

COURSE SYLLABUS

The Psychology of Women and Gender (PSCH 315) - SPRING, 2016

(PSCH CRN 31950; GWS CRN 31951)

INSTRUCTOR: Dr. Karina Reyes, 413-2627, Rm. 1056A (BSB)

Tuesdays and Thursdays, 8 a.m. – 9:15 p.m., 145 BSB

COURSE DESCRIPTION: In this course, we will examine the literature on women in contemporary society. We will focus specifically on the intrapsychic, interpersonal, emotional, physical, and physiological makeup of women. This review will serve as the backdrop against which to consider the issues and circumstances of women's lives in America. We will look at both mainstream and non-mainstream (e.g., feminist) research-based explanations of women's lives and how they support or refute those explanations.

BOOK: Hyde, J. S., Quest, N. E., & Hyde, R. (2013). *Half the Human Experience: The Psychology of Women*. 8th ed. Cengage Learning. **EARLIER EDITION NOT OK.** ISBN: 1111833826 (ISBN13: 9781111833824).

OFFICE HOURS, CONTACTING INSTRUCTOR/TA, AND EMAIL: For instructor and TAs, students must always make appointment even during office hours; no walk-ins; this is done for your convenience so you don't find yourself waiting on a line of people who showed up before you). Of course, if you are not able to meet during our office hours, we'll come up with another time that fits with instructor/TA and your schedules.

Karina Reyes kreyes@uic.edu Tues & Thurs 9:30-10:30 (**must make appt!!!**), Rm1056A BSB, 3-2627

Rachel Raney r Anne2@uic.edu TBA, office hours/location TBA (**must make appt!!!**)

The Instructor is available to read and respond to emails:

1. T & Th from 1:30 p.m.–4:30 p.m.; MWF 9 a.m. – 4:30 p.m.
2. Saturdays from 9 a.m.–12 p.m., and
3. Not available on Sundays

Regarding email, when sending it, always enter “315” in the **subject line so that there is no delay in our response to your email.**

FORMAT: The format of the class will be mix of lecture, discussion, and classroom activities. Class discussion, student questions, assignments, and instruction through lecture or in response to questions are designed to serve the purpose of clarifying key concepts and content in general. Students will be provided very limited notes/slides.

PREREQUISITES: Psychology 242. Students who have not completed this prerequisite must check in with me so I can let them know if they can stay in the class. Otherwise, getting a grade for the class cannot be guaranteed.

TEXTING/INTERNET SURFING: Whether students will be penalized for texting/internet surfing will be decided during the first week of classes by student vote. The vote will be announced in class (so check out Echocapture or ask a friend or ask the instructor/TA). You will be responsible for knowing it. No excuse of “I didn't know the policy or what the vote was” will be accepted. So if you plan on texting or internet surfing, please be sure you know what is at stake for you points-wise. In addition, regardless of this vote, if we have a guest speaker, students may not, not, not text or internet surf. Any students who do will lose 20 points. Finally, please note that students will be voting only on texting or internet surfing. If a student's phone rings, however, that student will automatically lose 10 points. If a student does this and tries to leave class before submitting their name to the instructor, the instructor will identify the student via the class roster and issue a 20 point penalty instead.

COURSE REQUIREMENTS & ASSIGNMENTS:

Grades will be determined by students' cumulative point total on the exams and paper assignment. Extra credit will be added to this total for a final grade.

1. **Exams (each is ESTIMATED to be worth 100 points; Total=300).** Students will take 3 exams with points for each possibly varying depending on how much content we are able to cover by the time of each exam. Exam 1 will include syllabus questions. Regarding exams:
 - a. Exams will be non-cumulative;
 - b. Exams will consist entirely or mainly of multiple choice questions; there may be short answer questions. Whatever the format of exams 1 and 2, exam 3 will be only multiple choice;
 - c. Exam content will be based on readings **and** lecture material, some of which may not be in book;
 - d. Exams will **NOT** be available for make-up unless there has been some catastrophe (e.g., serious illness/death in family) that can be documented (e.g., doctor note, police report of accident). In such a case, Dr. Reyes must be contacted **before the exam, on the day of the exam, or no more than 1 day (24 hours) after the exam.** Persons who do not contact Dr. Reyes in this time frame will not be allowed to make up the missed exam.
 - e. Cell phone use (e.g., ringing/talking/texting) during an exam or any time= minus 10 points.
2. **Assignment: Textbook Activity/Paper (100 points).**
 - a. The details and format of the assignment will be discussed in class in the 1st week. A grading rubric for the specific sections of the paper is provided at the end of this syllabus so that students can know what is expected. Students must attach this grading rubric at the end of their paper. The paper is due electronically on SafeAssignment no later than **5 minutes before class** as indicated on the **Table below titled, "Psychology 315 Topic Schedule."** Safe Assignment submissions not received by the due date will lose 10 points per day late beginning one minute after the day and time due. Please, please, please be careful when submitting your assignment. You do not want to submit the wrong copy because that is the copy that will be graded.
 - b. The assignment involves developing a proposal, in which you describe a study that you would do if you were actually going to carry one out. You will not be carrying out the activity! For your paper, you will choose one of the two activities that are below and are described in your book on the indicated pages.

Page	Activity
84	Beliefs about gender differences
265	Gender differences in sexuality

Your paper will consist of the following parts: 1) Title Page 2) Abstract, 2) Introduction, 3) Method, and 4) References, all together adding up to 7-8 pages. You must use APA style in writing the paper. Here is a website for APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/> and here is a website about reference formatting, see: <https://owl.english.purdue.edu/owl/resource/560/06/>. Students are welcome to see the instructor and/or TA(s) for guidance on how to prepare their assignment. A breakdown of the parts of the paper, approximate page length of each section, and the points per section follow below.

Parts 1 & 2 (15 pts)

Title Page (1 page, 5 pts) and Abstract (1 page, 10 pts)

These pages count toward your page requirement

From Grading rubric breakdown of points for abstract:

2 points for formatting (i.e., does your formatting follow the sample paper on the Purdue Owl website EXACTLY)

4 points for clarity (i.e., would someone who didn't know anything about psych 315 understand what you mean?)

4 points for completeness (i.e., did you cover the main ideas from your introduction and methods, including your hypothesis with some justification/support for this hypothesis?)

Part 3 (45 points)

Introduction

(Approx. length of Part 3: 3-4 pages)

At least 4 references for this section.

Once you have chosen your activity and the specific instructions for how to carry it out, you will conduct a literature review on the topic that your activity is about (actual studies!). A literature review is where you examine research that has been done on the topic and you discuss what it says. For example, let's say that you picked the "Beliefs about gender differences" activity. In reviewing that literature, you may read about one study that says that men and women hold different beliefs about gender differences. Another study might say that there are no gender differences regarding beliefs about gender differences. Then, you will come up with your own way of carrying out the same activity from the book, taking into account what you have learned from your literature review. For example, following from the example above, you might say that the difference in findings for the two studies could be due to the fact that the studies used different kinds of samples—maybe only younger participants in one study and maybe older ones in the other study. Knowing this, you will propose a way to conduct the same book activity, but you would use more than just one age group. You would then predict (hypotheses) how your hypothetical study would turn out differently if you did it your way, again, based on what you learned about the men and women in the example above.

From Grading rubric breakdown of points for this section:

10 points for five correct citations (i.e., you cited everything that needed citing using APA format)

15 points for clarity

Ask yourself:

1. Would someone who didn't know anything about psych 315 understand what you mean?
2. Do all your sentences make sense when you read them aloud?
3. Am I explaining all the words I am using to the reader to show that I understand all the concepts I am talking about?

15 points for completeness

Ask yourself:

1. Am I explaining every theory that I am presenting completely?
2. Am I explaining what happened in every study I discuss in my paper (including what their methods were and exactly what they found)?
3. Do I have a full argument about why it would be important and/or interesting to run this study?
4. Do I have a hypothesis about EVERY item in the study?
5. Is this hypothesis supported with evidence from the literature?

5 points for organization/formatting

Ask yourself:

1. Does my paper look like the sample paper on the Purdue Owl website?
2. Do my paragraphs “hang together” in that each paragraph introduces new information that covers one main coherent point?

Part 4 (35 pts)

Method

(Approx. length of Part 4: 2 pages)

Total of 2 references for this section.

In this section, you will describe specifically how you would conduct your hypothetical study. It will be based on what you learn in your Introduction. You have to include such subsections as: a) participants where you describe who they would be (e.g., 75 college females from diverse racial/ethnic and sociodemographic backgrounds, b) procedures in which you describe exactly how you would conduct the study (e.g., participants will complete two different questionnaires, but at different points of the study; in addition, data collection will be done with men and women separately); measures, in which you describe what data you will collect (e.g., a 20-item questionnaire that uses a 5=point response scale from 1=strongly disagree to 5=strongly agree), an interview); in the measures section you would include some samples items from your measure but not all).

From Grading rubric breakdown of points for this section:

15 points for clarity

Ask yourself:

1. Would someone who didn't know anything about psych 315 understand what I mean?
2. Do all my sentences make sense when you read them aloud?
3. Am I explaining all the words I am using to the reader to show that I understand all the concepts I am talking about?

15 points for completeness

Ask yourself:

1. Am I covering all the subheadings with a lot of detail (participants, measures, procedure)
2. Am I explaining every step of the experiment I am proposing?

5 points for organization/formatting

Ask yourself:

1. Does my paper look like the sample paper on the Purdue Owl website?
2. Do my paragraphs “hang together” in that each paragraph introduces new information that covers one main coherent point?

Part 5 (5 pts., see grading rubric for explanation)

Reference Page

(Approx. length of Part 5: 1 or more pages depending on number of references, but at least the 6 required references but you could have more)

Part 6 There is nothing you have to do for this section. It is simply an Additional Grading section in which penalties are assigned for problems with any of the technical requirements of the paper (see grading rubric at end of syllabus).

PAPER ASSIGNMENT CHECKLIST (*SO IMPORTANT*):

- a. _____ Must be submitted only in electronic form through Safe Assignment, a plagiarism detection system (see Blackboard, “General information” under “Assignments”). Safe Assignment searches to see if any parts of your work were copied from other sources and creates a record of exactly when your work was submitted. While it is a good tool, it is not foolproof. If you run into trouble getting something to upload into Safe Assignment, immediately send it as an attachment to your TAs and to me. That proves that you had it completed on time. After you have done that, arrange to get help from your TAs to get the work accepted through Safe Assignment. Please note that the re-use of papers or parts of papers that a student has completed in other classes will not be accepted for this class. The content from these previous works will not be graded as part of the assignment for this course. That is, if 6 paragraphs are used in the current assignment that the student used in a paper from a previous class, these will not be considered in grading the current assignment.
- b. _____ Is due via SafeAssignment on the date indicated on the Class Schedule. Safe Assignment submissions not received by the due date will lose 10 minutes per day late beginning one minute after the day and time due as indicated on **Table 1, PSYCHOLOGY 315 TOPIC SCHEDULE** below. Please, please, please be careful when submitting your assignment. You do not want to submit the wrong copy because that is the copy that will be graded. If you decide to submit a different copy than the incorrectly submitted one, you will lose points for however long it takes you to submit the correct version, counting from the date and time due.
- c. _____ As with exam make-ups, only some catastrophic event will exempt a student from these rules. Printer breakdowns, for example, do not count as catastrophic given that advanced planning can prevent such things from happening. The reason (e.g., serious illness, car accident, death of a family member) and proof (e.g., physician's note, police report) for the lateness must be furnished immediately upon realizing that you won't be able to turn your paper in on time—that means no later than the day that the paper is due.
- d. _____ Must include a cover page
- e. _____ Must be written in APA style; You must use APA style in writing the paper. Here's a website for APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/>
- f. _____ Margins: 1 inch at top, 1 inch at bottom, 1 inch on right, 1 inch on left.
- g. _____ Must use psychological, medical, education, and/or health journals as references; **NOT** books, magazines, Wikipedia, or any electronic references. To help you, following is a link that will connect you to a 3-minute video that will briefly describe the difference between popular and scholarly sources: <http://www.library.vanderbilt.edu/peabody/tutorials/scholarlyfree/>.
- h. _____ Must cite the sources that are used and must use APA style in doing so. Here are a couple of links on how to correctly cite sources in APA format: <http://www.lib.berkeley.edu/instruct/guides/apastyle.pdf>; <https://owl.english.purdue.edu/owl/resource/560/01/> and here is a website about reference formatting, see: <https://owl.english.purdue.edu/owl/resource/560/06/>.
- i. _____ Must use references that are no more than 20 years old.
- j. _____ Must adhere to the page limits indicated in the assignment description.
- k. _____ Must not put your name on the paper assignment.

1. _____ Must not violate any of UIC’s Guidelines of Academic Integrity as described in the UIC Student Handbook and the UIC Undergraduate Catalog (<http://www.uic.edu/ucat/catalog/GR.shtml#qa>) in the preparation and completion of this assignment. Violation of these guidelines, that is, committing academic dishonesty will not be tolerated and will be subject to consequences as outlined in the [Student Disciplinary Policy](#). Within the context of the class, aside from any sanction the University might impose, the student who violates the Guidelines of Academic Integrity will automatically fail the assignment and the class. The most common problem of academic dishonesty in the preparation of assignments is cheating by plagiarizing or using non-original works (e.g., like using the same paper or parts of that paper for two classes or using someone else’s paper). You are responsible for knowing what plagiarism is and avoiding it. According to UIC’s policy “plagiarism is the act of taking the words, ideas, or research of another person and putting them forward without citation as if they were your own.” But, in addition, because you are supposed to follow APA style in your paper assignment for this class, you must also follow APA’s policy on plagiarism. The following link provides an excerpt from the *Publication manual of the American Psychological Association* that describes this policy:
https://docs.google.com/document/d/1nq6KlhBwrzOW3oDqrTuejWLSAL_hiE4BsI-M00HyXR/edit. Please note that this policy includes limits to the re-use of any previous paper you’ve written as “self-plagiarism.” Please read the policy carefully so you understand it.

FILMS/GUEST SPEAKERS. This class deals with many sensitive issues, such as sexual assault, domestic violence, and sexual harassment, to name just a few. I sometimes show films or bring in speakers on these topics, whose content may be distressing for some students. For such films, I will alert the class and provide a description of the class so students can decide if they feel comfortable enough to attend. If a student decides not to attend for these reasons, the student needs to inform me (details are not necessary), though, so that I can excuse people from the class.

EXTRA CREDIT: There will be extra credit points offered on exams ranging from 10-20 points. In addition, there are likely to be EC opportunities offered in class.

GRADING.

1. If students have an issue with their grade on the paper assignment, they must contact the TA who graded your paper within **no more than** 3 days from the date that the paper is returned. If the student is not satisfied with the response from the TA, the student then has 1 day from the time that they meet with the TA to contact the instructor for a meeting. In the case of exams, students have 3 days from when the exams are returned to challenge or question any grading.
2. Prior to a meeting with either the TA and/or the instructor, the student must submit a one-paragraph email explaining what he/she thinks is the problem with the grading of the exam/assignment and bring to meeting.
3. Students must attend this meeting with a copy of their email and with the parts of the exam/assignment that are in question highlighted

Regarding the final course grade, sometimes students are disappointed with grades they earn on course requirements and ask if “there is anything I [the student] can do” to bring up their grade, for example, to re-do a portion of a paper or re-do one of the exam questions. Students will get the grade dictated by the point total of exam points and paper assignment points. Students’ grades will be raised to the next highest grade **ONLY** if students are within ½ point—not a ½ percentage point, which is something different—from the next highest letter grade. This means that if you are 6/10 or 7/10 from the next highest grade, your grade will not be raised.

ACCOMMODATIONS FOR DISABILITIES. Consistent with UIC policy, I will make accommodations for disabilities as indicated by the Disability Resource Center. In keeping with the university policy: “Students with disabilities must provide the instructor in writing the need for accommodations and what they are. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center.” Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY).”

PSYCHOLOGY 315 TOPIC SCHEDULE

Week	Date	Topic	Ch
1 T, Th	1-12	Introduction	1
	1-14	Discussion of Paper	
2 T, Th	1-19, 1-21	Theoretical Perspectives	2
3 T, Th	1-26, 1-28	Theoretical Perspectives	2
4 T, Th	2-2, 2-4	From Infancy to Old Age	10
5 T	2-9	From Infancy to Old Age 30 minutes of class are reserved for a Study Session OPTIONAL: By 4:30 today, students can submit paper drafts to the TAs (via email to only one of the TAs, for feedback; papers will be emailed back by no later than Th of week 6)	7
Th	2-11	EXAM 1	
6 M	2-15	OPTIONAL: Safeassignment link (link is called "Self-Check" SafeAssignment submission") for students to get a preliminary check on plagiarism percentage is available at 9 a.m. today	
T	2-16	From Infancy to Old Age	7
Th	2-18	Women's Biological Influences Paper drafts are returned to students who submitted one in wk 5	10
7 T	2-23	Women's Biological Influences	10
W	2-24	1. Self-check SafeAssignment link unavailable today at 6 p.m. 2. 'Final paper submission' link available today at 6:01 pm	
Th	2-25	Women's Health Issues Speaker: Scout Bratt Outreach and Education Director Chicago Women's Health Center 1025 W. Sunnyside Ave., Suite 201 Chicago, IL 60640 (773) 935-6126 x230 PAPER DUE TODAY by 10:55am on Final Paper SA link Late SA site opens at 10:56 a.m. today DO NOT SUBMIT A HARD COPY! -10pts for submissions starting at 10:56 and through 11:59 p.m. -10pts each late day after begins at 12 a.m. & ends at 11:59 p.m. late points are also calculated for weekends because submissions are electronic and can therefore be made during non-school days/times	11
8 T	3-2	Women's Health Issues	11
Th	3-4	Women's Mental Health Issues	15
9 T	3-9	Women's Mental Health Issues	15
Th	3-11	Gender & Emotion	5

10 T	3-16	Gender & Emotion 30 minutes of class are reserved for a Study Session	5
Th	3-18	EXAM 2	
M-F	Spring Break	3-25-16 thru 3-29-16	
11 T	3-29	Gender & Language	6
Th	3-31	Lesbian and Bisexual Women	13
12 T	4-5	Lesbian and Bisexual Women	13
Th	4-7	The Victimization of Women Speaker on the Victimization of Women: Rachel Caidor Assistant Director, Campus Advocacy Network (M/C 363) 291 RRB 728 W. Roosevelt Road Chicago, Illinois 60607-7106 312.996.0372(p) 312.413.8393(f) email: rcaidor@uic.edu	14
13 T	4-12	The Victimization of Women	14
Th	4-14	Women of Color	4
14 T	4-19	Women of Color The Psychology of Men	4 16
Th	4-21	Spillover class	
15 T	4-26	Retrospect and Prospect 30 minutes of class are reserved for a Study Session	17
Th	4-28	EXAM 3 (non-cumulative); no exam during finals week	

ADDITIONAL IMPORTANT INFORMATION:

The following points reflect my basic teaching philosophy:

1. I see students at this educational level as young adults. I will treat you this way and not like a high school student.
2. Because college is not an expected educational step to take in our society, I assume you are in college because you chose it.
3. Somebody is paying for your education at UIC, whether by you, your parents, some scholarship/loan money, or some combination of these different sources. Given your monetary investment in school, I see you as being free to use your education in my class the way that you see fit, just as if you bought a treadmill or a gym membership. This means that I have no rules about attendance or tardiness. All of this is your call.
4. Because you are paying for my teaching, you are entitled to get what you paid for. Given the nature of what you are paying for, however, what you give out of it depends on both of us. So it is important for you to think about what you want out of the class, for example, what grade you want. My part is to work with you to achieve this grade, whatever that might be. So we will each play a part in helping you realize your goal. I am prepared to offer whatever reasonable support I can to help you in this process.
5. If you are not getting what you want out of the course both with the effort you are putting into the class and the help I am giving you, you always have the option of pursuing a grievance against me. This link is to the procedures for filing a grievance:
http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf. Additional resources for you are our Director of Undergraduate Studies, Dr. Evelyn Behar (behar@uic.edu), and our Department head, Dr. Mike Ragozzino (mrago@uic.edu).

6. In any work performed for this class, students must follow the guidelines regarding academic integrity as described in the UIC Student Handbook and the UIC Undergraduate Catalogue (<http://dos.uic.edu/handbook.shtml>; http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf; <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>; <http://www.uic.edu/depts/dos/conductforstudents.shtml>). Violation of these guidelines, that is, committing academic dishonesty or violating the school's code of conduct, will not be tolerated and will be subject to consequences as outlined in the Student Disciplinary Policy. The Guidelines on Academic Integrity describe what constitutes "Academic Dishonesty."

The most common problem of academic dishonesty in the preparation of assignments is cheating by plagiarizing or using non-original works. This includes using the words, ideas, or research of another person and representing them as your own without citing them. To be even more specific, plagiarism also includes copying the words or ideas of a fellow student or any other author in your papers, copying even short phrases from written work that you are using as a reference (even if you cite it properly), handing in papers you've gotten from the internet or other students, etc. You are responsible for knowing what plagiarism is and for avoiding its use. If you do not clearly understand what constitutes plagiarism, including how to properly cite a source within your paper, you should ask the instructor or your TA(s). Not knowing this has cost many a student a lot of grief and penalty via both the instructor and the university. Violation of these guidelines, that is, committing academic dishonesty will not be tolerated. The student will, at minimum, automatically fail that assignment, and judicial charges will be filed against him/her. Other penalties might be imposed depending on the specific context of the cheating (for example, in the case of the student dropping the class after the dishonesty event for whatever reason).

Page 1 of 2
Grading Rubric for Psychology 315 Paper
(MUST ATTACH TO END OF ELECTRONIC PAPER SUBMISSION)

	Sections	Totals
Part 1	Title page 5 points (note: the running head on this page is different from the rest of the pages of the paper!) Comments:	
Part 2	Abstract 10 points Appropriate headers/margins, formatting (including format of running head which is different from what it looks like on title page!) Comments:	
	2 points for formatting (i.e., does your formatting follow the sample paper on the Purdue Owl website EXACTLY?)	
	4 points for clarity (i.e., would someone who didn't know anything about psych 315 understand what you mean?)	
	4 points for completeness (i.e., did you cover the main ideas from your introduction and methods, including your hypothesis with some justification/support for this hypothesis?)	
Part 3	Introduction (include at least 5 references, 45 pts) Appropriate headers/margins, formatting (including format of running head which is different from what it looks like on title page!) Comments:	
	10 points for four correct citations (i.e., you cited everything that needed citing using APA format)	
	15 points for clarity Ask yourself: <ol style="list-style-type: none"> 1. Would someone who didn't know anything about psych 315 understand what you mean? 2. Do all your sentences make sense when you read them aloud? 3. Am I explaining all the words I am using to the reader to show that I understand all the concepts I am talking about? 	
	15 points for completeness Ask yourself: <ol style="list-style-type: none"> 1. Am I explaining every theory that I am presenting completely? 2. Am I explaining what happened in every study I discuss in my paper (including what their methods were and exactly what they found) 3. Do I have a full argument about why it would be important and/or interesting to run this study? 4. Do I have a hypothesis about EVERY item in the study? 5. Is this hypothesis supported with evidence from the literature? 	

	<p>5 points for organization/formatting</p> <p>Ask yourself:</p> <ol style="list-style-type: none"> 1. Does my paper look like the sample paper on the Purdue Owl website? 2. Do my paragraphs “hang together” in that each paragraph introduces new information that covers one main coherent point. 	
Part 4	<p>Method (35 pts)</p> <p>Appropriate headers/margins, formatting (including format of running head which is different from what it looks like on title page!)</p> <p>Comments:</p>	
	<p>15 points for clarity</p> <p>Ask yourself:</p> <ol style="list-style-type: none"> 1. Would someone who didn’t know anything about psych 315 understand what I mean? 2. Do all my sentences make sense when you read them aloud? 3. Am I explaining all the words I am using to the reader to show that I understand all the concepts I am talking about? 	
	<p>15 points for completeness</p> <p>Ask yourself:</p> <ol style="list-style-type: none"> 1. Am I covering all the subheadings with a lot of detail (participants, measures, procedure) 2. Am I explaining every step of the experiment I am proposing? 	
	<p>5 points for organization/formatting</p> <p>Ask yourself:</p> <ol style="list-style-type: none"> 1. Does my paper look like the sample paper on the Purdue Owl website? 2. Do my paragraphs “hang together” in that each paragraph introduces new information that covers one main coherent point? 	
Part 5	Reference page, 5 points, correct formatting	
Part 6	<p>Additional Grading</p> <p>Comments:</p>	
	Minus 2 points for not including this grading rubric	minus ___ pts
	Minus 2 pts per page for paper being too short	minus ___ pts
	Minus pts for paper being late (see syllabus for specifics on this)	minus ___ pts
	Minus 2 points for putting name anywhere on paper—use your UIN instead!	minus ___ pts
	Minus 2 points for not including this grading rubric	minus ___ pts
Total	Total Paper Points	