**PSYCHOLOGY 888: SPECIAL TOPICS**

**Affective Neuroscience – Spring 2024**

Tuesdays 1:15 – 4:00 pm

Barnwell 203

**Instructor:** Caitlin Hudac, Ph.D.

**Pronouns**: she/her/hers

**Email**: [chudac@mailbox.sc.edu](mailto:chudac@mailbox.sc.edu)

**Student hours:** I will reserve time from 2-3 pm Tuesdays (weekly) for student meetings. However, I am also readily available by appointment

**Course website:** Blackboard for accessing assignments and readings

**Course website:** Schedule maintained at <https://www.b-radlab.com/affneuro24.html>

# Required texts:

1. No required text
2. Primary source readings (see required readings on course schedule)

**COURSE DESCRIPTION**

This course will overview of the principles, theory, and applications of human affective neuroscience. The course introduces theory and research in major areas of affective neuroscience, including cross-level integration of biological data, including neural and physiological data, with affective science, and cognitive processes. The course will describe laboratory techniques and methodological principles in human affective neuroscience methods and will include demonstrations. Readings will include introductions to topics and relevant selections from the current literature. The basis of the course will involve a combination of lecture and discussions co-facilitated by students and the professor.



# Student learning outcomes:

At the conclusion of this course, students will be able to:

1. Master basic principles of human affective neuroscience concepts and methods, including fMRI, fNIRS, EEG/ERP, basic physiology, and eye tracking
2. Evaluate and critique published research that uses human affective neuroscience methods and describe how affective neural processes integrate with cognitive processes
3. Evaluate and articulate how developmental, clinical, and cultural factors may influence affective neuroscience
4. Demonstrate expertise when synthesizing and verbally communicating complex principles, theory, and applications of affective neuroscience

To accomplish these objectives, we will utilize a combination of instructional tools, including foundational lectures, methodological discussions, readings, class discussions, and student presentations. Assessments of student performance will include: a short test, a short essay assignment, class discussion facilitation, a “three-minute thesis” oral presentation, a written paper, and ongoing class participation.

**Overview of the course delivery and expectations**:

The course is anticipated to meet in person. As needed, we will record or offer a virtual link for those that cannot attend in person (e.g., quarantine / illness, traveling). The course is organized into three sections (class periods subject to change):

|  |  |  |  |
| --- | --- | --- | --- |
| **Weeks** | **Topics** | **Delivery** | **Primary assessment** |
| 1-3 | Basics of affective cognitive neuroscience | Dr. Hudac lecture & discussions | Short essay assignment |
| 4-7 | Learning neuroscience methods | Dr. Hudac lecture, discussions, and hands-on activities | Short exam |
| 8-12 | Class-designated topics | Dr. Hudac lecture & discussions | Prep for final paper |
| 13-14 | Oral presentations | Class presentations | Student presentations |

Primary source readings.

Our readings will include primary source reading that uses neuroscience methods to assess affective and emotion processes. The articles will vary across methods and are selected to be informative, approachable to all levels of neuroscience experience, and when possible, will address how developmental, clinical, and cultural factors may influence affective neuroscience. **For class-facilitated discussion periods, Dr. Hudac will assign one empirical article, and facilitators will choose 1-2 additional articles** from a set of articles that Dr. Hudac has curated. Alternatively, you may select an article with approval from Dr. Hudac. These must be chosen 2 weeks ahead of the class period to allow your peers sufficient time to read the article.

Class discussion will be central to the course.

I strongly endorse active roles in the classroom through discussion and will expect all students to contribute to our conversations. Through our discussions, you must treat all participants (classmates and instructor) with courtesy and respect. No participant should feel intimidated or demeaned by any participant. As the instructor, Dr. Hudac takes responsibility for removing any participants who are disruptive by their words or actions – either temporarily or permanently, if issues persist. We encourage debate and anticipate there may be disagreements, but statements should be supported by facts and/or documentation (rather than prejudices and personalities). It is the instructor’s goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment.

Class discussions will be devoted to refining and enhancing the content of the readings. You should critically analyze all required readings. By reading critically, you should be able to generate many questions that you can post ahead of class for the facilitators and otherwise, bring to class for a lively, intelligent discussion. If you get stuck ahead of class, the follow questions help to identify critical analysis:

* What was the take-home message of each article (i.e., what did the author want you to learn)?
* Why was this methodology important for the field?
* Did the methodology used allow the researchers to make the claims they made?
* How do you imagine the readings contributing to your program of research?
* Does this paper differ from or support the positions of other theories?
* Does this paper agree with your own experiences?
* What alternative explanations exist for the data?
* How could this information be applied in business, clinical, or other real-world settings?

**PLANNED COURSE SCHEDULE – SPRING 2024**

*Reminder: Specific readings are posted on Blackboard AND on the class website:* [*https://www.b-radlab.com/affneuro23.html*](https://www.b-radlab.com/affneuro23.html)

**TO BE POSTED**

# ASSESSMENT CRITERIA

There will be 1,000 possible points granted in this class. Letter grade will be assigned based upon the grading policy at the end of this section. See detailed grading rubric at end of syllabus for specifics about how each assessment will be graded.

|  |  |
| --- | --- |
| **Undergraduate students taking 589** | **Graduate students taking 888** |
| * 100 points from participation * 200 points from short essay assignment * 100 points from test on basic concepts and methods * 200 points from progress towards written proposal   + 100 points from initial interest form   + 100 points for mid-semester check-in form * 100 points from oral presentation: One-slide Challenge (last class) * 300 points from written proposal (due finals week) | * 100 points from participation * 200 points from serving as a facilitator * 200 points from short essay assignment * 100 points from test on basic concepts and methods * 100 points from oral presentation: One-slide Challenge (last class) * 300 points from written proposal (due finals week) |

1. **ALL: Participation (10%, 100 points)**: You are expected to engage with your professor and peers. Part of this involves coming to class prepared – which involves both reading the material and identifying possible questions. Everyone will start the semester with these 100 points and points will be docked for instances of lack of engagement.
   * Attendance: Missing or being late (>10 minutes) more than two classes will lower participation grade by 15 points (unless excused absence). While understandable, the following are not constituted as excused absences: Conferences, interviews, or other academic activities (see policies below for alternatives); Attendance of family events (e.g., weddings). Please plan accordingly.
     + Attendance is not meant to be a burden – clearly, your mental health and wellbeing comes first. Please discuss with Dr. Hudac if you have concerns.
   * In-class questions: The key tenant to the student learning outcomes is to be able to articulate and discuss affective neuroscience. As such, there is an expectation of being verbally engaged in the class. We will not have response papers due ahead of class. Instead, all students are expected to come to class with questions – these may be theoretical, methodological, clarifying, or even broad comments/remarks. If Dr. Hudac identifies that you are not sufficiently engaging with the class, she will email and request you attend office hours (or find another time to meet). Together, you will build a plan to increase your participation in class and will identify the deduction penalties if you do not follow that plan.
   * Total points: 100 points.
2. **888 STUDENTS: Contributing to facilitation (****20%, 200 points)**: **Graduate students** will facilitate or co-facilitate a discussion class at least once a semester. Students will be asked to sign up by Week 3 or will otherwise be assigned a date. Responsibilities of a facilitator will include:
   * During “Discussion” times, facilitators will be responsible for facilitating a discussion section. The facilitators should:
     + Find interesting points to discuss
     + Consider new ways to frame these points to get people involved in the discussion
     + Develop ways to evoke insightful feedback and conversation on the readings
     + Frame the material in ways people might find interesting to encourage comments
     + Incorporate activities, video clips, or in-class demonstrations
   * You may opt to meet with Dr. Hudac ahead of class to help with paper selection and think through how to facilitate.
   * You may opt to “assign” a task to their peers ahead of this class (e.g., submit discussion questions, prepare for a specific argument, bring a relevant news article). If that is the case, the assignment must be given to Dr. Hudac *AT LEAST* 1 week ahead of the class period.
   * Novel presentation methods will demonstrate the care and strategy you employed to prepare for class. Be creative!
   * If multiple students will be facilitating on the same class day, although you may prepare with your facilitation team, you will be given your own grade.
3. **ALL: Short essay assignment (20%, 200 points):** After the first section of class, you will be given a short essay assignment meant to target how affective neural processes integrate with cognitive processes. This will be due after spring break on 2/27/23 @ 11:59 pm, giving you several weeks to complete on your own time. For every 24 hours the paper is late, Dr. Hudac will deduct 15 points from your final grade.
4. **ALL: Test on human affective neuroscience methods and concepts (10%, 100 points)**: After we finish lectures and discussions involving the basic methods and concepts (i.e., following week the last demonstration), you will have several weeks to complete an “open-book” online test. More details about the test will be available closer to the test date. You can anticipate that there will be basic questions about methods discussed (BOLD-based measures, physiology, electrophysiology, and eye tracking) and some short-answer questions. Once you access the test, you will have 2 hours to complete it. You will only be able to access the test once.
   * It is due 4/10/23 @ 11:59 pm.
   * For every 24 hours the exam is late, Dr. Hudac will deduct 15 points from your final grade.
5. **ALL: Oral presentation – One Slide Challenge: (10%, 100 points):** Students will describe how one specific developmental, clinical, or cultural factor may influence affective neuroscience using maximum of one powerpoint slide. More details will be provided of the format will be provided. You will be assessed on:
   * Succinct description and level of familiarity with your topic
   * Critical analysis of the existing literature
   * Presentation style & slides
   * Response to questions (at least 2 minutes)
6. **Students taking 589**: **Progress towards final written paper (20%, 200 points):** Undergraduate students will complete the following to ensure steady progress towards the final written paper:
   * 100 points from initial interest form (due Week 6): Students will identify and describe 3 potential topic ideas for their final written paper.
   * 100 points for mid-semester check-in form (due Week 10): Students will provide a description of selected topic with a paper outline for their final written paper.
7. **ALL: Final written paper (30%, 300 points)**: Proposals should be 7-9 double-spaced pages in length (including title page but excluding references) and written in APA style.
   * This paper will reflect your knowledge and synthesis of affective neuroscience theories, concepts, and methodologies. It must include theoretical support, utilization, or extension of course materials, and critical analysis of your topic. This project requires some creative thinking, but you are encouraged to brainstorm with Dr. Hudac and your peers.
   * There are two options. Bolding below helps distinguish between the options.
     + **Empirical paper proposal**. The paper should be centered on a **novel** topic in affective neuroscience (i.e., somehow investigating links between affect/emotion and the brain) and should include all the elements found in a brief report journal article:
       - Title page (1 page)
       - **Brief** introduction (~2-4 pages): Describe the current scientific need to **address** the proposal topic, provide adequate and compelling background materials.
       - **Current study objective** (1 page): In a dedicated 1-2 paragraphs, summarize the objective, overview the method that will be utilized, and generate specific hypotheses.
       - **Methods** (~3 pages): Briefly describe inclusion/exclusion criteria for your study participants. Fully describe the stimuli and experimental design. Describe equipment to be used, including appropriate settings. Outline planned data processing needs and how you will extract the outcome variables.
       - Discussion is not required, but you may consider ending the proposal with 2-5 sentences describing the broader impact of this potential work.
     + **Theoretical review proposal**. The paper should review a **specific** topic in affective neuroscience. It is required that the topic have a focus on affect/emotion and the brain. You must demonstrate **knowledge and expertise of at least one methodology**.
       - Title page (1 page)
       - **Moderate** introduction (~3-5 pages): Describe the current scientific need to **review** the proposal topic, provide adequate and compelling background materials.
       - **Detailed description of a primary source** (1 page): In a dedicated 1-2 paragraphs, summarize the objective, methodology, specific hypotheses, and results of one critical paper that addresses your proposal topic.
       - **Limitations in the literature** (~2 pages): An extended discussion should review the outstanding questions in the field and propose what kinds of studies are needed to address these limitations.
       - You may consider ending the proposal with 2-5 sentences describing the broader impact of this potential work.
   * **You are required to consult with Dr. Hudac (worth 25 points)**. You may opt to schedule your consultation earlier in the semester (and as often as you’d like!). This may be helpful in planning your final paper.
   * **Optional draft**: You will have the opportunity to turn in a draft to Dr. Hudac for preliminary grading if sent to Dr. Hudac before 4/10/23. She will return the draft with brief comments the following week. You will not be penalized if you choose not to submit a draft.
   * **Late papers**: For every 24 hours the paper is late, Dr. Hudac will deduct 25 points from your final grade.

**Extra credit opportunities:**

Although regular opportunities are not anticipated, if available, extra credit would be offered to the full class. If you are concerned with your grade, it is recommended that you contact Dr. Hudac discuss solutions.

**Grading policy:**

|  |  |  |
| --- | --- | --- |
| Letter grade | Percentage | Points |
| A | 90-100% | 900-1000+ |
| B+ | 85-89.5% | 850-895 |
| B | 80-85.5% | 800-855 |
| C+ | 75-79.5% | 750-795 |
| C | 70-74.5% | 700-745 |
| D+ | 65-69.5% | 650-695 |
| D | 60-64.5% | 600-645 |
| F | ≤ 59% | 0-595 |

**COURSE-SPECIFIC CLASSROOM POLICIES AND EXPECTATIONS**

# Policy on missed coursework:

Due to the emphasis on class time discussion, it is imperative that you attend class and come prepared. If you miss a class period upon which you were to be graded (i.e., your facilitation week, oral presentation day), you must generate a make-up plan with Dr. Hudac within 48 hours of that missed class. Schedule a meeting with Dr. Hudac if you are concerned about keeping up with the coursework. **It is possible to get extensions on coursework if you request >24 hours in advance.** Otherwise, point deductions will be taken, as noted above.

Conferences: Professional development is very important in our program and area of science and that includes conference attendance. If you have a conference conflict, you should discuss this at the beginning of the semester with Dr. Hudac. It may be possible to have you attend class virtually. Please make sure NOT to schedule travel during class time. That will not be excused.

# Attendance policy:

As noted above, attendance will count towards participation points. Missing or being late (>10 minutes) more than two classes will lower participation grade by 15 points (unless excused absence). The following are not constituted as excused absences: Conferences, interviews, or other academic activates; Attendance of family events (e.g., weddings). Attendance is not meant to be a burden – clearly, your mental health and wellbeing comes first.

**Bias in Science:**

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will read papers from a diverse group of scientists, but limits still exist on this diversity. It is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. We will discuss issues of diversity in psychological science as part of the course from time to time. Please contact Dr. Hudac (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

**ADDITIONAL CLASSROOM EXPECTATIONS**

**Pronouns:**

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. We expect all class attendees to do their best to address and refer to all persons accordingly and support others in doing so as well.

**Parental/Caregiver Accommodations:**

Parents are encouraged to meet with Dr. Hudac early in the semester to discuss any concerns, such as how to handle any gaps in childcare coverage that may interfere with class. As a general rule, nursing babies are welcome in class anytime and parents may request safety needs or other expectations (e.g., ensuring physical distance if sick, requiring permission before touching child). We understand that illness and unforeseen disruptions in childcare often put parents in difficult positions. While it would not be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable. However, please do not bring sick children to class – instead, please contact Dr. Hudac to determine how to make up coursework.

**ADDITIONAL UNIVERISITY-WIDE CLASSROOM POLICIES**

## **Notification of changes**:

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

## **Statement on Academic Misconduct / Honor Code:**

Every student has a role in maintaining the academic reputation of the university. It is imperative that you refrain from engaging in plagiarism, cheating, falsifying your work and/or assisting other students in violating the Honor Code.

**Carolinian Creed**

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to the Carolinian Creed. Academic and civil discourse are the cornerstones of the educational system and crucial to individual growth.

As a Carolinian:

* I will practice personal and academic integrity;
* I will respect the rights and dignity of all persons;
* I will respect the rights and property of others;
* I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
* I will demonstrate concern for others, their feelings and their need for conditions which support their work and development.

**Mental health:**

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Counseling & Psychiatry offers individual and group counseling and psychiatric services. You can schedule an appointment at (803) 777-5223 or on [MyHealthSpace.](https://myhealthspace.ushs.sc.edu/) You can also call after-hours for crisis counseling.

Wellness Coaching can help you improve in areas related to emotional and physical wellbeing, such as sleep, resiliency, balanced eating and more. Wellness Coaching appointments can be made by calling 803-777-6518 or on [MyHealthSpace.](https://myhealthspace.ushs.sc.edu/) You can also access virtual self-help modules via Therapy Assistance Online (TAO) at [https://us.taoconnect.org/register.](https://us.taoconnect.org/register)

Most of these services are offered at no cost as they are covered by the University Health Services tuition fee. For all available mental health resources, check out [University Health Services Mental Health](https://www.sc.edu/about/offices_and_divisions/health_services/mental-health/index.php).

**Statement on Disability Accommodations:**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the [Student Disability Resource Center](https://sc.edu/about/offices_and_divisions/student_disability_resource_center/): 777-6142, TDD 777-6744, email [sadrc@mailbox.sc.edu](mailto:sadrc@mailbox.sc.edu?subject=), or stop by Close-Hipp Suite 102. All accommodations must be approved through the Student Disability Resource Center.

**Interpersonal violence:**

Interpersonal violence - including sexual harassment, relationship violence, sexual assault, and stalking - is prohibited at UofSC. Faculty, staff, and administrators encourage anyone experiencing interpersonal violence to speak with someone, so they can get the necessary support and UofSC can respond appropriately. If you or someone you know has been or is currently impacted by interpersonal violence, you can find the appropriate resources at the [Stop Interpersonal Violence](http://www.sc.edu/stopsexualassault) website.

As faculty, I must report all incidents of interpersonal violence and sexual misconduct, and thus cannot guarantee confidentiality. Please know that you can seek [**Confidential Victim Advocacy and Support**](https://sc.edu/about/initiatives/safety/stop_sexual_assault/contacts/index.php). If you want to make a formal report, you can [**Submit an Interpersonal Violence Incident Report**](https://cm.maxient.com/reportingform.php?UnivofSouthCarolinaEOP&layout_id=6) or contact the institution’s Title IX Coordinator, or one of the Deputy Title IX Coordinators listed on the Stop Sexual Assault website. You can also file a police report by contacting USC Police at 803-777-4215.

**Religious observances:**

Students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course.

**Facilitation of class discussion grading rubric:**

**DRAFT – subject to change**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria to earn points | Level of Achievement | | | | Points | |
| Exemplary  (46-50) | Proficient  (41-45) | Marginal  (36-40) | Unacceptable  (1-35) | Accrued | Max |
| Organization | Follows a clear, logical sequence & provides examples/ elaboration. | Follows a logical sequence, but fails to provide examples/ elaboration. | Very little logical sequence (jumps around, unclear structure). | There is no logical sequence of information. |  | 50 |
| Develop ways to evoke insightful feedback and conversation on the readings; (e.g., Incorporate class activities video clips, or in-class demonstrations) | Clearly develops ways to evoke insightful feedback and conversation; integrates well with assigned readings | Clearly develops ways to evoke insightful feedback and conversation; integrates well with assigned readings  Class activities are not described well; activities do not fit well with readings | Provides cursory or vague description of class activity;  activities do not fit well with readings | Fails to describe class activity well; class activity does not fit with readings |  | 50 |
| Consider new ways to frame main themes | Clearly identifies main themes in the readings;  appropriately links them with existing concepts and theories | Identifies some themes in the observation; briefly links them with existing concepts and theories | Identifies only limited themes in the observation and/or fails to link them with existing concepts and theories | Does not identify themes in the observation or link them with existing concepts and theories |  | 50 |
| Application to business, clinical, or other real works settings | Accurately applies topic to real world settings  with a well-developed explanation; strong evidence of original thinking | Accurately applies topic to real world settings  with brief explanation; some evidence of original thinking | Accurately applies topic to real world settings; some explanation but little evidence of original thinking | Fails to apply topic to real world setting  OR inappropriate or poorly reasoned application |  | 50 |
| **Total out of 200 points** | | | | |  | 200 |

**Oral Presentation Grading Information**

**DRAFT – subject to change**

|  |  |  |
| --- | --- | --- |
| **Point Distribution** | **Accrued** | **Max** |
| **Level of familiarity and mastery of topic**   * Summarize relevant literature * Describe experiment * Indicate why experiment is novel/innovative |  | ***25*** |
| **Critical analysis of experiment**   * Use affective neuroscience perspectives * Evaluation of relevant existing affective neurophysiology literature * Offer critical insights to others |  | ***25*** |
| **Presentation style & slide**   * More than one slide = Reduce by 5 points * Comfortable, engaging * Inviting questions * Appearing prepared/organized * Slides clear, succinct, organized, professional * Not overly reliant on slides |  | ***25*** |
| **Response to Questions**   * Communicates answers to questions well * Fully addresses questions |  | ***25*** |
| ***Total*** |  | ***100*** |

**Written Proposal Grading Rubric**

**DRAFT – subject to change**

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| --- | --- | --- |
| **APA Format (~16%, 50 points)** | | |
| Exemplary Performance | Average Performance | Needs Work |
| Points earned: \_\_\_\_\_\_\_\_  (35-50 possible) | Points earned: \_\_\_\_\_\_\_\_\_\_  (20-34 possible) | Points earned: \_\_\_\_\_\_\_\_\_  (0-19 possible) |
| Format meets APA requirements:   * Appropriate title page (affiliation, running head, etc). * 12 pt font. (Arial, Times New Roman) * Double spaced. * 1 inch margins. * Appropriate citations: formatted correctly, in the appropriate places, etc. * Reference section. | * Title page is present, but may have minor errors in formatting. * Citations may have minor errors in formatting, but are included where necessary. * Reference section is complete and only contains minor errors, if any. * General formatting is correct, and may have only minor errors in font size, font type, spacing, and/or document margins. | Formatting does not meet most APA requirements. The paper has at least one major error (i.e. missing citations) and/or numerous minor errors that exceed those listed in the Average Performance section. This paper contains at least one of the following:   * Missing title page, improperly formatted/missing name and/or affiliation, missing paper title, missing running head, and/or missing header * Incorrect font size or type, incorrect margin width, and/or incorrect spacing * Missing citations/references- unclear from where information was gathered * Numerous errors in citation formatting * Direct quotes are improperly/not cited * Reference section has numerous errors in formatting/structure and/or is incomplete |
| **General Organization & Style (25%, 75 points)** | | |
| Exemplary Performance | Average Performance | Needs Work |
| Points earned: \_\_\_\_\_\_\_\_  (51-75 possible) | Points earned: \_\_\_\_\_\_\_\_\_\_  (26-50 possible) | Points earned: \_\_\_\_\_\_\_\_\_  (0-25 possible) |
| This paper meets each of the following requirements:   * At least 7 full pages. * Organized in a logical manner. * No spelling errors. * Basic rules of grammar and punctuation are adhered to. * Does not use contractions (ex: don’t, can’t). * Does not use first person (ex: I believe…). * Paragraphs consist of introductory sentences, content, and appropriate transition statements between paragraphs. * Quotes are used sparingly, where appropriate, and are not lengthy. * Flows well, readable. | * Meets page length requirement, but may be longer than 9 pages. * There are more than one spelling errors. * Mostly organized in a logical way. * There are no more than 5 minor or no more than 1 major grammatical/punctuation error(s). * First person is not used. * Generally avoids contractions, and there are no more than 5, if present. * Basic elements of the paper are included (intro and conclusion, transition statements). * Quotes are used only where appropriate and are not lengthy. * Generally, flows well and is readable. | This paper would have benefitted from careful proofreading by the student and/or the University’s writing center. This paper has several minor errors and/or at least one major error, which may include:   * Less than 7 full pages, or exceeds 10 pages. * More than 5 spelling errors * Does not follow a logical order, and as a result, is difficult to follow. * More than 5 minor grammatical errors and/or at least 2 major errors. * First person is used. * Contractions are used throughout. * Lacks basic elements (intro/conclusion, transition statements, etc). * Overreliance on quotes and/or use of lengthy quotes. * Does not flow well and is difficult to read and/or understand |
| **Content & Support (50%, 150 points)** | | |
| Exemplary Performance | Average Performance | Needs Work |
| Points earned: \_\_\_\_\_\_\_\_\_\_  (96-150 possible) | Points earned: \_\_\_\_\_\_\_\_\_\_\_\_  (51-95 possible) | Points earned: \_\_\_\_\_\_\_\_\_\_  (0-50 possible) |
| * **A novel affective neurophysiological methodology is provided, and is supported by at least 3 well-developed points** * Specific theoretical arguments are incorporated. * Class materials (discussions, readings, etc) were integrated into the formation of the opinion. * Conveys understanding of material- facts are not simply listed in paragraph form, but content is critically analyzed/discussed. * Appropriate, accepted, accurate affective neurophysiological terms used & described (ex: hallucinations are correctly defined and distinguished from delusions). * Facts & interpretations were accurate | * **A novel affective neurophysiological methodology is provided, and is supported by at least 3 points, which may need more development.** * Specific theoretical arguments are underused or may not clearly support the opinion. * Class materials were integrated into the opinion, but were either over- or underused, or were not as clear as they should have been. * It was obvious the author understood the materials, but the understanding was not clearly presented or developed well enough. More critical analysis/discussion was needed. * Most affective neurophysiological terms are presented in an appropriate, accurate, accepted manner, but there may be minor errors. * Facts and interpretations were mostly accurate, but may contain minor errors | * **A novel affective neurophysiological methodology is not provided, and if provided, is not supported by at least 3 points, or developed to an acceptable extent.** * Lacks theoretical support. * Class materials were not used as support or used inappropriately. * It is unclear if the author truly read and understood the material, or it is clear they did not understand it. There was a lack of critical analysis/discussion. * Affective neurophysiological terms were not used appropriately, accurately, in the accepted manner, and errors are numerous and/or major. * There were several inaccurate facts and/or interpretations, or there was a major error in presentation of facts and/or interpretations that affected the overall quality of the paper’s contents. |

**Points on written: \_\_\_\_\_\_\_\_\_\_\_/275**

**Points for consultation: \_\_\_\_\_\_\_\_\_\_\_/25**

**Total Paper Grade: \_\_\_\_\_\_\_\_\_\_\_/300**

**Additional Comments:**