

**PSYC 333: HUMAN SEXUALITY (FALL 2019)****Instructor: Professor Caroline F. Pukall, PhD, CPsych**

Class hours: Mondays from 1:00-2:30 and Wednesdays from 11:30-1:00

Class location: Stirling A

Office hours: Wednesdays from 1:00-2:00 PM (or by appointment) in Craine 217  
starting on September 25, 2019Phone: 613.533.3200; Email: [caroline.pukall@queensu.ca](mailto:caroline.pukall@queensu.ca)**Teaching Assistants: Meghan McInnis, MSc; Kayla Mooney, MSc; & Dan Tassone, MSc**

Office hours: Tuesdays from 1:00-2:00 (or by appointment) in Humphrey Hall, Rm. 220

Meghan McInnis: [meghan.k.mcinnis@queensu.ca](mailto:meghan.k.mcinnis@queensu.ca)Kayla Mooney: [kayla.mooney@queensu.ca](mailto:kayla.mooney@queensu.ca)Dan Tassone: [d.m.tassone@queensu.ca](mailto:d.m.tassone@queensu.ca)**Acknowledgement of Territory**

We would like to acknowledge that the land on which Queen's University rests is the traditional territory of the Anishinaabeg and Haudenosaunee Peoples.

**Intended Student Learning Outcomes**

To complete this course, students will demonstrate their ability to:

- Compare and contrast historical and contemporary perspectives of sexuality.
- Identify the major structures of the genitals to appreciate their functions and complexity, and compare their optimal and nonoptimal functioning.
- Analyze the benefits and drawbacks of different models of sexual response, contraceptive options, sexual communication strategies, and treatments for sexual dysfunctions.
- Appreciate the complexity of different components of sexuality, in particular, genital anatomy, sexual response, sexual behavior, relationship configurations, sexual attraction, gender identity and expression, and sexual orientation.
- Distinguish whether sexual concerns are diagnosable or not, and integrate knowledge about diagnosable sexual dysfunctions into case studies.

**Course description**

The purpose of this class is to provide students with an overview of typical sexual behavior and its variations. Topics include the history of sex research, sexual anatomy, the sexual response cycle, sexual dysfunction, sex therapy, gender identity, and sexual orientation. Particular attention will be paid to current issues in sex research and theory. **Note:** If you suffer from issues related to sexuality, you will likely not benefit personally from this class other than gaining information. If you are in need of resources, please contact the instructor.

**Course Materials****Textbook (Note: the second edition of the textbook is required)**

Pukall CF (editor). Human Sexuality: A Contemporary Introduction, 2<sup>nd</sup> edition. Oxford University Press, 2017. **Note:** Several copies of the textbook have been placed on reserve at Stauffer Library.

There is a digital version of the textbook – please see this link for more information:

<https://www.redshelf.com/book/596587/human-sexuality-596587-9780199023141-caroline-f-pukall>

### Assessment of Learning Outcomes

Assessment	Date	Material covered	Percent of final grade
Midterm #1	Monday September 30, 2019 (location TBA)	Chapters 1-4, lectures (including videos), and any assigned readings	20%
Midterm #2	Wednesday October 23, 2019 (location TBA)	Chapters 7, 8, 10, 13, 14, lectures (including videos), and any assigned readings	30%
Final exam	TBA	All material covered for Midterm 2, plus: Chapters 9, 11, 15, 16, lectures (including videos), and any assigned readings	40%
Blog	Due by 11:55 PM (OnQ-Turnitin) November 8, 2019	See information below and appendix	10%

#### *Midterm and Final Examinations*

Questions on the examinations will be based on the chapters, assigned readings, and lectures, including any guest lectures and videos shown during class time. **There is no opportunity for extra credit or make-up work.** Please note that if you experience distress related to any topic covered in the course, it is still your responsibility to study that material for the exams; no allowances will be made to skip topics in the course or to skip questions on the exam.

There will be 2 midterm examinations (September 30 and October 23, 2019) and a final exam that will take place during the final exam period. The first midterm examination is worth 20% of your final grade, and the second midterm is worth 30% of your final grade (total of 50%). The final examination is worth 40% of your final grade. Both midterm examinations are **non-cumulative** (i.e., each midterm will be based on material covered only since the last exam). They will consist of multiple choice and short answer questions. The final examination will be **partially cumulative** as of the material covered after the first midterm, and it will focus on material covered since the second midterm. The final exam will consist of multiple choice and short answer questions, and a choice of one of two clinical cases, each with several questions.

#### *Blog*

The blog is worth 10% of your final grade. It should be no more than 4 double-spaced pages (Times New Roman, 12-point font, page numbers in upper right corner) based on any topic discussed or read about in class, or current sexuality-related topics appearing in media. Please see the appendix for complete details. If your blog is particularly unique and timely, I may be in touch with you to obtain your permission to edit and post it on my website, with you listed as a guest blogger! Please **submit your blog via OnQ** as a Word document (preferred) or PDF. The blog is due by 11:55 PM on Friday, November 8, 2019.

#### **Turnitin Statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the

database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's University Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

### Grading Scheme and Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to the Queen's Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

### Accommodation After the Fact

Once a student has written an examination/submitted an assignment, they may not subsequently be granted accommodation such as being offered a second opportunity to write the assignment or have it count for less than originally specified in the course syllabus (re-weighted). Students who cannot perform to the best of their abilities due to a serious, extenuating circumstance **must inform their instructor before attempting an assignment or completing a course** to arrange appropriate accommodation. Appeals to change a grade after the fact must be made to the Associate Dean (Studies) and will only be supported by the Department in exceptional circumstances.

### Location and Timing of Final Examinations

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)." Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. **Students should**

**delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.** Also, as indicated in Academic Regulation 8.3, students must write all final examination in all on-campus courses on the Kingston campus.

### **Deferred Exams**

Please see <http://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies> for information related to deferred final examinations.

### **Course Website and Content**

Course materials (e.g., course outline, assigned readings outside of the textbook, lecture slides, grades), will be provided via OnQ.

### **Copyright of Course Materials**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying material from PSYC 333 for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>

### **Course Format**

The course is presented as a series of lectures (two 80-minute lectures each week) as outlined below. Please keep in mind that **you are responsible for reading and studying the chapters listed below in their entirety, even if not all the material from the chapters is covered during class time.** Additional readings outside the required text will be assigned for some lectures, including guest lectures. **You are also responsible for reading and studying the articles in their entirety, even if not all the material is covered during class time.** It is strongly recommended that you read the relevant chapters and/or articles before coming to class; this way, you will get much more out of the lectures.

### **Amount of information**

There are many readings for this course, as the chapter and lecture topics overlap in theme but not necessarily in content. As well, some questions on the exams are specific, some are general, and some of them will be from the content in the 'in focus' boxes that are in the chapters (so study those too!). In addition to knowing the larger point of the material, you will need to know details. If you think this course will involve too much reading for you, please drop it as soon as possible to allow other students access into the course.

### Course Syllabus

Date	Lecture Topic	Readings
Monday September 9, 2019	Overview and introduction	Chapter 2
Wednesday September 11, 2019	Historical views of masturbation and sex toys	Chapter 1
Monday September 16, 2019	Key players in sex research	Chapter 3, pp. 55-59 (from 'A historical overview of sex research methods' to 'qualitative vs quantitative approaches to research' and including the Research vs. Real Life box on page 59 called 'observing sexual response as it happens in the lab')
Wednesday September 18, 2019	Female genital anatomy	Chapter 4, pp. 78-91 (from the very beginning of the chapter ('is sexual anatomy restricted to one's physical body?') and ending at the 'male genitals' section)
Monday September 23, 2019	Male genital anatomy	Chapter 4, pp. 91-101 (starting at the section called 'male genitals' and ending at 'sexual response cycles')
Wednesday September 25, 2019	Sexual response cycles and sex research methods	Chapter 4, pp. 101-108 (starting at 'sexual response cycles' and ending at the end of the chapter)  Chapter 3, pp. 51-55 (from 'participating in a sex research study' to 'a historical overview of sex research methods') and from pp. 58-77 (from 'qualitative vs quantitative approaches to research' to the end of the chapter)
Monday September 30, 2019	<b>Midterm #1</b>	
Wednesday October 2, 2019	Guest lecture Sexual Health Resource Center <i>Contraceptive options</i>	Chapter 7
Monday October 7, 2019	Guest lecture Sexual Health Resource Center <i>Healthy sex</i>	Chapters 8 & 14
Wednesday October 9, 2019	The spectrum of sex and gender	Chapter 10

Monday October 14, 2019	Thanksgiving Monday No class	
Wednesday October 16, 2019	Guest lecture: Ruth Wood <i>Trans identities</i>	Links to reading/s will be available on onQ
Monday October 21, 2019	Communication	Chapter 13
Wednesday October 23, 2019	<b>Midterm #2</b>	
Monday October 28, 2019	Normative views of sexuality	Chapter 9
Wednesday October 30, 2019	Sexual/affectional orientations	Chapter 11
Monday November 4, 2019	Paraphilias and paraphilic disorders	Chapter 15
Wednesday November 6, 2019	Genital pain	Links to reading/s will be available on onQ
Friday November 8, 2019	<b>Blog due at 11:55 PM</b>	Please submit via onQ-Turnitin
Monday November 11, 2019	Sexual dysfunctions, part 1	Chapter 16, pp. 387-407 (from the beginning of the chapter to the section called 'therapy for sexual difficulties')
Wednesday November 13, 2019	Sexual dysfunctions, part 2	
Monday November 18, 2019	Treatments for sexual dysfunctions: Part 1	Chapter 16, pp. 407-412 (from 'therapy for sexual difficulties to the end of the chapter')  Links to reading/s will be available on onQ
Wednesday November 20, 2019	Guest lecture Lord Morpheous & Princess <i>Kink Basics</i>	Links to reading/s will be available on onQ
Monday November 25, 2019	Treatments for sexual dysfunctions: Part 2	Chapter 16, pp. 407-412 (from 'therapy for sexual difficulties to the end of the chapter')  Links to reading/s will be available on onQ  (same readings as for Nov 18, 2019, treatments part 1)
Wednesday November 27, 2019	Wrap up of course content, Q&A	

### Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of

ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

In this course (PSYC 333), departures from academic integrity will result in a grade of **ZERO** for the assignment/s on which the departure occurred.

### **Accessibility Statement**

Queen's University is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. The course content for PSYC333 is available in an accessible format or with appropriate communication supports upon request. Please contact the instructor of this course for more information.

### **Accommodations for disabilities**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### **Academic considerations for students in extenuating circumstances**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Caroline Pukall

Instructor/Coordinator email address: [caroline.pukall@queensu.ca](mailto:caroline.pukall@queensu.ca)

### **Student Code of Conduct, Misconduct, and Harassment/Discrimination information**

All individuals related to this course, including the students, teaching assistant, guest lecturers, and instructor are expected to engage in respectful behavior during in-person, online, and other interactions. Please see the Student Code of Conduct

(<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/board/StudentCodeOfConduct.pdf>), and Academic Regulation 17 (Misconduct in an Academic or Non-Academic Setting), that will apply to unacceptable behavior.



## Appendix: Blog

### Blog Assignment

#### Overview

##### **Option 1:**

You can write the blog on any topic related to sexuality, but the content of the blog needs to be grounded in research, not simply a personal account or personal feelings about an issue. In the blog, you need to highlight an important issue in sexuality (e.g., female genital mutilation, male circumcision, prescribing Viagra or other medications for female sexual dysfunction), and it should highlight some of the arguments presented in favour of, and against, the issue you choose.

##### **Option 2:**

This option allows for a personal account of your well-developed reflections and reactions to an art exhibit dealing with sexuality. We have arranged group tours for the class at the Agnes, for their *Let's Talk About Sex, bb* exhibit, see <https://agnes.queensu.ca/exhibition/lets-talk-about-sex-bb/> for more information. It would be best to pick a single art piece that had a profound effect on you and discuss your reactions and perspectives in a debate-like manner within the blog (e.g., is the piece successful in its presentation of the issue?). You should present research related to the topic of the piece of art you are writing about as part of the content of your blog, but you can refer to your personal reaction to the artwork in your blog post. You can sign up for time slots at this link:

[https://queensu.qualtrics.com/jfe/form/SV\\_3P2tjPxzCR36kSh](https://queensu.qualtrics.com/jfe/form/SV_3P2tjPxzCR36kSh)

#### Instructions

Please avoid writing about personal sexual or traumatic experiences in the blog (whether you choose option 1 or 2) even if you are comfortable doing so. Please write the blog in a reader-friendly way (see <https://www.sexlab.ca/blog> for examples) and end with a “big picture” section that highlights the issue in a larger perspective. The blog should be a maximum of 4 pages double-spaced (Times New Roman, 12-point font, page numbers in upper right corner), not including references, tables/appendices/figures, title page, etc. References that you cite should be listed at the end of the paper in APA format as well as cited in text at the appropriate place.

If your blog is particularly unique and timely, Dr. Pukall may be in touch with you to obtain your permission to edit and post it on her website (<https://www.sexlab.ca/>), with you listed as a guest blogger!

#### Format

- Title page with name, student number, and title of blog (does not count in 4-page limit)
- Maximum 4 pages of text, double-spaced
- Times New Roman, 12 point font
- Page numbers included in upper right corner

#### References (typical range is from 2-7)

- Must include at least 2 journal articles, and you can also include references to existing blogs, media reports (including interviews), and websites
- Cited within text
- Reference list included at the end of the paper (on a separate page, not included in the 4-page limit)

- APA formatting:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

### Resources

- <http://library.queensu.ca/help-services/citing-sources>

**Remember:** The arguments you present should be grounded in evidence, for example: content from journal articles (e.g., from the Journal of Sexual Medicine, Archives of Sexual Behavior, Journal of Sex and Marital Therapy, Current Sexual Health Reports), websites (e.g., National Vulvodynia Association: [www.nva.org](http://www.nva.org), Sex & U: [www.sexandu.ca](http://www.sexandu.ca), Rainbow Health Ontario: [www.rainbowhealthontario.ca](http://www.rainbowhealthontario.ca); Options for Sexual Health: [www.optionsforsexualhealth.org/resources](http://www.optionsforsexualhealth.org/resources)), blogs (e.g., <https://www.lehmiller.com>), and reputable media sources (e.g., The New York Times, CBC, The Globe and Mail).

### Grading and Weight

This assignment is worth 10% of your final grade.

### Grading Criteria

Please see the rubric below that will be used to grade your blog assignment.

	Level 5 (90-100)	Level 4 (80-89)	Level 3 (65-79)	Level 2 (50-64)	Level 1 (40-49)	No submission
Explanation of issue or topic 10%	The issue/topic is described comprehensively, all relevant information included for full understanding	The issue/topic is clearly described, enough information provided for understanding	The issue/topic is described but there are some misunderstandings or gaps	Introduction is present but topic is unclear and/or incomplete	The topic is not included in the introduction, or the focus is on an issue that is off-topic	No submission
Understanding of the topic 25%	Articulates a strong understanding of the arguments	Considerable understanding of the arguments	A general understanding of the arguments	A limited understanding of the arguments	Incomplete understanding of the arguments	No submission
Evidence 25%	Supporting points are valid and insightful  Evidence is substantial	Most or all supporting points are valid and demonstrate some insight  Evidence is strong	Evidence/support is present	Some supporting evidence  Minimal supporting evidence, but it is weak or unconvincing	No valid evidence	No submission
Conclusions 15%	Synthesis of main points to highlight the topic/issue in a	Describes main points and highlights the topic/issue	Summarizes main points	Included a final statement, but did not summarize the main points	Did not include a conclusion statement, or	No submission

	larger perspective (i.e., why does this matter)	in a larger perspective (i.e., why does this matter)			statement is one-sided and/or ill-informed	
Citations 5%	<p>Correct documentation style and format</p> <p>All quotations and/or ideas from sources properly cited</p> <p>Sources effectively used to support blog's point and its surrounding argument</p>	<p>Generally correct documentation style</p> <p>Very few format errors</p> <p>Almost all quotations and/or ideas from sources properly cited</p> <p>Strong attempt to link source material to own ideas</p>	<p>Works cited but few in-text citations, or vice versa</p> <p>No consistent documentation style</p> <p>Incorrectly formatted quotations</p> <p>Poorly integrated source material</p>	<p>Student quotes/mentions sources yet uses no works cited or in-text citations</p> <p>Sources may be present but student uses them improperly</p>	<p>Student has clearly relied on sources but does not mention them and has no works cited or in-text refs</p> <p>No sources present</p>	No submission
Organization 10%	Blog is logically organized; solid evidence from sources; concise, thoughtful conclusion	Blog is logically organized; introduction and conclusion are well-written and effectively structured	Blog is somewhat disorganized; there is a lack of focus; introduction and/or conclusion is present but weak, repetitive	Blog lacks coherence; lack of topic Sentences/transitions and points in paragraph are scattered and lack an overall focus; introduction and/or conclusion are present but undeveloped	Blog is poorly organized and is written in a confusing manner	
Grammar and Style 7%	<p>Verb tense is consistent throughout</p> <p>Correct use of punctuation and capitalization</p> <p>Sentences are clearly stated</p>	<p>Verb tense is mostly consistent throughout</p> <p>A few errors in punctuation and capitalization</p> <p>Most sentences are clearly stated</p>	<p>Verb tense is mostly consistent throughout</p> <p>Several errors in punctuation and capitalization</p> <p>Most sentences are clearly stated</p>	<p>Major spelling, punctuation, and grammar errors</p> <p>Most sentences are not clearly stated</p>	<p>Spelling, punctuation, and grammar errors distract or impair readability</p> <p>Most sentences are not clearly stated</p>	No Submission

<p>Meet Assignment Criteria 3%</p>	<p>Assignment meets the word limit</p> <p>Followed directions</p>		<p>Assignment meets the word limit</p> <p>Directions were not followed, or were partially followed</p>		<p>Assignment does not meet the word limit (extremely over or under [i.e., less than 2 pages])</p> <p>Directions were not followed</p>	
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**Late policy**

For the blog, the late policy is as follows: for each day late, 20% of the obtained mark on the assignment will be deducted—unless the instructor is aware of a documented accommodation or extenuating circumstance as soon as possible before the deadline (see section above, Academic Considerations for Students in Extenuating Circumstances).