



UNIVERSITY of HAWAII  
**WINDWARD COMMUNITY COLLEGE**

Ke Kulanui Kaiāulu o ke Ko'olau  
**PSY: 100: Survey of Psychology**

Spring 2026

January 12-March 6, 2026

3 Credits | CRN 63180

\* This syllabus and/or our Course Schedule is subject to change at any time. I will notify you of any changes via course announcement. Mahalo!

## About Windward Community College

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### Mission Statement

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'ake akamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu—hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

### 'Āina

Windward Community College is located in the ahupua'a of Kāne'ohē and He'e'ia in the moku of Ko'olaupoko on the island of O'ahu. Both ahupua'a are directly connected to the mo'o 'ōlelo of Pāpa and Wākea, who are seen as the ancestors of the Hawaiian nation. The campus sits beneath the pu'u of Keahiakahoe, which is also connected to many mo'o 'ōlelo of this 'āina. Because wind names and rain names are associated with specific 'āina, the rain name of Kāne'ohē is known as the 'Āpuakea and the rain name of He'e'ia is the Ulumano.

## Instructor Information

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### About Your Instructor

Aloha kākou! My name is Dr. Park and I am excited to be your instructor. I was born and raised on Hawai'i Island and have been on O'ahu since 2009. I have almost 20 years of experience as an educator and am also a licensed mental health counselor with counseling experience in the public and private sectors.

### How to Contact Your Instructor

Dr. Christine Park, Ph.D., LMHC, NCC, REAT

Mental Health Technician: [windward.hawaii.edu/programs-of-study/mental-health-technician/](http://windward.hawaii.edu/programs-of-study/mental-health-technician/)

Office: Na'auao 107

Office Hours: Email for appointment  
Email: cmpark@hawaii.edu  
ZOOM: <https://us02web.zoom.us/j/3121390616>

### Asking Course Questions

Please use the Q&A forum in the Lamakū Discussions for all general course questions about content, activities, due dates, etc. For specific grading questions and/or personal matters, please email me directly. Per FERPA, to keep your information protected, it is best to use the Lamakū email.

I will do my best to respond to you within 48 hours weekdays (M-F), however, if I do not, please send me a follow-up email. Please note that on weekends and holidays, my response time may be slower. Also, if using the messaging feature in Lamakū, my response time may be slower as I do not check the instant messaging feature as frequently.

### Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

### Contingency Plan

If there is an outage, weather situation, or family emergency on my end, I will do my best to find a way to communicate an update as soon as possible about my return to the course. Mahalo in advance for your understanding and I hope you will do the same.

### Course Format & Structure

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**This is a fully online asynchronous course. This course is offered in a 8-week format.** Please note that this is not a self-paced course. Students are required to engage and participate weekly. Each week will consist of chapter readings from the text, additional learning resources, and weekly assignments posted in Lamakū. Students are expected to review all learning resources for each module.

Course content will be released at the start of each week and will remain open for the duration of the course to give you access to material throughout the term. Content is delivered through:

- Online readings, videos, and activities
- Online discussions (written and video posts)
- Projects and papers
- Quizzes

### Regular Substantive Interaction

Online courses at Windward Community College follow the college's [RSI Definition](#) for ensuring quality instruction. You can expect me to communicate with you frequently (and in a timely fashion) about our coursework in the following ways during our 8-weeks.

- **Announcements** will be posted at the start of each week (typically by Monday 8am).

- **Modules & Content** for the course is available from the start of the term. However, students are encouraged NOT to jump too far ahead as additional resources and minor changes may be made leading into each week/module.
- **Assignments** will be graded using Lamakū rubrics. Grading feedback will also be provided through comments in Lamakū. Grading times will vary depending on the scope and depth of the assignment.
- **Discussions** will take place in each module/week. I will check and monitor the weekly discussion forum several days each week. I may not respond to each student each week, but will monitor responses, answer questions, provide general feedback, offer additional resources, and provide additional guidance and insight. Discussions will be graded using the Lamakū discussion rubric.
- **Q&A Forum** in Lamakū discussions is a forum for you to ask general questions. I will check the Q&A periodically and respond accordingly. For urgent or personal matters, please reach out to me directly (“How to contact your instructor” above).
- **Final Exam** attempts are open in the final week of the course. The exams are auto-graded. You will have 2 attempts and will be able to see which questions you got wrong, however, answers to the exam will be posted once the exam closes.

All course activity due dates are listed in Lamakū on the Calendar. Please check your UH email often and set your [Lamakū Notifications](#) (both email and D2L Brightspace [Pulse App](#)) to receive course notices, such as grading updates, announcements, and activity reminders. I will keep our Lamakū course grades as current as possible. Grading turnaround times may vary depending on the depth of the assignment. Modes of feedback and evaluation are stated in our course grades.

## Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with [Executive Policy 7.209](#), all students in the University of Hawai‘i system are required to establish “participation” to ensure that they are not dropped from their class(es). Effective Fall 2021, students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

## Course Information

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### Catalog Description

An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry.

### Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

- Recognize the study of psychology as a science.
- Discuss the biological and environmental basis of human behavior.
- Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

## Course Materials & Technology

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### Required Materials

1. OER OpenStax. (2020). Psychology 2e by OpenStax (Print Version, Paperback, B&W). (n.p.): Innovative Eggz LLC.

Learn about the Hawaiian meaning of the word “lamakū”: [Lamakū Pronunciation, Meaning, and Importance](#).

- [UHCC Lamakū Student Resources](#) (how-to videos)
  - Contact [UH ITS](#) for 24/7 Lamakū assistance.
- [Keeping Accessibility and UDL in Mind](#)
  - If you find any course content that needs remediation and/or updating, please kindly share and I will immediately work to make the content accessible.
- Lamakū courses will appear 5 days before the first day for the academic term and will become inactive (no longer be available to access) 3 weeks after the end of the term. Be sure to save any coursework you may need from Lamakū *during* the term.
- Lamakū automatically logs you out *if it does not detect activity for three hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

### Other Technology

D2L Brightspace, the parent company of Lamakū, recommends users choose the latest versions of [Google Chrome](#), [Mozilla Firefox](#), [Microsoft Edge](#), or [Apple Safari](#) as their internet browser.

We recommend that students update their internet browser at the start of each term, search how to allow pop-up windows, adjust their cookies, and clear device history. Also, fully restart your computer and/or device from time-to-time to optimize performance.

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- [Adobe Reader](#) is used to read course files ([accessibility statement](#), [privacy policy](#))
- [Canva](#) is a presentation, graphic design software, and more ([accessibility statement](#), [privacy policy](#))
- [Google Drive](#) is UH-provided cloud storage ([accessibility statement](#), [privacy policy](#))
- [Google Docs](#) is used to create documents ([accessibility statement](#), [privacy policy](#))
- [Google Sheets](#) is used to create assignment and reference worksheets ([accessibility statement](#), [privacy policy](#))
- [Google Slides](#) is a presentation authoring software provided by UH ([accessibility statement](#), [privacy policy](#))
- [H5P](#) is used for creating review activities ([accessibility](#), [privacy policy](#))
- [YouTube](#) is used for delivering some of the course content ([accessibility statement](#), [privacy policy](#))
- [Zoom](#) is used for the Synchronous Sessions and virtual office ([accessibility statement](#), [privacy policy](#))

## Course Activities & Grading Policy

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### Assessment Tasks and Grading:

Assignment or Activity	Due Date	Point Value
Introduction	1/14/26	5
Mandatory Zoom Meeting	1/25/26	5
Discussion Forum Posts	Weekly--Main post Wednesday; Peer Response due Saturday  Week 8: Main post due Wednesday; Peer Responses due Friday	40
Chapter Outlines	Due Sunday of each week	75
Psychology in Careers Interview	2/1/26	20
TED Talk Review	2/15/26	20
Exam	3/6/26	45
<b>Total</b>		<b>115</b>

### Grading Scale:

A:	90-100%
B:	80-89%
C:	70-79%
D:	60-69%
F:	59% and below

### Grading Feedback

Grading feedback will be provided through Lamakū. You will receive grading based on the Lamakū rubrics and also comments. Text annotations may also be made through Lamakū in the document view. Please allow at least 1 week for discussion and at least 2 weeks for key assignment feedback and grading. The Final Exam is auto-graded and grades will be auto-generated upon completion of the exam.

### Course Schedule

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Week	Topic	Readings Learning Resources	Assignments Due
1 1/12/26	Intro to Psychology Psychological research	Chapters 1 & 2 Lamakū Resources	<b>Introduction</b> – due Wednesday <b>Discussion 1</b> - Main Post due Wednesday; Peer Responses due Saturday <b>Outlines Ch 1 &amp; 2</b> - due Sunday
2	Biopsychology States of Consciousness	Chapters 3 & 4 Lamakū Resources	<b>Discussion 2</b> - Main Post due Wednesday; Peer Responses due Saturday <b>Outlines Ch 3 &amp; 4</b> - due Sunday <b>Zoom meeting Appointment</b>

Week	Topic	Readings Learning Resources	Assignments Due
1/19/26			
3 1/26/26	Sensations & Perceptions Learning	Chapters 5 & 6 Lamakū Resources	<b>Discussion 3</b> - Main Post due Wednesday; Peer Responses due Saturday <b>Outlines Ch 5 &amp; 6</b> - due Sunday <b>Psychology in Careers Interview</b> - due Sunday
4 2/2/26	Thinking & Intelligence Memory	Chapters 7 & 8 Lamakū Resources	<b>Discussion 4</b> - Main Post due Wednesday; Peer Responses due Saturday <b>Outlines Ch 7 &amp; 8</b> - due Sunday
5 2/9/26	Lifespan Development Emotions & Motivation	Chapter 9 & 10 Lamakū Resources	<b>Discussion 5</b> - Main Post due Wednesday; Peer Responses due Saturday <b>Outlines Ch 9 &amp; 10</b> - due Sunday <b>TED Talk Review</b> - due Sunday
6 2/16/26	Personality Social Psychology	Chapters 11 & 12 Lamakū Resources	<b>Discussion 6</b> - Main Post due Wednesday; Peer Responses due Saturday <b>Outlines Ch 11 &amp; 12</b> - due Sunday <b>Zoom Meeting appointment</b>
7 2/23/26	Industrial-Organizational Psychology Stress, Lifestyle & Health	Chapters 13 & 14 Lamakū Resources	<b>Discussion 7</b> - Main Post due Wednesday; Peer Responses due Saturday <b>Outlines Ch 13 &amp; 14</b> - due Sunday
8 3/2/26	Psychological Disorders Therapy & Treatment	Chapters 15 & 16 Lamakū Resources	<b>Discussion 8</b> - Main Post due Wednesday; Peer Responses due FRIDAY <b>Outlines Ch 15 &amp; 16</b> - Due FRIDAY <b>Final Exam</b> - Due FRIDAY

### Course Tasks

- **Participation / Weekly Discussions : (5 points per week- 40 points total)**

Each student will be expected to participate in each weekly discussion. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in class or online class forums. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student contributes to the interactive learning that is an important part of every course. I will be monitoring the chat and will periodically pop in to reply to students, answer questions, post additional questions to stimulate the conversation, add resources, or highlight key ideas and themes.

Written Discussions: to receive credit for participation, each student will need to participate on time and respond to at least 1 peer. Main posts should be a minimum of

250 words and include 1 question for the class. Peer responses should be made in the form of a VIDEO and include a response to the question a peer posed. More details on discussion requirements are posted in Lamakū.

Peer Chat Discussions: to receive full credit, students will need to post a summary of their discussion to the forum. Summaries should be at least 250 words and include both peers' insights. Both peers need to submit a summary. Peer responses are not required.

**Students must use APA 7<sup>th</sup> Edition format and include citations and references.**

- **Zoom Meeting Appointments: (5 points + 5 points bonus)**

Each student will be expected to attend 2 Zoom meetings with me during the term. The Zoom meetings will be 100-15 minutes and are "get to know you" meetings. These meetings can also be supportive meetings for you to ask any questions about the course, assignments, or the mental health profession.

- **Chapter Outlines (5 points per chapter-75 points total)**

Students are to submit a Chapter Outline at the end of each week. Two chapters are covered each week. Each chapter outline is worth 5 points. Students can submit 1 document with both weekly chapter outlines or two separate documents (one for each chapter). Outlines are to capture the key points and ideas of each chapter. Submissions should be made in a Word Document or Google Document format.

Students have the option of utilizing AI to develop a basic outline, but must elaborate and add their own content and material. Students who choose this option must clearly identify which content was AI-generated and which content was self-generated. Students who choose this option can only earn a max 4 out of 5 points.

- **C. Psychology in Careers Interview (20 points)**

The goal of this assignment is to understand how psychology is used in everyday work. For this assignment, you will interview with someone who uses psychology in their work/career (teacher, mental health counselor, school counselor, psychologist, social worker, police officer, supervisor, etc.) Check this website for possible careers. Scroll down to "More Career Options in Psychology" for a more comprehensive list [List of Psychology Careers](#)

Here are some guiding questions you can ask in your interview. Feel free to add questions as you see appropriate.

1. What kind of work do you do?
2. What is your educational background, and what kind of training in psychology do you have?
3. How is psychology applied in your work/career? How do you apply psychological concepts in your work?
4. Is there anything else you would like to share?

After conducting the interview, you will write a 2-3 page paper summarizing your interview. In your paper, be sure to address the following.

1. Introduction: Who did you interview? What kind of work do they do? Include any other relevant background information. Provide a brief overview of the interview (their educational degree, training, education in psychology, etc.)
2. Application of Psychology: How does your interviewee apply psychology and concepts of psychology to their work?
3. Reflection: What did you learn from this interview? What was surprising to you? Describe your understanding of how psychology applies to everyday work and a variety of careers?

Submissions should be made in a Word Document or Google Document format.

- **D. TED Talk Review (20 points)**

For this assignment, you will locate a TED Talk on one of the topics covered in this course. TED Talks are videos for experts and leaders from a variety of fields who share their knowledge in a mini-lecture/presentation. Submissions should be made in a Word Document or Google Document format.

Your tasks:

1) Take a look at the table of contents for your text and use this as a guide for topics to select. Once you have a topic in mind go to <https://www.ted.com/talks> (<--click link) to find a TED Talk you are interested in. Your TED Talk should be at least 10 minutes in length and no more than 60 minutes.

2) After watching the talk, write a 2-3 paragraph summary of the talk. Your paper should be about 1 page, double spaced 12-pt font.

Paragraphs 1 -2: What was the title of the talk? Who was the speaker? What was their topic? What are the main points covered? Be sure to include the URL (web address) where your talk can be found.

Paragraphs 2-3: What were your big takeaways? How do the concepts covered in the video relate to the topics covered in this course? How does this contribute to your overall understanding of psychology?

- **Final Exam (45 points)**

The final exam is worth 45 points and will have questions from the chapters and resources in the course. Students will have 1.5 hours to complete the exam and 2 attempts. The highest score will be recorded.

## Academic Integrity

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Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

- Students will receive a failing grade for plagiarized assignments.
- All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

## Windward CC Student Conduct Information

### UH System Student Conduct Policy EO 7.208

#### Use of Artificial Intelligence (AI)

In this course, students must be the primary and majority authors of text, code, analysis, images, graphics, and all coursework products and assignments. Students are permitted to use AI to generate ideas, polish text they have drafted, or perform tasks that are not essential to completing the learning outcomes of the course. Students are encouraged to keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship, and to check what is permissible for each assignment.

**If AI is used in the development of assignments or discussion posts, students MUST cite the AI source through a citation and reference.**

#### Student Kuleana

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- Please review our [Hawai'i-Style Netiquette](#), which blends the values of ALOHA with approaches to how we should consider treating each other online.
- Windward CC has [Grievance Procedures](#) in place, but I encourage us to try to work together first to see if we can work through any troubles. Mahalo!
- Students may check the [Student Notifications](#) page on the website for canceled classes

#### Drafts

Students can submit drafts of their key assignments for review and feedback. Drafts must be submitted no later than 2 weeks prior to the due date in order to receive feedback.

#### Late Policy

Late assignments (assignments and outlines) will be deducted 10% per day. Late assignments cannot be submitted past 7 days after the due date. There are no extensions for the final exam.

Discussions MUST be submitted within the week they are due. Main posts are due on Wednesday and Peer Responses are due on Saturday. Late posts will receive a deduction of 1 point per day. All posts (main and peer response) will not be accepted past Sunday of each week.

## Academic and Technical Support

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#### Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
- [Library Research Units \(LRUs\)](#)
- [Ka Piko Tutoring Services: Math Lab, Speech Lab, Writing Lab, 'Ōlelo Hawai'i Lab](#)
- [Online Learning at Windward Community College](#)
- [STAR Balance](#)

*Windward Community College is an equal opportunity, affirmative action institution.*

## Technical Support

- UH ITS Help Desk: email [help@hawaii.edu](mailto:help@hawaii.edu) or call (808) 956-8883 (or 1-800-558-2669) for Lamakū and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support: email [winhelp@hawaii.edu](mailto:winhelp@hawaii.edu), call (808) 235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lamakū: Click on the Lamakū Help link in the menu bar at the top of the Lamakū homepage to fill out and submit a question and get your answer via email.
- Information Security for Students

## College Policies & Support Services

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Your instructor may also provide additional resources in your Lamakū course.

### Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs.

### Disabilities Accommodations Statement

Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at (808) 235-7448, [wccdsso@hawaii.edu](mailto:wccdsso@hawaii.edu), or stop by the office (Hale Kako'o 106) for more information.

### Financial Aid

If you are receiving financial aid and are contemplating not completing the course it is highly recommended that you contact the Financial Aid Office at (808) 934-2712 or email them at [wccfao@hawaii.edu](mailto:wccfao@hawaii.edu) **BEFORE** you withdraw to discuss the impact this decision may have on your financial aid eligibility.

### LGBTQ+

The University of Hawai'i system and Windward Community College are committed to building an inclusive community that supports and advocates for all students, staff, and faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. For more information, see the University of Hawai'i Commission on LGBTQ+ Equality. Windward Community College Commissioner: Scott Sutherland, [scottjks@hawaii.edu](mailto:scottjks@hawaii.edu)

## Mental Health Counseling

Mental Health and Wellness at Windward Community College provides counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at [WCC Mental Health & Wellness](#).

## Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, they have placed themselves under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the [Student Conduct Code](#) are available at the Office of the Vice Chancellor for Student Affairs.

## TRiO Program

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Information about services can be found at [Windward CC TRiO](#).

## Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Desrae Kahale, UH System Confidential Advocate  
 Phone: (808) 235-7393  
 Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)  
 Office: Hale Kāko'o 101

Desrae Kahale, Mental Health Counselor & Confidential Resource  
 Phone: (808) 235-7393  
 Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
 Office: Hale Kāko'o 101

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator  
 Phone: (808) 235-7468  
 Email: [mozoa@hawaii.edu](mailto:mozoa@hawaii.edu)  
 Office: Hale Kāko'o 109

Karen Cho, Deputy Title IX Coordinator  
 Phone: (808) 235-7404  
 Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)

Office: Hale 'Alaka'i 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, refer to the University's [Title IX](#) resources, and the University's Policy, [EP 1.204](#).

## UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit [UH Alerts](#) for more information.

## Rubrics

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### Discussion: Main Post Rubric (3 Points)

Category	Criteria	Points
Critical Analysis	Posting demonstrates that information from readings was considered with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	1
Applied Analysis	Includes a specific real-life application (work experience, prior coursework, imagined scenario, etc.) to support important points.	1
Writing and Grammar	Written responses are free of grammatical, spelling or punctuation errors. APA format is used for references and citations.	1

### Discussion Peer Response Rubric (2 Points)

Category	Criteria	Points
<b>Participation in the Learning Community</b>	Responses actively stimulate and sustain further discussion by building on peers' responses including: <ul style="list-style-type: none"> <li>– building a focused argument around a specific issue or</li> <li>– asking a new related question or</li> <li>– making an oppositional statement supported by personal experience or related research.</li> </ul> Response is 3-5 minutes (less than 3 minutes and more than 5 minutes will result in a deduction)	1
<b>Discussion Interaction</b>	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	1