Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750). Thank you!

SYLLABUS
PSYCHOLOGY 2367.01
Introduction to Social Psychology, Second-Level Writing
Course overview

Course description

An introduction to research in social psychology; topics include individual motivation, group behavior, attitudes, and perception of self and others. An exploration of scientific research and literature into the field of social psychology, including the central elements of the field (affect, behavior, and cognition), as well as a particular focus on broad research trends highlighted by specific, classical psychology studies. We will answer questions like "what is the self?" "when will people obey authority, and when will they challenge it?" "what is the best way to reduce aggression?" and "how do human relationships form?"

As a student in Psychology 2367.01, you will learn about scientific theory and research in the major topic areas of social psychology. Through discussion, activities, and projects and assignments, you will apply principles of social psychology to the situations you encounter in your everyday life. Further, by applying a lens of critical thinking to social behavior, you will begin to recognize the strong (but usually unrecognized) social forces that influence your own and others' behavior in the many environments and contexts in which you live, work, learn, and interact with others.

Using a project-based learning approach, assignments will focus on developing four primary features of your writing: choosing appropriate evidence to support claims; critical thinking and evaluating arguments; an awareness of audience, purpose, and context; and clarity and concision in written expression.

Course learning objectives

Goals specify what students completing Psychology 2367.01 should accomplish by the end of the course. **Learning Objectives** define how a course will assess whether students meet these goals.

GE Social Science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. Psychology 2367.01 fulfills the GE requirements for Social Science by exploring research in psychological science that helps us to understand how individuals think, feel, and behave.

GE Second-level Writing courses build skills in written communication and expression, reading, critical thinking, oral expression and visual expression. Psychology 2367.01 fulfills the GE requirements for second-level writing using a project-based learning approach, which enables students to explore and apply topics in social psychology using written or oral communication.

To promote easy and transparent course transferability between institutions in Ohio, this course is also designed to meet specific Transfer Assurance Guide (TAG) learning objectives (recommended by the Board of Regents after consultation with faculty); TAG learning objectives are specified within the course and GE learning objectives below.

Our goals and objectives in social psychology are…

To increase students' SCIENTIFIC KNOWLEDGE and UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world

To meet the Learning Objectives for the Scientific Knowledge Goal, students will:

- Understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups (GE Social Science 1)
- Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice (TAG 1)
- Describe key concepts, principles, overarching themes, and applications of psychology while developing a working knowledge of the field's content (APA Goal 1 – Knowledge Base)

To meet the Learning Objectives for the Understanding Differences Goal, students will:

- Understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function (GE Social Science 2)
- Explain how human behavior is influenced by such social factors as groups, authority figures, in-group bias, gender roles, cognitive dissonance, etc. (TAG 3)

To promote CRITICAL THINKING that can be applied to social and cultural contexts

To meet the Learning Objectives for the Critical Thinking Goal, students will

- Through critical analysis, discussion, and writing, demonstrate the ability to read carefully and express ideas effectively (GE 2nd Level Writing 1)
- Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet (TAG 6)
- Use scientific reasoning to interpret psychological phenomena, demonstrate psychology information literacy, engage in innovative and integrative thinking and problem solving, and interpret basic psychological research (APA Goal 2: Scientific Inquiry and Critical Thinking)

To develop WRITING AND COMMUNICATION SKILLS

To meet the Learning Objectives for the Writing and Communication Goal, students will:

- Through critical analysis, discussion, and writing, demonstrate the ability to read carefully and express ideas effectively (GE 2nd Level Writing 1)
- Apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline (GE 2nd Level Writing 2)
- Access and use information critically and analytically (GE 2nd Level Writing 3)
- Demonstrate both effective writing and presentation skills for different purposes, and interact effectively with others (APA Goal 4: Communication)

Psychology 2367.01 is a second-level writing course intended to promote discipline-specific writing skills. As such, it requires substantial written work from students. The written assignments and projects are intended to develop writing skills and solidify students' understanding of the lectures and readings.

The four themes of writing in social psychology this course aims to instill in students are as follows:

1. Ability to choose appropriate evidence
2. Critical thinking
3. Communication – clarity, concision
4. Considers audience, purpose, and context

To foster REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals

To meet the Learning Objectives for the Application Goal, students will:

- Comprehend and assess individual and group values and their importance in social problem solving and policy making (GE Social Science Learning Objective 3)
- Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations (TAG Learning Objectives 2)
- Predict the outcomes of various social situations through application of social psychology principles (for example, attributions, cognitive dissonance, in-group/out-group behavior, etc.) (TAG Learning Objective 4)
- Relate major concepts and methods of the field to understand interpersonal and group relationships (TAG Learning Objective 5)
- Apply ethical standards to evaluate psychological science, build and enhance interpersonal relationships, and adopt values that build community at local, national, and global levels (APA Goal 3: Ethical and Social Responsibility)
- Apply psychological content and skills to career goals and refine skills that promote professional success, namely self-efficacy and self-regulation, project management, and teamwork capacity (APA Goal 5: Professional Development)

HOW THIS COURSE WORKS

Mode of delivery:

- Class will occur in-person in Cunz Hall room 180 on Tuesdays and Thursdays at 12:45-2:05pm

- In-person attendance is expected

- Our online Carmen Canvas page will be updated throughout the semester and will contain details on all assignments

- Your grades on various assignments will be posted to Carmen Canvas

Work submitted for credit in this course will be retained by the Psychology department for one year following the University's official retention schedule. The Psychology department may review submitted assignments (with identifying information removed) for purposes of course and program assessment to ensure the course is meeting its expected outcomes.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

The social psychology textbooks for this course are high quality, free, openly licensed online resources. This means you can read and download course content for free. In addition to the textbooks, we will be using Tophat for in-class responding to quizzes and activities. All course content, including the textbook and readings, can be found on Carmen (carmen.osu.edu) or by following the links here:

- Principles of Social Psychology (https://opentextbc.ca/socialpsychology/)
- NOBA (http://nobaproject.com/)
- Tophat (https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students)

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Creating a slide presentation in PowerPoint, Keynote, Google Slides, or a similar program

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click here for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Grades are based upon your score out of 500 points and should be computed by summing scores from all written assignments/projects (total of 300 points), tests or quizzes (total of 150 points), and participation (total of 50 points).

ASSIGNMENT CATEGORY	POINTS
Participation	50
Assignment 1	25
Assignment 2	75
Assignment 3	100
Assignment 4	100
Exam 1	50
Exam 2	50
Exam 3	50

See course schedule below for due dates.

Grading scale

Grades will be determined based on the final percentage of your overall score. The standard OSU grading scale will be applied as follows.

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Descriptions of major course assignments

Assignments

Over the course of the semester, you will have a variety of written and/or presentation assignments meant to develop your skills as critical thinkers and communicators. While each of the assignments are distinct from one another, they have been thoughtfully arranged so that your knowledge and skills should build from one assignment to the next. These assignments include summarizing a peer-reviewed social psychological article, critically analyzing a scientific claim made in the media, and applying social psychological concepts you learn over the semester to a real-world issue or marketing scheme. More detailed information about each of the assignments will be distributed throughout the semester.

Exams

There will be three exams over the course of this semester. These exams will not be cumulative, meaning that each will only cover material from the third of the semester that it follows (e.g., the second exam will only cover material taught after the first exam, and the third exam will only cover material taught after the second exam). The majority of each exam will cover material from lectures and in-class activities, and a small portion (10-15%) will cover topics from the readings that were not touched on in class meetings.

Exams will be administered over Carmen, so we will not be meeting in the classroom for exams. For each exam, you will be given a 48-hour window during which you can start the exam whenever you like. Once you open the exam, you will have 80 minutes to complete the exam. The exam must be completed during the 48-hour window. You may use your notes during exams, but please know that you will not have ample time to search for answers to every question during the test. In order to do well, it is pivotal that you feel confident in your grasp of the material before the exam.

Participation

Being present both physically and mentally in this class will give you the best chance at learning the material, including material that will be covered in exams. While there is no formal attendance requirement, the participation portion of your final grade will be based on your active contributions during class, including completion of activities and quizzes conducted during class throughout the semester. Completion of all in-class activities is sufficient to earn full participation credit. If you fail to participate in all activities, active participation can make up for missed activities. Additionally, you are expected to be present for all exams on the dates specified in the course schedule below. Make-up exams will only be offered for extenuating circumstances.

If you expect to be absent on non-exam class days, please coordinate with a fellow student to obtain notes and to ask for any necessary clarification of concepts covered in that class. If something is still unclear after discussing with your fellow students, you may contact me.

Project-Based Learning

PSYCH 2367.01 is a writing course about social psychology with a project-based learning approach. In project-based learning, students take an active role in exploring real-world problems. Project-based learning (in contrast to a paper-based course dominantly led by the instructor) intends to be more personally meaningful to students, who can use multiple perspectives and skills to tackle contemporary problems.

Characteristics of project-based learning assignments:

- Focus on forming authentic questions relevant to the problem and seeking answers through a series of scaffolded tasks
- Culminate in a revised product that is shared, possibly with a real audience
- Role of instructor is that of a facilitator: instructors and students develop an atmosphere of shared responsibility
- Role of students: ask questions, build knowledge, and determine a real-world solution to the issue/question presented
- Engages multiple perspectives, employs versatile activities or skills, and generates on-going, varied types of feedback

In this course, our goal is to help you improve your writing through the use of social psychological principles. In particular, there are four major writing goals that we hope to instill during the semester. These are overarching skills that can be used both within psychology as well as in other disciplines.

- First, you will learn how to choose appropriate evidence on which to base claims you make.
- Second, you will develop your critical thinking skills by evaluating evidence and arguments, drawing on the scientific method.
- Third, you will learn to articulate your arguments in a clear and concise manner consistent with conventions of scientific writing.
- Finally, you will learn how to translate your ideas to a wide variety of audiences so that they are broadly relevant.

Writing effectively, powerfully, and concisely is a valuable skill, no matter what your ultimate career goal may be.

Late assignments

All deadlines appear in the Course Schedule in this syllabus and are final. Assignments must be turned in on Carmen before class time (12:45 pm) on the due date. Late papers will be accepted for up to two days after the due date with 5% of the grade reduced for every day the assignment is late. After the 48-hour period, assignments will not be accepted and will be assigned a grade of zero.

In rare circumstances, an exception may be granted to a student who provides a validated excuse to the instructor prior to an assignment due date or exam date. Valid excuses offered after a missed assignment or exam will only be considered in extenuating circumstances (e.g., emergencies). If you foresee being unable to turn in an assignment or take an exam on the assigned date, contact the instructor immediately to request an extension. Extensions, make-up exams, or incomplete final grades must be approved by the course coordinators.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For class assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on weekdays when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in all class activities/discussions as if you were writing a research paper, you should use conventional grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. I encourage you to criticize ideas but not people. Remember also that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - https://studentconduct.osu.edu/
- **Citing your sources**: For all contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link). More detailed information about citing sources will be covered in class.
- **Backing up your work**: Frequently backing up your work is highly recommended! Regularly save your written work and consider storing your work using a cloud service such as OneDrive.
- **What is said in class stays in class**: Please do not share any course materials or student contributions to any assignment, discussion, or conversation outside of this class without clear written permission from the student involved AND your instructor.

Academic integrity policy

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can

arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes wearing a face mask in any indoor space. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

One of the best ways to reduce the spread of COVID-19 is to limit contact between people who are sick and those who are not. If you are feeling unwell, please do not come to class. Instead, email me as soon as possible (preferably before the class you have to miss) so we can work together to accommodate you. Missing class due to illness (or awaiting COVID-19 test results) will not negatively affect your participation grade in the course.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may

lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Subject to change; any updates will be announced both in class and on Carmen.

Week	Date	Topic	Readings	Assignments
1	Aug. 24 (T)	Introduction		
	Aug. 26 (Th)	Research Methods	Chapter 1	**Assignment 1 Due**
2	Aug. 31 (T)	Social Cognition I	Chapter 2	
	Sep. 2 (Th)	Social Cognition II		
3	Sep. 7 (T)	*Writing Workshop 1*		
	Sep. 9 (Th)	Attribution	Chapter 5.2, 5.3	
4	Sep. 14 (T)	Cognitive Dissonance		**Assignment 2 Due**
	Sep. 16 (Th)	Attitudes	Chapter 4	
5	Sep. 21 (T)	Persuasion	NOBA: Persuasion	
	Sep. 23 (Th)	**Exam 1**		
6	Sep. 28 (T)	*Writing Workshop 2*		
	Sep. 30 (Th)	The Self	Chapter 3	
7	Oct. 5 (T)	Self-Regulation		**Assignment 3a Due**
	Oct. 7 (Th)	Political Psychology & Extremism		
8	Oct. 12 (T)	Group Processes	Chapter 10	**3a Peer Review Due**
	Oct. 14 (Th)	NO CLASS: Fall Break		
9	Oct. 19 (T)	Social Influences I	Chapter 6	
	Oct. 21 (Th)	Social Influences II		**3a Revision Due**
10	Oct. 26 (T)	**Exam 2**		
	Oct. 28 (Th)	*Writing Workshop 3*		
11	Nov. 2 (T)	Antisocial Behavior	Chapter 9	
	Nov. 4 (Th)	Prosocial Behavior	Chapter 8	**Assignment 4a Topic Due**

Week	Date	Topic	Readings	Assignments
12	Nov. 9 (T)	Stereotyping & Prejudice I	Chapter 11	
	Nov. 11 (Th)	NO CLASS: Veterans Day		
13	Nov. 16 (T)	Stereotyping & Prejudice II	NO NOBA READING	
	Nov. 18 (Th)	Attraction	Chapter 7	
14	Nov. 23 (T)	Relationships		
	Nov. 25 (Th)	NO CLASS: Thanksgiving		
15	Nov. 30 (T)	Presentations		**Assignments 4a & 4b Due**
	Dec. 2 (Th)	Presentations		
16	Dec. 7 (T)	Review Day		
FINAL	**Dec. 14 (T)**	**Exam 3 (Available for 48 hours; exact times announced at later date)**		

COURSEWORK RELATED TO GOALS/OBJECTIVES

	Assn 1	Assn 2	Assn 3	Assn 4	Exams
Students demonstrate SCIENTIFIC KNOWLEDGE in how individuals and groups think, feel, and act within the context of a social world.		X	X	X	X
Students demonstrate UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world.		X		X	X
Students demonstrate CRITICAL THINKING that can be applied to social and cultural contexts.		X	X	X	X
Students develop their WRITING AND COMMUNICATION SKILLS	X	X	X	X	
Students make REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals.	X		X	X	X