

Human Sexuality Research Paper

Students that elect to complete the research paper are required to obtain professor approval for the topic of their choice. Here are some helpful hints on identifying a topic for this paper:

- Read current events (e.g. www.delicious.com/hokapelli)
- Pick a topic that is interesting
- Pick a topic that is personal to you

Prior Approval: Students must email the Professor with a thesis statement and explanation as to why this topic was chosen. The Professor will reply to the student email indicating that this topic has been approved, request additional explanation, or denied. Any student who submits an unapproved research paper will receive a zero score.

Due Date: Thursday, Week 2

Outline: Students are expected to upload an outline of their research paper into the Dropbox in D2L. The Professor will review these outlines however if you want direct feedback then you are expected to contact the Professor during student hours or via email. Please refer to the Rubric section to see how the outline will be scored.

Due Date: Thursday, Week 3

Format: A completed Research Paper will include a thesis, introductory paragraph, body, and conclusions. The completed paper must be submitted in the Dropbox in D2L as a RTF, DOC or DOCX, or PDF file; any other format will not be accepted. Late submissions will not be accepted - period. Please refer to the Rubric and Penalties sections to see how the paper will be scored. Failure to meet all of these requirements will result in an automatic zero.

- Title Page (Title of Paper, Student Name, Course Information, Semester Information)
- Double-spaced, 12 point font (Arial, Sans, Times)
- 8-10 pages in total length
- Includes APA in-text citations and full citations on a Reference page
- Essay format, including thesis statement

Direct Quotations: This project should be written in the student's own words; no more than 10% of the paper should be quoted material. Students who submit a paper that exceeds this amount will be penalized a point for each percentage above the 10% allowable. Students who submit a project with more than 30% quoted material will receive an automatic zero.

APA Citations: Students are expected to demonstrate understanding of the rules of plagiarism and are expected to use APA citations appropriately, which include in-text citations and full citations on a Reference page. Students are expected to cite at least 5 unique sources. Students who submit a project without any APA citations will receive an automatic ZERO. Links on plagiarism and APA format are provided in the Resources link in D2L.

Plagiarism: Students are held responsible for submitting original work and the instructor reserves the right to question anybody involved in academic dishonesty and take appropriate actions. Upon submission in the Dropbox in D2L these projects will be submitted to Turnitin.com to verify originality. Students who demonstrate egregious acts of plagiarism will be given an automatic zero for this project and will be reported to the BSS Area Dean, and possibly the campus disciplinary officer. Students that use APA citations to avoid plagiarism but do so incorrectly may receive a smaller penalty for plagiarism.

Score and Feedback: Each student will receive a score and feedback on their research paper by the end of the term. A detailed explanation of how points are earned can be found in the Research Paper Rubric.

Penalties

A paper with any of the following critical errors will receive an automatic zero!

- No citations (in-text and/or full citations)
- There are fewer than 5 credible sources on the Reference page
- Completed paper is less than 7 full pages, double-spaced (as submitted in the Dropbox)
- Completed paper is not submitted in the Dropbox in D2L by the deadline
- Plagiarism!

Scoring the Research Paper

Outline Rubric

Here are two helpful links on how to create an organized outline:

- <http://writingcenter.mcc.edu/Outlining.pdf>
- <https://owl.english.purdue.edu/owl/resource/544/03/>

	5	4	3	2	1	0
Outline (Structure)	Outline consistently uses bullets, numbers, and/or roman numerals to clearly identify at least 3 main points, with supporting points and information.	Outline uses some organization (e.g. bullets, numbers, and/or roman numerals) to clearly identify at least 3 main points, with supporting points and information.	Outline consistently uses bullets, numbers, and/or roman numerals to clearly identify 2 main points, with supporting points and information.	Outline uses some organization (e.g. bullets, numbers, and/or roman numerals) to clearly identify 2 or more main points, with supporting points and information.	Outline uses some organization (e.g. bullets, numbers, and/or roman numerals) to clearly identify 1 main points, with supporting points and information.	No Outline submitted.
Outline (Content)	Main points and supportive points have a strong connection to the thesis statement WITH objective support	Main points and supportive points have a strong connection to the thesis statement WITHOUT objective support	Main points and supportive points are loosely connected to the thesis statement WITH objective support	Main points and supportive points are loosely connected to the thesis statement WITHOUT objective support	Main points and supportive points are NOT connected to the thesis statement.	No Outline submitted.

Scoring the Research Paper

Requirements Rubric

	5	4	3	2	1	0
Introduction	Introduction provides insight into the focus of the paper with a strong thesis statement. Includes a good “attention grabber”	Introduction provides insight into the focus of the paper. Thesis statement is tentative. May or may not have “attention grabber”	Introduction provides insight into the focus of the paper, but no thesis. Includes a good “attention grabber”	Introduction provides little insight into the focus of the paper. May or may not have “attention grabber” but no thesis statement.	Introductory paragraph provides little insight into the focus of the paper. Does not include “attention grabber” or thesis.	No introductory paragraph.
Conclusion	Brings closure to the reader, summing up key points and provides a final perspective on the topic.	Brings closure to the reader, summing up most key points and provides a final perspective on the topic.	Brings some closure to the reader, summing up few key points and provides a final perspective on the topic.	Brings little closure to the reader, summing up no key points but provides a final perspective on the topic.	Conclusion is off-topic and brings no closure to the reader.	No conclusion paragraph.
In-text Citations (APA Format)	Appropriately used in-text citations. No errors in APA citations.	Appropriately used in-text citations. Few errors in APA citations.	Appropriately used in-text citations. Significant errors in APA citations.	Appropriately used in-text citations. Citations used but not APA format.	n/a	No in-text citations used. Unable to verify information. Automatic ZERO on this paper.
Full Citations (APA Format)	Reference page is included. No errors in APA citations.	Reference page is included. Few errors in APA citations.	Reference page is included. Significant errors in APA citations.	Full citations used but not APA format.	n/a	No full citations. Unable to verify information. Automatic ZERO on this paper.

Scoring the Research Paper

Content Rubric (page 1)

	10	8	6	4	2	0
Focus, Purpose, Thesis (Controlling Idea)	Engaging and full development of a clear thesis as appropriate to assignment purpose.	Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or only indirectly supported.	Mostly simplistic and unfocused ideas; little or no sense of purpose control of thesis.	Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the prompt; thesis is essentially missing or discernible.	Shows complete confusion about the topic or inability to grasp it; thus conspicuous absence of thesis and lack of purpose.
Ideas, Support, & Development (Evidence)	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	Ideas supported sufficiently; support is sound, valid, and logical.	Main points and ideas are only indirectly supported; support isn't sufficient or specific, but is loosely relevant to main points.	Insufficient, non-specific, and/or irrelevant support.	Lack of support for main points; frequent and illogical generalizations without support.	Clear absence of support for main ideas.

Scoring the Research Paper

Content Rubric (page 2)

	10	8	6	4	2	0
Structure, Organization	Organization is sequential and appropriate to assignment; paragraphs are well developed and appropriately divided; ideas link with smooth and effective transitions.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alone with weak or non-evident transitions.	Organization, while attempted, was unsuccessful. Paragraphs were simple, disconnected and formulaic. No evident transitions or planned sequence.	Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing, inappropriate and/or illogical.	Paragraph structure does not exist; or is a single rambling paragraph or series of isolated paragraphs.
Audience, Tone, and Point-of-View	Clear discernment of distinctive audience; tone and point-of-view appropriate to the assignment.	Effective and accurate awareness of general audience: tone and point-of-view satisfactory.	Little or inconsistent sense of audience related to assignment purpose: tone and point-of-view not refined or consistent.	Shows almost no awareness of a particular audience; reveals no grasp of appropriate tone and/or point-of-view for given assignment.	Lacks awareness of a particular audience for assignment; tone and point-of-view somewhat inappropriate or very inconsistent.	No evidence awareness of audience as appropriate to assignments; tone completely inappropriate to assignment.

Scoring the Research Paper

Content Rubric (page 3)

	10	8	6	4	2	0
Sentence Structure (Grammar)	Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length.	Effective and varied sentences; errors (if any) due to lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms.	Formulaic or tedious sentence patterns; shoes some errors in sentence construction; some non-standard syntax usage.	Sentences show errors of structure; little or no variety; no grasp of sentence flow.	Simple sentences used excessively, almost exclusively; frequent errors of sentence structure.	Contains multiple and serious errors of sentence structure: <i>i.e.</i> , fragments, run-ons. Unable to write simple sentences.
Mechanics and Presentation	Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment.	Contains only occasional punctuation, spelling, and/or capitalization errors. Few formatting errors. Most errors likely careless.	Contains several (mostly common) punctuation, spelling, and/or capitalization errors. Several errors in formatting or formatting is inconsistent.	Contains many errors of punctuation, spelling, and/or capitalization. Errors interfere with meaning in places. Formatting incorrect in most places.	Contains many and serious errors of punctuation, spelling, and/or capitalization; errors severely interfere with meaning. Formatting weak.	Frequent errors in spelling can capitalization; intrusive and/or inaccurate punctuation, communication is hindered. No formatting as appropriate to assignment.
Vocabulary and Word Usage	Exceptional vocabulary range, accuracy, and correct and effective word usage.	Good vocabulary range and accuracy of usage.	Ordinary vocabulary range, mostly accurate; some vernacular terms.	Errors of diction, and usage, while evident, do not interfere with readability.	Extremely limited vocabulary; choices lack grasp of diction; usage is inaccurate.	Diction and syntax make communication meaningless or very confusing at best.