



University of North Texas  
College of Liberal Arts and Social Sciences  
Department of Psychology  
PSYC 4030  
Multicultural Psychology  
TU-THUR 3:30-4:50pm ENV 110

## Professor Contact

**Name:** Dr. Martinique Jones

**Office location:** Terrill Hall 366, University of North Texas

**Office hours:** By appointment online or face-to-face (please email)

**Email:** [martinique.jones@unt.edu](mailto:martinique.jones@unt.edu)

## Teaching Assistant Contact

**Name:** Caleb Freund

**Office location:** TBD

**Office hours:** By appointment online or face-to-face (please email)

**Email:** [CalebFreund@my.unt.edu](mailto:CalebFreund@my.unt.edu)

***The teaching assistant is primarily responsible for grading and should be the first point of contact for concerns with assignments and grading, whereas you may contact the professor with questions about the course content.***

## Course Description

This course provides a broad overview of topics relevant to multicultural psychology. Topics include, but are not limited to, cultural differences, cultural identity development and socialization, and challenges faced by diverse groups in society. Specific emphasis is placed on the development of students' multicultural knowledge and experiences.

## Pre-requisites

Students must have completed PSYC 1630 or PSYC 1650.

## Course Objectives

By the end of this course, students will be able to do the following:

1. Describe foundational theories and research relevant to multicultural psychology
2. Critically evaluate multicultural psychology to assess how it may apply to themselves, diverse groups of people, and society
3. Identify the origins, influences, and limits of one's own cultural knowledge
4. Demonstrate the ability to learn from and empathize with perspectives and experiences different from one's own

## Required Materials

- Mio, J.S., Barker, L., & Domenech Rodriguez, M. M. (2023). *Multicultural Psychology: Understanding Our Diverse Communities* (6th ed.). Boston, MA: Oxford University Press.

## Technical Skill Requirements

For this course, you will need to be able to download and upload files, send and receive emails, and use Canvas.

For technical support, you may contact the UIT Helpdesk via phone (940-565-2324) or email ([helpdesk@unt.edu](mailto:helpdesk@unt.edu))

## Course Expectations

- **Classroom Behavior:** You are expected to speak and behave in a manner that is respectful to the instructors, guest speakers, and other students. While you are encouraged to critique class content, critique should be delivered in a respectful manner. This means attending to your tone and using accurate, inclusive and nondiscriminatory language in your communication. In addition, distracting and potentially disruptive behaviors (e.g., talking to your neighbor, coming to class late, leaving early, texting, etc.) are discouraged in the classroom, considering they will negatively affect the class performance of you and others.

You will also be challenged to consider your reactions to class materials. At times, I may ask you to think about a topic to facilitate self-awareness. Although you will not be required to disclose your reactions, I request that you allow yourself to experience your reactions fully. In addition, allow other students the opportunity to experience and, if they choose to discuss relevant reactions without expressing judgment or telling others of their experiences.

- **Email Policy:** If you have questions about class content, then you should email the instructor, using a clear email subject ("Question Re: Chapter 8"), the proper salutation ("Hello Professor Jones" or "Good evening Dr. Jones"), clear wording, and proper grammar and spelling. If you have questions about grades, then you should email the TA, Caleb, in the same fashion (e.g., "Hello Caleb"). Please expect a response within 48-hours during the business week (Monday – Friday 9:00am – 5:00pm). Failure to email the correct person may result in your email not being addressed.
- **Assignments:** All assignments (except for the exams) will need to be uploaded to Canvas before the beginning of the class period on the date indicated on the syllabus. Late assignments WILL NOT be accepted.
- **Reading Assignments:** Required readings will be posted on Canvas. You are to review each reading and prepare thoughts and reactions prior to class.
- **Student Evaluations:** The [Student Perceptions of Teaching \(SPOT\)](#) is a requirement for classes at UNT. This short survey will be made available to you at the end of the semester, providing you with a chance to comment on the class.
- **Syllabus:** The syllabus is a "living document," meaning that the instructor may alter aspects of the syllabus, such as its content, assignments, at their discretion.

## Course Requirements

All assignments (except for the exams) will need to be uploaded to Canvas by 11:59pm on the date indicated on the syllabus. Late assignments WILL NOT be accepted.

- **Exams:** Two (2) exams are required for this course. **Exam 1 will be held on February 12, 2026 and Exam 2 is scheduled for May 7, 2026.** You can earn up to 100 points for each exam. Each exam will include 33 multiple choice questions; you will have the entire class period to complete the exam. You will be tested on the assigned readings (textbook and articles) and material covered in class (lectures, supplemental readings, films/movies, and presentations). There is also the possibility that material on the exam will come from the class lecture, and not be covered in your textbook. Therefore, it is in your best interests to attend class each week. The exams are NOT cumulative.

**On exam days, please bring a #2 pencil and a green scantron that has 50 questions on the front and back.**

There are no make-up exams for those who come to class late. For the most extenuating circumstances, students can contact the teaching assistant and request to take exams

early but not late. Documentation for these possible reasons must be sent to the teaching assistant at least two weeks before the exam (see the instructions below).

Cell phones and laptops are prohibited during exams, meaning that they must be out of sight and silent. If your cell phone or laptop is out, I will assume that you are cheating and you will be given a zero (0) for the exam. You will also receive a zero (0) if you are seen communicating during the exam. Cheating will not be tolerated. Therefore, if such behavior is observed by the professor or teaching assistant, you will receive a zero (0) that cannot be replaced or changed.

#### Guidelines for rescheduling an exam:

You may reschedule your exam by emailing your teaching assistant under one of the following circumstances:

1. Pre-approved circumstances (e.g., wedding, trip, religious event, active military service, participating in an official university function): Students must notify the teaching assistant at least two (2) weeks before the exam.
2. Documented emergency: Students who miss an exam without preapproval must provide valid documentation of an emergency (e.g., doctor's note).

**Media Representation Paper:** A brief paper describing a multicultural group in media is required for this course. You can earn up to 100 points for completing the paper. This paper should be 3 - 4 pages, double-spaced, 12-point Times New Roman font. Your paper must focus on one multicultural group, either a television show, film, movie, or book, and represent at least two class concepts.

Your paper must include the following ***clearly labeled*** sections:

- **Media Summary:** Describe the multicultural group and media you selected, including the name of the media, summary of the media plot, and why you selected this multicultural group and media for your paper.
- **Critical Analysis:** Provide a critical analysis of the multicultural components of the media and their impact using the following questions:
  - How is the multicultural group you selected portrayed in this media?
  - How is the multicultural group you selected portrayed in this media relative to other groups?
  - How do you believe the portrayal of the multicultural group you selected impact individuals in this group, individuals outside this group, and society?
  - What class concepts are represented in the media you selected? How are these concepts represented? Please underline each concept you use the first time it is used.

#### **Paper Deadlines**

- Media Representation Selection is due on February 5, 2026
- Media Representation Paper Draft is due on March 5, 2026
- Media Representation Final Paper is due March 19, 2026

#### **Paper Checklist**

- ✓ Title Page (1 page – paper title, name, date, course number/name)
- ✓ Media Review (1 - 2 pages with clearly labeled section headings)
- ✓ Reference Page (1 page – 1 or more references in APA 7<sup>th</sup> Edition Format)

- **Scholarly Article Review Draft/Paper:** A brief article review is required for this

course. The purpose of this assignment is to challenge you to think critically about a topic of interest within multicultural psychology research. You can earn up to 100 points for completing the paper. This paper should be 4 - 5 pages, double-spaced, 12-point Times New Roman font.

For this paper, you must select an empirical article (not a commentary or book review) published between 2018 – 2026 from one of the multicultural psychology journals listed at the end of the syllabus.

Articles from Dr. Jones' pre-approved journal list are strongly preferred. However, if you feel strongly about a multicultural article published in a journal that is not on the list, you may contact your teaching assistant to see if the article may qualify for this assignment. Wikipedia, obscure websites, and opinion pieces (such as blogs) are NOT appropriate. Also, select articles that you find to be easier to understand, including brief reports. Do not select articles that are commentaries or book reviews. DO NOT PAY for articles as they may be accessed for FREE using the [UNT library database](#).

Your paper must include the following ***clearly labeled*** sections:

- **Article Summary:** Describe the research questions, methodology (e.g., survey, interview, qualitative, quantitative, sample, and main conclusions).
- **Reading Integration:** Discuss how the article is related to other concepts discussed in class readings and lectures.
- **Societal Integration:** Consider and discuss how the article is related to real world issues and current events, such as those displayed through the news, media, etc.
- **Future Research & Discussion:** Describe any questions that you may have after reading the article and how you believe future research may address such questions.

## Paper Deadlines

- Scholarly Journal Article Selection is due on March 5, 2026
- Scholarly Journal Article Review Draft is due on April 7, 2026
- Scholarly Journal Article Review is due April 23, 2026

## Paper Checklist

- ✓ Title Page (1 page – paper title, name, date, course number/name)
- ✓ Article Review (2 – 3 pages with clearly labeled section headings)
- ✓ Reference Page (1 page – 1 or more references in APA 7<sup>th</sup> Edition Format)

## General Tips for Successful Paper Submissions:

- Prepare: Begin to work on papers well before they are due!
- Spell Check: Correct spelling and grammar errors. Such errors distract from the content of your paper, and in turn will be reviewed poorly.
- Organization: Make sure your paper includes the four headings listed above (e.g., Article Summary, Reading Integration).
- Citations/References: Cite the article appropriately, using in-text citations and quotations marks for concepts/content derived from the source, if applicable. All citations and references should be in APA format 7<sup>th</sup> Edition. For information on APA formatting, please refer to the [APA Publication Manual](#) or [Purdue Writing Lab](#).
- Turnitin: All written assignments will be submitted to Turnitin, so please work to avoid plagiarism, including self-plagiarism (e.g., submitting a paper from a previous class).
- Assistive Writing Tools (see “Academic Integrity” below): I do not authorize the use of

assistive writing tools, like ChatGPT, Grammarly, etc. I am not expecting perfection, rather I would like to hear your thoughts in your own words.

- **Class Attendance (Extra Credit on Exam):** Students are expected to attend and arrive on time for each class as this class is largely participatory. Attendance will be taken randomly during the semester and will be used to add points (1 point per day of attendance counted) to your lowest exam grade.

## Grading

You may receive up to 100 points for each of the assignments in this course for a total of 400 points. Your attendance points will be added as extra credit to your grade.

The grading scale for this course is A – F.

The points I will use to calculate the final grade are below.

| Grade | Points  |
|-------|---------|
| A     | 360-400 |
| B     | 320-359 |
| C     | 280-319 |
| D     | 240-279 |
| F     | <239    |

## Incomplete Grades

An incomplete or "I" is a non-punitive grade given in rare circumstances only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair and must be entered in the grade roster by the instructor. See also "Removal of I" policy in the Academics section of the undergraduate catalog. (*The UNT Catalog generally allows up to 1 year to remove an "I" grade.*). Grades of "I" assigned to an undergraduate course at the end of the Fall 2007 semester and later, will default to "F" unless the instructor has designated a different automatic grade.

## University Policies

### Academic Integrity

Students are reminded that academic misconduct will not be tolerated. For example: (a) copying another student's work, in part or whole; (b) unauthorized communication to obtain information about a test(s); (c) use of unauthorized assistance in an academic exercise, including the use of any unauthorized assistance to take exams, tests, quizzes, or other assessments or use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, (d) handing in any work product that is not your own; (e) failing to give credit to the intellectual property of another in any written work (including, but not limited to, plagiarizing).

Please note that you are responsible for the integrity and correctness of what you submit in your assignments. Assistive writing tools based in artificial intelligence or AI are known to fabricate information and sources, so I caution you against the use of such tools for your writing.

For a more extensive list of behaviors that are considered "cheating" or "plagiarism," please refer to the official statement of UNT regarding these matters, which may be assessed as part of the *Student Handbook* at the following website: <http://www.unt.edu/csrr>. Please note that specific penalties, including assigning a failing grade in the course, may be assigned by the course instructor. For further information on academic misconduct, penalties, and appeal procedures, please view the "Code of Student Conduct and Discipline" at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html)

If you are in doubt regarding the requirements, please consult with the websites below and me before you complete any requirements of the course.

- Academic Integrity: <https://facultysuccess.unt.edu/academic-integrity>
- Code of Student Conduct: <https://deanofstudents.unt.edu/conduct>

### Title 9 Policy

Please be aware that UNT policy (See <http://policy.unt.edu/policy/12-005>) based on Title 9 of the Education Amendments of 1972 (20 U.S.C. § 1681(a); See <https://www.aclu.org/know-your-rights/title-ix-and-sexual-assault>) entails a duty for institutional employees to report to the university any knowledge regarding recent events of sexual misconduct involving students or employees. Additionally, if you report any information indicating that you have been a victim of sexual harassment, sexual assault, dating violence, or stalking being a student or employee at UNT, I am required to report this information to concerned authorities as mandated by Texas State Law.

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### Additional information

- UNT schedule to register and withdraw/drop a course:  
<https://registrar.unt.edu/registration/spring-registration-guide>

- Information on student policies and resources: <https://deanofstudents.unt.edu/>
- Learning Center: <https://learningcenter.unt.edu/>
- Undergraduate research fellowship: <https://honors.unt.edu/research/unt-undergraduate-research-fellowship>

## Schedule

| Week          | Date  | Topics  | Readings       | Assignments   |
|---------------|-------|---|----------------|---|
| <b>Week 1</b> |       |   |                |   |
|               | 1/13  | Syllabus Review                                   |                |   |
|               | 1/15  |   |                |   |
| <b>Week 2</b> |       |   |                |   |
|               | 1/20  | Introduction to Multicultural Psychology          | Ch. 1          |   |
|               | 1/22  |   |                |   |
| <b>Week 3</b> |       |   |                |   |
|               | 1/27  | Multicultural Issues in Research & Testing        | Ch. 2          |   |
|               | 1/29  |   |                |   |
| <b>Week 4</b> |       |   |                |   |
|               | 2/3   | Cultural Differences in Worldviews                | Ch. 3          |   |
|               | 2/5   |   |                | <b>Media Representation Group and Media Selection Due</b>   |
| <b>Week 5</b> |       |   |                |   |
|               | 2/10  | Cultural Differences in Communication             | Ch. 4          |   |
|               | 2/12  |   |                | <b>Exam #1</b>  |
| <b>Week 6</b> |       |   |                |   |
|               | 2/17  | Talking About Cultural Differences                | Sue (2013)     |   |
|               | 2/19* | Dimensions of Culture                             | Settles (2004) |   |
| <b>Week 7</b> |       |   |                |   |
|               | 2/24  | Immigrants, Refugees, and Acculturation Processes | Ch. 5          |   |
|               | 2/26  |   |                |   |
| <b>Week 8</b> |       |   |                |   |
|               | 3/3   | Cultural Identity Development                     | Ch. 7          |   |
|               | 3/5*  |   |                | <b>Media Representation Paper Draft Due (Printed Copy)</b><br><br><b>Submit Selected Article for the Scholarly Article Review Paper</b> |

# Syllabus

# PSYC 4030

| Week 9  |       |   |   |  |  |
|---------|-------|---|---|--|--|
|         | 3/10  | <b>Spring Break (No Classes)</b>                        |   |  |  |
| Week 10 |       |   |   |  |  |
|         | 3/17  | Stereotypes,<br>Discrimination, and<br>Microaggressions | Ch. 6<br>Sue et al. (2007)  |  |  |
|         | 3/19* | *Guest Presentation                                     |   | <b>Media<br/>Representation<br/>Final Paper Due</b>                          |  |
| Week 11 |       |   |   |  |  |
|         | 3/24  | Culture & Health  | Ch. 8   |  |  |
|         | 3/26  |   |   |  |  |
| Week 12 |       |   |   |  |  |
|         | 3/31  | Cultural & Mental<br>Health                             | Ch. 9<br><br>Pick one article:<br>Adames et al., 2018<br>Gold et al., 2021<br>Jones & Pritchett-<br>Johnson, 2018 |  |  |
|         | 4/2*  |   |   |  |  |
| Week 13 |       |   |   |  |  |
|         | 4/7   | Scholarly Article<br>Review Feedback<br>Session         |   | <b>Scholarly Journal<br/>Article Review<br/>Draft Due (Printed<br/>Copy)</b> |  |
|         | 4/9   | Culture & Education                                     | Bettencourt (2021)<br>Hussain & Jones<br>(2012)   |  |  |
| Week 14 |       |   |   |  |  |
|         | 4/14  | Culture & Media   | Baker et al., 2019<br>Chan (2017)   |  |  |
|         | 4/16  |   |   |  |  |
| Week 15 |       |   |   |  |  |
|         | 4/21  | Building Multicultural<br>Competence                    | Ch. 10  |  |  |
|         | 4/23* |   |   | <b>Scholarly Journal<br/>Article Review Due</b>                              |  |
| Week 16 |       |   |   |  |  |
|         | 4/28  | Social Justice &<br>Advocacy                            | French et al., 2020   |  |  |
|         | 4/30  |   |   |  |  |

# Syllabus

PSYC 4030

| Week 17 |     |             |  |                |
|---------|-----|-------------|--|----------------|
|         | 5/5 | Exam Review |  |                |
|         | 5/7 |             |  | <b>Exam #2</b> |

*Note.* If ALL Courses for the semester are dropped, see withdraw refund schedule.  
\*Articles/Blogs to be provided by the professor.

## Additional Required Readings

Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy, 55*(1), 73–79.

Baker, N., Ferszt, G., & Breines, J. G. (2019). A qualitative study exploring female college students' Instagram use and body image. *Cyberpsychology, behavior, and social networking, 22*(4), 277-282.

Bettencourt, G. M. (2021). "I Belong Because It Wasn't Made for Me": Understanding working-class students' sense of belonging on campus. *The Journal of Higher Education, 92*(5), 760-783.

Chan, J. (2017). Racial identity in online spaces: Social media's impact on students of color. *Journal of Student Affairs Research and Practice, 54*(2), 163-174.

French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist, 48*(1), 14-46.

Gold, J. A., Jia, L., Bentzley, J. P., Bonnet, K. A., Franciscus, A. M., Denduluri, M. S., & Zappert, L. T. (2021). WISE: A support group for graduate and post-graduate women in STEM. *International Journal of Group Psychotherapy, 71*(1), 81-115.

Hussain, M., & Jones, J. M. (2021). Discrimination, diversity, and sense of belonging: Experiences of students of color. *Journal of Diversity in Higher Education, 14*(1), 63-71.

Jones, M. K., & Pritchett-Johnson, B. (2018). "Invincible Black Women": Group therapy for Black college women. *The Journal for Specialists in Group Work, 43*(4), 349-375.

Settles, I. H. (2004). When multiple identities interfere: The role of Identity centrality. *Personality and Social Psychology Bulletin, 30*(4), 487-500.

Sue, D. W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist, 68*(8), 663–672.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American psychologist, 62*(4), 271-286.

## Media Representation Paper Rubric

This paper is worth 100 points total. You will be graded on formatting and APA style mechanics in addition to content.

### Formatting

|   |                                  |
|---|----------------------------------|
| General APA style & grammar with APA headings | <input type="text"/> / 4 points  |
| Assignment length (1 - 2 pages of CONTENT)    | <input type="text"/> / 4 points  |
| <b>Title Page</b>                             |                                  |
| - Title                                       | <input type="text"/> / 1 point   |
| - Student name                                | <input type="text"/> / 1 point   |
| - Due date                                    | <input type="text"/> / 1 point   |
| - Course name and number                      | <input type="text"/> / 1 point   |
| <b>APA Reference Page</b>                     |                                  |
| - At least 1 empirical source                 | <input type="text"/> / 1 point   |
| - Author name(s)                              | <input type="text"/> / 1 point   |
| - Media year                                  | <input type="text"/> / 1 point   |
| - Media title                                 | <input type="text"/> / 1 point   |
| - DOI or weblink                              | <input type="text"/> / 1 point   |
| <b>Total</b>                                  | <input type="text"/> / 17 points |

### Media Summary Section

|  |                                  |
|--|----------------------------------|
| Content MUST include the following (½ page in length): |                                  |
| - Description of the group, media type and name        | <input type="text"/> / 6 points  |
| - Summary of the media plot                            | <input type="text"/> / 9 points  |
| o Sample   |                                  |
| o Study type (qualitative or quantitative)             |                                  |
| o Study instruments (survey or interview questions)    |                                  |
| - Rationale for selecting the group/media              | <input type="text"/> / 8 points  |
| <b>Total</b>   | <input type="text"/> / 23 points |

### Critical Analysis Section

|  |                                   |
|--|-----------------------------------|
| Content MUST include (½ - 1 page in length):                               |                                   |
| - Description of how the group is portrayed                                | <input type="text"/> / 15 points  |
| o How the multicultural group is portrayed                                 |                                   |
| o How the multicultural group is portrayed relative to other groups        |                                   |
| - Description of group portrayal impacts                                   | <input type="text"/> / 15 points  |
| o How the portrayal of the group impacts the group, others, and/or society |                                   |
| - Description of a class related concepts                                  | <input type="text"/> / 15 points  |
| o Identifies and describes at least two class concepts                     |                                   |
| - Description of how the article relates to class concepts                 | <input type="text"/> / 15 points  |
| o Identifies at least two points of connection or relevance                |                                   |
| <b>Total</b>   | <input type="text"/> / 60 points  |
| <b>Grand Total</b>   | <input type="text"/> / 100 points |

## Scholarly Article Review: List of Approved Journals

Select an empirical article published between the years of 2018 – 2026 from any of the following journals. Do not select commentaries or book reviews.

DO NOT PAY for articles as they may be accessed for FREE using the [UNT library database](#).

1. *Asian American Journal of Psychology*
2. *Cultural Diversity & Ethnic Minority Psychology*
3. *Health Psychology Journal*
4. *International Journal of Psychology*
5. *Journal of Black Psychology*
6. *Journal of Clinical Psychology*
7. *Journal of Consulting and Clinical Psychology*
8. *Journal of Counseling Psychology*
9. *Journal of Cross-Cultural Psychology*
10. *Journal of Latinx Psychology*
11. *Journal of Multicultural Counseling & Development*
12. *Journal of Rural Mental Health*
13. *Native American & Indigenous Studies Journal*
14. *Practice Innovations*
15. *Psychological Services*
16. *Psychology of Sexual Orientation and Gender Diversity*
17. *Psychology of Women Quarterly*
18. *Psychotherapy*
19. *Rehabilitation Psychology*
20. *Spirituality in Clinical Practice*

## Scholarly Article Review Rubric

This paper is worth 100 points total. You will be graded on formatting and APA style mechanics in addition to content.

### Formatting

|   |                          |
|---|--------------------------|
| General APA style & grammar with APA headings | _____ / 4 points         |
| Assignment length (2-3 pages of CONTENT)      | _____ / 4 points         |
| Title Page                                    |                          |
| - Title                                       | _____ / 1 point          |
| - Student name                                | _____ / 1 point          |
| - Due date                                    | _____ / 1 point          |
| - Course name and number                      | _____ / 1 point          |
| APA Reference Page                            |                          |
| - At least 1 empirical source                 | _____ / 1 point          |
| - Author name(s)                              | _____ / 1 point          |
| - Article year                                | _____ / 1 point          |
| - Article title                               | _____ / 1 point          |
| - Journal title                               | _____ / 1 point          |
| - Volume number                               | _____ / 1 point          |
| - Page number                                 | _____ / 1 point          |
| - DOI or weblink                              | _____ / 1 point          |
| <b>Total</b>                                  | <b>_____ / 20 points</b> |

### Article Summary Section

Content MUST include the following (½ - 1 page in length):

|   |                          |
|---|--------------------------|
| - Description of the study purpose                  | _____ / 6 points         |
| - Description of research methodology               | _____ / 7 points         |
| o Sample  |                          |
| o Study type (qualitative or quantitative)          |                          |
| o Study instruments (survey or interview questions) |                          |
| - Description of the main conclusions               | _____ / 7 points         |
| <b>Total</b>  | <b>_____ / 20 points</b> |

### Reading Integration Section

Content MUST include (½ - 1 page in length):

|   |                          |
|---|--------------------------|
| - Description of a class related concept                    | _____ / 10 points        |
| o Identifies and describes at least one class concept       |                          |
| - Description of how the article relates to a class concept | _____ / 10 points        |
| o Identifies at least one point of connection or relevance  |                          |
| <b>Total</b>  | <b>_____ / 20 points</b> |

### Societal Integration Section

Content MUST include (½ - 1 page in length)

|   |                   |
|---|-------------------|
| - Description of a real-world issue or current event          | _____ / 10 points |
| o Identifies and describes at least one issue or event        |                   |
| - Description of how the article relates to an issue or event | _____ / 10 points |
| o Identifies at least one point of connection or relevance    |                   |

**Total** \_\_\_\_\_ / 20 points

### Future Research & Discussion Section

Content MUST include (½ - 1 page in length)

|  |                   |
|--|-------------------|
| - Description of questions that remain and areas for future research | _____ / 20 points |
|--|-------------------|

- Identification of at least one question that remains after reading the articles
- Describes at least one area for future research

**Total** \_\_\_\_\_ / 20 points

**Grand Total** \_\_\_\_\_ / 100 points