. Omoto &amp; H.S. Kurtzman (Eds.), <i>Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people</i> (pp. 55-72). Washington, D.C.: American Psychological Association.</p>	RQ 23 due by 3:30pm
5/2 (Mon)	Mental Health & Sexual Orientation, Gender Identity & Youth Self-Harm	<p><u>Blackboard reading:</u> Cochran, S.D., &amp; Mays, V.M. (2006). Estimating prevalence of mental and substance-using disorders among lesbians and gay men from existing national health data. In: A.M. Omoto &amp; H.S. Kurtzman (Eds.), <i>Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people</i> (pp. 143-166). Washington, D.C.: American Psychological Association.</p> <p><u>Blackboard reading:</u> Skagerberg, E., Parkinson, R., &amp; Carmichael, P. (2013). Self-harming thoughts and behaviors in a group of children and adolescents with gender dysphoria. <i>International Journal of Transgenderism, 14</i>(2), 86-92.</p>	RQ 24 due by 3:30pm Resource Review (if chosen) due by 11:59pm
5/4 (Wed)	Psychological Practice with LGB Clients	<p><u>Blackboard reading:</u> American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. <i>American Psychologist, 67</i>(1), 10-42.</p> <p><u>Blackboard reading:</u> Shelton, K., &amp; Delgado-Romero, E.A. (2013). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. <i>Psychology of Sexual Orientation and Gender Diversity, 1</i>(S), 59-70.</p>	RQ 25 due by 3:30pm

5/9 (Mon)	<b>Wrap-Up</b>	(no readings)	Team Eval 3 due by 11:59pm
5/13 (Fri)			<b>Final Term Paper due by 11:59pm</b>

**Assessment of Knowledge & Skills:**

Course grades will include:

		<b><u>Grade Breakdown:</u></b>
Quizzes:	270 points	A 90-100%
Syllabus Quiz (1 @ 10 pts)		B 80-89.99%
Reading Quizzes (RQ's) (26 @ 10 pts each)		C 70-79.99%
Team Survey & Evaluations:	90 points	D 60-69.99%
Team Survey (1 @ 10 pts)		
Team Evaluations (1 @ 0 pts, 2 @ 40 pts each)		
Writing Assignments:	240 points	
Film Analysis (1 @ 40 pts)		
Resource Review or Blog Post (1 @ 60 pts)		
Review Paper (1 @ 140 pts)		
Total Points Possible:	600 points	

- **Reading Quizzes (45% of grade):** the quizzes cover assigned readings, and are taken on-line (with open book/article) prior to the class in which we will work with that topic.
- **Team Survey & Evaluations (15% of grade):** the course will be taught using a modified team-based learning format (no in-class quizzes, as would be part of traditional team-based learning). Students will be held accountable for participation and the in-class work products of their teams.
- **Writing assignments (40% of grade):** the course will be submitted for consideration as a Writing Intensive-designated course (to meet GEP WI requirements). Writing assignments will be completed throughout the semester, with class time provided to discuss the writing process and assignments. Grading rubrics will be provided in advance for every assignment, and student feedback includes the students' performance on each aspect of the rubric as well as comments within the documents on writing components, style, and effectiveness. Assignments will include the following:
  - ❖ *Film Analysis* (approximately 3 pages): Students will complete an academic review of an assigned movie, linking the topics portrayed in the movie to the course.
  - ❖ *Campus & community resources paper* (approximately 3 pages) OR *Blog post on an empirical article* (approximately 2 pages): Students will identify and review either a campus resource or a greater Baltimore area resource that addresses an area of psychological and/or physical vulnerability for non-heterosexual and/or non-cisgender people. OR In lay language, students will summarize a recently published empirical article of their choice on a topic related to sexual orientation/gender identity. The goal of this "paper"/blog post is to translate scientific information into lay language for the consumption/education of the public on new issues in sexual orientation/gender identity science. Students will receive editing feedback, and will have the opportunity to re-write/re-visit their papers for resubmission. The strongest papers will be posted on a publically available course blog.
  - ❖ *Article review paper* (final is approximately 10 pages): Students will choose a topic/theme, and then review the current state of the empirical research on that topic, covering at least 4 empirical articles. Drafts of portions of the paper will be completed throughout the semester, with instructor feedback, with the opportunity to re-write those portions prior to submission as part of the final Article Review Paper.

Sample rubrics for assignments are appended (there is a detailed rubric for each draft and final assignment; these are some samples).

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## Grading Rubric for Film Analysis Paper

Worth 40 points

### Levels of Achievement

Criteria	UNACCEPTABLE OR MISSING	ADEQUATE	STRONG
<b>Film Summary</b>	<b>0 points:</b> An overview of the film is not included.	<b>2 to 6 points:</b> An overview of the film is included, but is too informally worded, or too vague, or shorter or longer than one paragraph.	<b>7 to 8 points:</b> A concise summary of the film is included, is one paragraph (approximately 4-6 sentences), and uses appropriate APA style language.
<b>APA Style Film Citation</b>	<b>0 points:</b> No citation for the film included.	<b>.25 to 1.5 points:</b> Citation provided but in improper APA format.	<b>2 points:</b> Proper APA-style citation included for the film.
<b>Film-Specific Questions</b>	<b>0 points:</b> One or none of the film-specific questions is answered in the paper.	<b>2 to 10 points:</b> Only two of the three film-specific questions are answered in the paper, and/or language is too informally worded, or doesn't conform to APA style requirements.	<b>11 to 12 points:</b> All three film-specific questions are answered in the paper, using appropriate APA style language and citations. Responses are thoughtful and sophisticated.
<b>Linking Film Themes to Course Materials</b>	<b>0 points:</b> Course materials are not linked to the film (except in the film-specific questions).	<b>1 to 4 points:</b> One or two links between the film and course materials are provided (aside from those links addressed in the film-specific questions), but they are vague or too informally worded.	<b>5 to 6 points:</b> At least two links are identified between the film and course materials, and these two links go beyond the film-specific questions that were required. Appropriate APA style language used.
<b>Personal Reactions</b>	<b>0 points:</b> Personal reactions to the film & recommendation for future semesters not included.	<b>1 to 2.75 points:</b> Personal reactions or recommendation for future semesters included, but not both.	<b>3 to 4.5 points:</b> Both personal reactions and recommendations for future semesters included.
<b>Grammar &amp; Conventions</b>	<b>0 points:</b> Paper includes extensive grammatical, convention, formatting, and spelling errors.	<b>.25 to 1.25 points:</b> Grammar, spelling, convention, and formatting errors are present, but not pervasive. Includes errors listed on the Paper Guidelines, and/or Do's from the General Guidelines are not included.	<b>1.5 points:</b> No major spelling, convention, grammar, or formatting errors identified. Writing meets General Guidelines provided on the checklist and is generally effective. No errors (Do Not's) listed on the Paper Guidelines, and includes the information in the Do's on the Paper Guidelines.
<b>References</b>	<b>0 points:</b> References section not included.	<b>1 to 4 points:</b> References for the film and cited course readings included, but may not be complete and/or problems with APA formatting.	<b>5 to 6 points:</b> References section for the film and cited course readings included, and in proper APA format.

**PSYC 444: Final Review Paper Rubric**  
**TOTAL POINTS POSSIBLE: 140 points**

**Levels of Achievement**

<b>Criteria</b>	<b>UNACCEPTABLE OR MISSING</b>	<b>NEEDS IMPROVEMENT</b>	<b>ADEQUATE</b>	<b>STRONG</b>
<b>Title Page: Title</b>	<b>0 points:</b> No title included.	<b>.5 points:</b> Improper format and poorly chosen/misleading title.	<b>.75-2 points</b> Title included, proper APA format, but title is poorly chosen and/or misleading.	<b>3 points:</b> Appropriate title for topic, in proper APA format (including correct font & line spacing).
<b>Title Page: Running Head</b>	<b>0 points:</b> No running head included.	<b>.5 points:</b> Running head included; poor choice of running head content and improper format.	<b>.75-2 points:</b> Running head included; problem with EITHER content OR format.	<b>3 points:</b> Running head included, good content, proper APA format (including correct font & line spacing).
<b>Title Page: Page Number</b>	<b>0 points:</b> No page number included.	<b>1 point:</b> Page number included, but improper format.	<b>[left intentionally blank]</b>	<b>2 points:</b> Page number included in proper APA format (including correct font & line spacing).
<b>Title Page: Author Name</b>	<b>0 points:</b> No author name included.	<b>1 point:</b> Author name included, but improper format.	<b>[left intentionally blank]</b>	<b>2 points:</b> Author name included in proper APA format (including correct font & line spacing).
<b>Title Page: Affiliation</b>	<b>0 points:</b> No affiliation included.	<b>1 point:</b> Affiliation included, but improper format	<b>[left intentionally blank]</b>	<b>2 points:</b> Affiliation included in proper APA format (including correct font & line spacing).
<b>Introduction: Problem of Interest / Overview of Paper Themes</b>	<b>0 points:</b> No statement of problem of interest OR <b>Any plagiarism.</b>	<b>3-5 points:</b> Statement of the problem of interest and overview of themes is included, but needs substantial improvement in relevance, precision, and/or APA formatting. Confusing and/or poorly written. May include errors from Do's and Don'ts Handout.	<b>6-9 points:</b> Statement of the problem of interest and overview of themes is included. Needs some improvement in relevance, precision, and/or APA formatting. Adequately written. May include errors from Do's and Don'ts Handout.	<b>10-11 points:</b> Statement of the problem of interest and overview of themes included in the paper is concise and in proper APA format. Demonstrates clear ability to pull together themes from different articles and set up reader for thesis and conclusions. No errors from the Do's and Don'ts Handout.

**PSYC 444: Final Review Paper Rubric Sample (CONTINUED)**

**Levels of Achievement**

<b>Criteria</b>	<b>UNACCEPTABLE OR MISSING</b>	<b>NEEDS IMPROVEMENT</b>	<b>ADEQUATE</b>	<b>STRONG</b>
<b>Article #1 Summary &amp; Results</b>	<b>0 points:</b> No summary/critique of article #1. OR <b>Any plagiarism.</b>	<b>2-5 points:</b> Summary of the article is included, but needs substantial improvement in relevance, precision, and/or APA formatting. Demonstrates poor understanding of the key features of the study and/or key methodological and participants characteristics missing. Demonstrates poor understanding of the study and of the research methods. Recommendations for revision from Article Review paper not implemented or inadequately implemented. Includes errors from Do's and Don'ts Handout.	<b>6-11 points:</b> Summary of the article is included, and adequate. Room for improvement in relevance, precision, and chosen presentation format, but APA formatting is correct. Demonstrates adequate understanding of the key features of the study and of the research methods. Recommendations from Article Review paper drafts & Writing Fellow feedback are addressed but may not be not fully implemented. May include errors from Do's and Don'ts Handout.	<b>12-13 points:</b> Concise summary in proper APA format. Important details of the study design & key results are presented either in the text or in table form, and the format chosen is appropriate to & efficient for your topic. Any information that is used in critiques and/or limitations sections of the paper is addressed here. Concise description of all <i>relevant</i> demographic and design characteristics. All feedback from Article Review papers is fully integrated, and no errors from the Do's and Don'ts Handout.
<b>Table Contents</b>	<b>0 to 1 points:</b> Missing and/or incorrect information and/or improper format.	<b>2 to 4 points:</b> Significant problems with table, including information in the wrong column, inappropriate information, edits from revisions process not incorporated.	<b>4.5 to 6 points:</b> All important information is included, but may be problems with formatting or some additional information that should not be in the table or information in the wrong column. Recommended edits from revisions process may not be fully addressed.	<b>7 points:</b> All 6 references are summarized in the table, information is clear and matches the column heading, organized appropriately for the included studies, all APA format is correct, all abbreviations in proper form. All modifications suggested during revisions process are included.
<b>Articles #2 .... 4 Summary &amp; Results (Lines not repeated for brevity's sake)</b>	<b>0 points each:</b> As above...	<b>2-5 points:</b> As above...	<b>6-11 points:</b> As above...	<b>12-13 points:</b> As above...

**PSYC 444: Final Review Paper Rubric Sample (CONTINUED)**

Criteria	UNACCEPTABLE OR MISSING	NEEDS IMPROVEMENT	ADEQUATE	STRONG
<b>Discussion: Summary</b>	<p align="center"><b>0 points:</b></p> No integrated summary of information from all of the studies combined. OR <b>Any plagiarism.</b>	<p align="center"><b>2-4 points:</b></p> Summary of the overall themes of the articles you presented, but oversimplified, inaccurate, or too repetitive with the details already presented (i.e., you are basically re-writing results instead of summarizing and combining the results). Includes errors from the Do's and Don'ts Handout and/or APA formatting errors.	<p align="center"><b>5-8 points:</b></p> Summary of the overall themes of the articles you presented, but oversimplified and/or basic (but accurate) representation of the studies. Adequate, but reflects little critical or original thinking. May include errors from the Do's and Don'ts Handout and/or APA formatting errors.	<p align="center"><b>9-10 points:</b></p> Summary of findings from the articles is presented in concise language and in proper APA format. Exceptionally strong combination and integration of the results of all of the studies. Strong analytical thinking and communication skills demonstrated. No errors from the Do's and Don'ts Handout.
<b>Discussion: Critiques, Limitations, &amp; Directions for Future Research</b>	<p align="center"><b>0 points:</b></p> No integrated summary of information from all of the studies combined. OR <b>Any plagiarism.</b>	<p align="center"><b>2-4 points:</b></p> Summary of the overall limitations and critiques of the articles you presented, but inaccurate or inappropriate. Recommendations for future research either not included and/or would not actually address gaps in the current literature. Section includes errors from the Do's and Don'ts Handout and/or APA formatting errors.	<p align="center"><b>5-10 points:</b></p> Summary of the overall limitations and critiques of the articles you presented, but oversimplified and/or basic (but accurate) representation of the studies. Adequate, but not insightful, and some critiques/limitations are trivial and/or related to questions that were not part of the original research questions of your studies (e.g., if all of the studies are about experiences of women with PTSD, and your critique is that they didn't study men). Limited recommendations for future research. May include errors from the Do's and Don'ts Handout and/or APA formatting errors.	<p align="center"><b>11-12 points:</b></p> Critiques and limitations of all studies combined are integrated and presented in a logical and efficient fashion. Exceptionally strong integration of critiques across studies, and critiques are insightful and important. Critiques/limitations are focused on ways to address the same research questions but would add to our knowledge, and must include your own, original critiques. All writing in proper APA format and with no errors from the Do's and Don'ts Handout.

**PSYC 444: Final Review Paper Rubric Sample (CONTINUED)**

**Levels of Achievement**

<b>Criteria</b>	<b>UNACCEPTABLE OR MISSING</b>	<b>NEEDS IMPROVEMENT</b>	<b>ADEQUATE</b>	<b>STRONG</b>
<b>References: In-Text</b>	<b>0 points:</b> All in-text references are improperly cited or not included.	<b>1.5 points:</b> In-text references are improperly cited more often than properly cited. Includes errors from Do's and Don'ts Handout.	<b>1.75-2.75 points:</b> In-text references are properly cited more often than improperly cited. May include some errors from Do's and Don'ts Handout.	<b>3 points:</b> All in-text references are proper throughout paper.
<b>References: Reference Section</b>	<b>0 points:</b> All citations in the reference section are listed in improper format and/or are omitted.	<b>1.5 points:</b> Citations for every article are listed in the reference section, but more are improperly formatted than are properly formatted. Includes errors from Do's and Don'ts Handout.	<b>1.75-2.75 points:</b> Citations for every article are listed in the reference section; some are improperly formatted, but more are properly formatted than are improperly formatted. May include some errors from Do's and Don'ts Handout.	<b>3 points:</b> All citations in the reference section are in appropriate APA format.
<b>Grammar &amp; Conventions</b>	<b>0 points:</b> Writing includes large number of spelling errors, grammar errors, and/or convention errors. So many errors that it is difficult to understand.	<b>5-9 points:</b> Writing includes a large number of spelling, and/or grammar, and/or convention errors, but reader can generally understand the meaning that was intended. Needs substantial proofreading and editing. Includes errors from Do's and Don'ts Handout.	<b>10-14 points:</b> Writing includes some spelling and/or grammar and/or convention errors, but meaning is clear. Some proofreading and editing required. May include some errors from Do's and Don'ts Handout.	<b>15 points:</b> Writing includes appropriate spelling, grammar, and conventions. No significant errors are noted.
<b>Writing Style</b>	<b>0 points:</b> Writing is so weak that it is difficult to decipher what is intended by the author.	<b>5-9 points:</b> Writing style is awkward enough that it interferes <i>at times</i> with the reader's ability to follow the flow and meaning of the paper. Includes errors from Do's and Don'ts Handout.	<b>10-14 points:</b> Solidly written, and with adequate flow. Style chosen is appropriate to the topic. Some transitions and sentences are awkward, but generally understandable within adequate range for a capstone course. May include some errors from Do's and Don'ts Handout.	<b>15 points:</b> Exceptionally well-written, concise, and with good flow. Style chosen is a good match for the topic, and allows student to integrate information smoothly. Clear ability to communicate and demonstrate synthesis and analysis at a high level.