



Stress Performance Management
Fall 2025, PSY 325-003
F, 8:30 AM – 11:20 AM

Instructor: Kate Cohen, PhD

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Office Location & Hours: CKB; F: 11:30 AM – 12:30 PM; E-mail for an appointment.

B. Prerequisites or Co-requisites - Not Applicable

C. Objectives/Description

This course has an emphasis upon the importance of stress within motor performance. Various physiological, cognitive, and behavioral manifestations and correlates of psychologically induced stress as well as contemporary treatment modalities for managing stress are discussed. In this course, current research and practice in applied sport psychology settings will be examined. The approach taken in the course is a scientist-practitioner approach. Theoretical models are used to demonstrate the link between theory and research findings and stress management in sport and exercise settings. Of course, exercise and sport are not the only motor performance activities affected by stress and it is intended that the activities of this course will be generalized as necessary to address student interests on this account. Performing artists, for example, also experience stress that can impact upon their performance and efforts to accommodate interests as they relate to course activities will be made.

The main goal of this course is to explore new and sound theoretical and practical issues in the field of sport and exercise psychology related to the stress. The main objective is to facilitate student acquisition of knowledge in this particular area. Nonetheless, the overall objective is to develop critical thinking and stimulate innovative ideas in this area so that students will be able to further explore areas stimulating their interest and satisfy their motivation to contribute to the extant literature. The formal objectives of the course are:

1. Acquire knowledge in the main theoretical and practical issues related to the experience of stress in sport and exercise settings;
2. Demonstrate competence in presenting, discussing, and elaborating on topics related to the construct of stress as it applies to sport and exercise settings; and
3. Critically assess the research in the field and offer new directions, paradigms and concepts in the field.

D. Required Texts, Readings, and/or other Resources

The required readings for this course are journal articles and the ‘Performance Psychology: Theory and Practice’ book. The articles will be discussed in class on the schedule outlined in this syllabus. PDF files for these articles and the book are available in the Modules tab in Canvas.

Recommended Supplementary Texts

Eklund, R.C. & Tenenbaum, G. (Eds.) (2014). *Encyclopedia of Sport Psychology*. Thousand Oaks, CA: Sage.

Tenenbaum, G. & Eklund, R.C. (Eds.) (2020). *Handbook of Sport Psychology (4th ed.)*. Hoboken, NJ: Wiley.

E. Topical Course Outline Located at the End of Syllabus

F. Teaching Strategies

Class sessions consist of instructor and student presentations and discussion of the ideas forwarded in the presentations. The discussion of required readings following presentations, in particular, are expected to lead to a shared understanding and appreciation of the topics discussed in each class as well as associated future research directions and methodological alternatives, and possible implications in applied practice.

G. Field/Clinical Activities Not Applicable

H. Expectations/Attendance University Attendance Policy

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse.

Course Expectations

It is expected that students will be present in all classes, actively engaged, and sharing knowledge with their peers in class discussions which means:

- (a) course readings for each class meeting will be completed prior to the start of the relevant class meeting,
- (b) students will be prepared for and actively engaging in discussion of details of the relevant readings in each class meeting,
- (c) students will be ready and willing to draw links or raise questions across readings from the course, or other related courses, and
- (d) student presentations will be supported by appropriate use of audio-visual aids. These materials will be submitted to the instructor for feedback and evaluation. When appropriate, students may be asked to revise their presentations based upon feedback, and resubmit them for further evaluation.

I. Grading/Evaluation

Student evaluation will be based upon:

Quality of class presentations and creative and critical elaboration

Quality of comprehensive review of literature

Quality of reflective assignments

Extent of active participation in class.

The final grade will be weighted on the following criteria:

Class presentation and PowerPoint assignment 20%

Comprehensive review of one topic of choice dealt with in the course 25%

Midsemester Concept Review Exam 15%, Final Exam 15%

Reflective Assignments (7 x 1%, 1 x 3%) 10%

Class participation 15%

GRADE SCALE	
A	90-100%
B+	87-89.5%
B	80-86.5%
C+	77-79.5%
C	70-76.5%
D	60-69.5%
F	<60%

J. Description of Assignments

Individual Presentation (20%)

Throughout the semester, students will each present for 40 minutes on one article that is related to the topic of that class. **See Appendix 1 for more details.**

*All presentations should incorporate the use of PowerPoint computer software.

*All presentations must be completed on the day in which the student is assigned. If a student is absent, they will receive a 0 for the presentation unless cleared with the instructor on an individual basis.

*PowerPoint presentation must be e-mailed to the instructor at least **ONE CLASS PERIOD** prior to class presentation! This will ensure timely feedback from the instructor. Example: If a presentation is assigned for a Friday, the presentation will be shared with the instructor on the previous Tuesday by the student.

Term Paper (25%)

A term paper on the topic(s) of your choice from the course, will be submitted using APA guidelines and formatting criteria; double-spaced, Times New Roman font, in-text citations, where necessary. The paper should be 4-5 pages in total, and will include a reference list to be considered eligible for a complete score. **See Appendix 2 for further details.**

Exams (30%)

There will be two in-class exams, including a midsemester exam and final exam, each covering the same amount of material and weighted equally. Exams will reflect the content focused on in class and will be closed-book/closed-notes. All exams will be proctored. Students are expected to complete the exam on the dates listed in the Tentative Course Schedule. *Make-up quizzes are considered only for extreme circumstances and will be given to students on a case-by-case basis.*

Note. Exceptions may be considered and include documentation of a valid medical excuse from a physician, conflict with religious observances, and/or travel for intercollegiate athletic competition. Students participating in University (academic or intercollegiate) sponsored events must provide documentation for travel at least one-week prior to the scheduled exam date, except in case of an unforeseeable emergency. Make-up exams will not be given if these criteria are not satisfied.

Reflective Assignments (10%)

There will be several reflective assignments provided on Canvas throughout the semester, each connected to a specific research study or chapter topic. Your responses should not simply summarize the material but should:

1. Show clear evidence that you understand the study/topic,
2. Apply it to your own experiences, observations, or professional goals, and
3. Critically reflect on its relevance, implications, or limitations.

These reflections are designed to help you practice connecting research to real-life contexts and to develop your ability to think like a researcher.

Class Participation (15%)

Students are expected to attend and participate in all classes. Participation involves engagement in all class activities and discussions. Students are also expected to arrive to class on time and remain until class is dismissed. When absent or late, it is the student's responsibility to obtain lecture notes, materials, and assignments from a classmate or the course Canvas page.

Attendance and Participation:

The delivery mode of this course is face-to-face, which means we will meet in person, during the designated class days/times. You are expected to attend all classes. To receive credit, you must be in class on time, stay for the entire time, and contribute to in-class activities and discussions. You must be in class that day to complete these activities. There will be no make-up for in-class activity. Absences are excused only if provided with appropriate documentation (e.g., a doctor's note, a police report, etc.), or DOS excuses the absence.

J. University Policy on Academic Integrity

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<https://www5.njit.edu/policies/sites/policies/files/NJIT-University-Policy-on-Academic-Integrity.pdf>

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity please contact the Dean of Students Office at dos@njit.edu

If you require academic accommodations, you must file a request with the Office of Disability Services for Students (<https://www.njit.edu/studentsuccess/accessibility>). You should file your request as soon as possible. Retroactive accommodations are not allowed.

ChatGPT and Other Language-Based Models

There is a zero-tolerance policy for *any* artificial intelligence usage in this course. The expectation of this course is for students to work through the course without assistance from AI-generated software programs (this includes, but is not limited to, ChatGPT, Grammarly, GPTZero, etc.) to better develop their individual skills in the content area. As such, artificial intelligence usage is not permitted throughout this course.

Please note, Turnitin evaluates all sorts of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing and purchasing of papers). Turnitin flags AI-generated text and use of “grammar” assistants that rewrites sentences. None of these tools are acceptable in this course. Your plagiarism percentage appears on the submission page for each assignment. The AI percentage is available only to instructors. Students in violation to these course policies of academic integrity will be reported to the Dean of Students, without exception.

K. Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

L. Bibliography

Barcza-Renner, K., Eklund, R.C., Morin, A.J.S., & Habeeb, C.M. (2016). Controlling coaching behaviors and athlete burnout: Investigating the mediating roles of perfectionism and motivation. *Journal of Sport & Exercise Psychology, 38*, 30-44.

Beilock, S.L. & Gray, R. (2007). Why do athletes choke under pressure? In G. Tenenbaum & R.C. Eklund (Eds.), *Handbook of Research in Sport Psychology* (3rd ed.). Hoboken, NJ: Wiley.

Bentzen, M., Lemyre, P.-N., & Kentta, G. (2016). Changes in motivation and burnout indices in high-performance coaches over the course of a competitive season. *Journal of Applied Sport Psychology, 28*, 18-48.

Brooks, A. W. (2014). Get excited: Reappraising pre-performance anxiety as excitement. *Journal of Experimental Psychology: General, 143*, 1144-1158.

Cresswell, S.L. & Eklund, R.C. (2006). The nature of player burnout in rugby: Key characteristics and attributions. *Journal of Applied Sport Psychology, 18*, 219-239

Crocker, P. R., Alderman, R. B., & Smith, F. M. (1988). Cognitive-affective stress management training with high performance youth volleyball players: Effects on affect, cognition, and performance. *Journal of Sport & Exercise Psychology, 10*, 448-460.

Dugdale, J.R. & Eklund, R.C. (2002). Do not pay any attention to the umpires: Thought suppression and task-relevant focusing strategies. *Journal of Sport & Exercise Psychology, 24*, 306-319.

Dugdale, J.R., Eklund, R.C., & Gordon, S. (2002). Expected and unexpected stressors in major international competition: Appraisal, coping, and performance. *The Sport Psychologist, 16*, 20-33.

Englert, C. & Bertrams, A. (2012). Anxiety, ego depletion, and sports performance. *Journal of Sport & Exercise Psychology, 34*, 580-599.

Gorgulu, R., Cooke, A., & Woodman, T. (2019). Anxiety and ironic errors of performance: Task Instruction Matters. *Journal of Sport & Exercise Psychology, 41*, 82-95.

Gray, R., Orn, A., & Woodman, T. (2017). Ironic and reinvestment effects in baseball pitching: How information about an opponent can influence performance under pressure. *Journal of Sport & Exercise Psychology, 39*, 3-12.

Kelley, B., Eklund, R.C., & Ritter-Taylor, M. (1999). Stress and burnout among collegiate tennis coaches. *Journal of Sport & Exercise Psychology, 21*, 113-130.

Lam, W.K., Maxwell, J.P., & Masters, R. (2009). Analogy learning and the performance of motor skills under pressure. *Journal of Sport & Exercise Psychology, 31*, 337-357.

Lazarus, R.S. (2000). How emotions influence performance in competitive sport. *The Sport Psychologist, 14*, 229-252.

Lienhart, J., Nicaise V., Knight C.J., & Guillet-Descas, E. (2020). Understanding parent stressors and coping experiences in elite sports contexts. *Sport, Exercise, and Performance Psychology, 9*, 390-404.

Mesagno, C., Harvey, J.T., & Janelle, J.M. (2011). Self-presentation origins of choking: Evidence from separate pressure manipulations. *Journal of Sport and Exercise Psychology, 33*, 441-459.

Naderi, A., Shaabani, F., Zandi, H.G., Calmeiro, L. & Brewer B.W. (2020). The effects of a mindfulness-based program on the incidence of Injuries in young male soccer players. *Journal of Sport & Exercise Psychology, 42*, 161-171.

Pacewicz, C.E., Smith, A.L., & Raedeke, T.D. (2020). Group cohesion and relatedness as predictors of self-determined motivation and burnout in adolescent female athletes. *Psychology of Sport and Exercise, 50, preprint*.

Rogers, T.J., & Landers, D.M. (2005). Mediating effects of peripheral vision in the life event stress/athletic injury relationship. *Journal of Sport & Exercise Psychology, 27*, 271-288.

Selimbegovi, L., Dupuy, O., Terache, J., Blandin, Y., Bosquet, L., & Chatard, A. (2020). Evaluative threat increases effort expenditure in a cycling exercise: An exploratory study. *Journal of Sport & Exercise Psychology, 42*, 336-343.

Smith, R.E., Ptacek, J.T., & Smoll, F.L. (1992). Sensation seeking, stress, and adolescent injuries: A test of stress-buffering, risk-taking, and coping skills hypotheses. *Journal of Personality and Social Psychology, 62*, 1016-1024.

Williams, A.M. & Elliott, D. (1999). Anxiety, expertise and visual search strategy in karate. *Journal of Sport and Exercise Psychology, 21*, 362-375.

Williams, S.E., Cumming, J., & Balanos, G.M. (2010). The use of imagery to manipulate challenge and threat appraisal states in athletes. *Journal of Sport & Exercise Psychology, 32*, 339-358.

Wilson, M.R., Vine, S.J. & Wood, G. (2009). Anxiety, attentional control and performance impairment in penalty kicks. *Journal of Sport & Exercise Psychology, 31*, 761-775.

Wilson, P., & Eklund, R.C. (1998). The relationship between competitive anxiety and self-presentational concerns. *Journal of Sport & Exercise Psychology, 20*, 81-97.

General Bibliographical Resources

Eklund, R.C. & Tenenbaum, G. (Eds.) (2014). *Encyclopedia of Sport and Exercise Psychology*. Thousand Oaks, CA: Sage.

Olpin, M., & Hesson, M. (2015). *Stress management for life: A research-based experiential approach* (4th ed.). Boston, MA: Cengage Learning.

Tenenbaum, G. & Eklund, R.C. (Eds.) (2020). *Handbook of Sport Psychology* (4th ed.). Hoboken, NJ: Wiley.

SCHEDULE

Week	Date	Day	Readings	Topic	Assignments Due (by class)
1	9/5	Friday	What is Stress?: Lazarus (2000) Wilson & Eklund (1998)	Class Introduction What is Stress?	Sign up for individual presentations
2	9/12	Friday	Stress and Appraisal: Williams, Cumming, & Balanos (2010) Selimbegovi et al. (2020)	Stress and Appraisal Individual Presentation Individual Presentation	
3	9/19	Friday	Anxiety and Performance: Englert & Bertrams (2012) Stress, Anxiety, and Perception: Williams & Elliott (1999) Rogers & Landers (2005)	Anxiety and Performance Individual Presentation Stress, Anxiety, and Perception Individual Presentation	Personal Connection Essay Due 9/18 at 11:59pm
4	9/26	Friday	Stress and Coping: Dugdale, Eklund, & Gordon (2002) Crocker et al. (1988) Brooks (2014) Lienhart et al. (2020) Choking Under Pressure: Beilock & Gray (2007) Mesagno et al. (2011) Wilson et al. (2009) Lam, Maxwell, & Masters (2009)	Stress and Coping Individual Presentation Choking Under Pressure Individual Presentation	Application Task Due 9/25 at 11:59pm
5	10/3	Friday	Ironic Processing, Stress and Performance:	Ironic Processing, Stress and Performance	Discussion Question

			<p>Dugdale & Eklund (2002) Gorgulu, Cooke, & Woodman (2019) Gray, Orn, & Woodman (2017)</p> <p>Stress and Burnout: Conceptual Basis and Overview:</p> <p>Cresswell & Eklund (2006)</p>	<p>Individual Presentation</p> <p>Stress and Burnout: Conceptual Basis and Overview</p> <p>Individual Presentation</p>	Due 10/2 at 11:59pm
6	10/10	Friday	<p>Stress and Athletic Burnout:</p> <p>Barcza-Renner et al. (2016) Pacewicz et al. (2020)</p> <p>Stress and Coach Burnout:</p> <p>Kelley, Eklund, & Ritter-Taylor (1999)</p> <p>Bentzen et al. (2016)</p>	<p>Stress and Athletic Burnout</p> <p>Individual Presentation</p> <p>Stress and Coach Burnout</p> <p>Individual Presentation</p>	<p>Letter to the Author</p> <p>Due 10/9 at 11:59pm</p>
7	10/17	Friday	<p>Stress and Athletic Injury:</p> <p>Naderi et al. (2020)</p> <p>Smith, Ptacek, & Smoll (1992)</p>	<p>Stress and Athletic Injury</p> <p>Individual Presentation</p> <p>Individual Presentation</p>	
8	10/24	Friday		Midsemester Concept Review Assignment	
9	10/31	Friday	Chapters 1 & 2	<p>What is Performance Psychology?</p> <p>Individual Presentation</p> <p>Individual Presentation</p>	<p>Analogy or Metaphor Exercise</p> <p>Due 10/30 at 11:59pm</p>
10	11/7	Friday	Chapters 3 & 4	<p>Cognition, Perception, and Action</p> <p>Individual Presentation</p> <p>Understanding Pressure</p> <p>Individual Presentation</p>	<p>Journaling Format</p> <p>Due 11/6 at 11:59pm</p>

11	11/14	Friday	Chapters 5 & 6	Decision Making under Pressure Individual Presentation The Role of Emotions in Performance Individual Presentation	Analytical Sketch or Comic Strip Due 11/13 at 11:59pm
	11/21	Friday	Chapters 7 & 9	Resilience Individual Presentation Confidence Individual Presentation	Term Paper Due at 11:59pm
12	11/26	Wednesday	Chapters 11 & 12	Developing Motor Skills Individual Presentation Strategies to Enhance Performance Under Pressure Individual Presentation	
13	11/28	Friday	THANKSGIVING BREAK		
14	12/5	Friday	Chapter 13	Habits, Practice, and Performance Individual Presentation Individual Presentation	Daily Life Experiment

Note: The content of this schedule might be adjusted/changed by the instructor depending on students' needs.

Appendix 1

Individual Presentation

If you have any questions about your presentation, or finding an article (this part only applies to those presenting during the 2nd half of the semester), please see me! 😊

DIRECTIONS:

The presenter will choose one research article that is related to the chosen topic of the class to present on. Once the instructor has approved the student selections, students will create their presentations. **You will present for ~40 minutes.** PowerPoint presentations are the best; however, other sources (ex. Prezzio) are acceptable. See presentation outline below for presentation requirements. ***All studies presented are fair game for exams!***

DEADLINES:

- The article chosen for presentation purposes must be e-mailed to the instructor at least **ONE WEEK prior** to class presentation by 11:59pm EST for approval. This will ensure timely feedback from the instructor. Note: This portion only applies to those presenting during the 2nd half of the semester.
- The PowerPoint presentation (including video and other materials) must be e-mailed to the instructor **ONE CLASS PERIOD prior** to class presentation by 8:00AM EST (i.e. If you present Tuesday, your presentation must be in my inbox by 8:00AM EST on the previous Friday). This will ensure timely feedback from the instructor. Feedback is expected to be implemented.

Note: Points will be deducted from your grade for presentation components not turned in on time

SELECTING ARTICLE:

***Note: This only applies to those presenting during the 2nd half of the semester.**

- Article selection stipulations:
 - Needs to be a published, peer review article
 - Needs to be from **2020** to present
 - Needs to be from a sport or exercise psychology Journal (in some cases articles from other journals may be approved)
 - *See tips for a list of approved journals*
 - Cannot be a literature review/meta-analysis, research note, or book chapter
- To figure out a specific study in such a broad topic (ex. Resilience)
 - Look in the book to find specific areas of interest (ex. Intrinsic Motivation vs. Extrinsic Motivation)
 - The book may discuss an article that you are interested in
 - Start broad in your search and narrow it down (resilience → resilience in practice settings)
 - Choose a specific population of interest (ex. college students)
 - *Remember the broader your search, the more articles will pop up. Try to get it specific so it is easier to find an article

- Where to look
 - Google Scholar
 - NJIT library
 - *Sometimes articles are tough to find because you have to pay for them, but here are some approved journals that NJIT may have access to:
 - *Journal of Applied Sport Psychology*
 - *Journal of Sport and Exercise Psychology*
 - *The Sport Psychologist*
 - *International Journal of Sport and Exercise Psychology*
 - **When looking for an article make sure you click “Peer Review” and have the time range from 2020-present (This will help narrow your search to match the criteria needed for this presentation).

Presentation Requirements:

- In creating slides, keep in mind that font sizes should be no smaller than 24pt font. The class needs to be able to visibly read your slides. Keep wording on slides brief. The presenter will be responsible for using their personal device to present slides to the class. Please make sure you have practiced your transitions from one component to the next. I would suggest multiple run-throughs (even better if in front of others) before your presentation day, so you are entirely prepared.
- Introduction
 - Brief review of the previous literature (the idea here is to tie in what has already done in the research and why this study is important)
 - Purpose(s) and Hypothesis (if any)
- Methods
 - Participants
 - What was the method? (e.g. Intervention, experimental design, interviews)
 - Measurements/Tools
 - Procedure
 - Data Analysis
- Results
 - What was found in the study
 - What are the conclusions
 - **Don't just report the statistics...what do the stats mean?**

**Note: sometimes, results could be a little confusing to understand. Reading the discussion can help fully understand what they found.
- Discussion
 - Limitations of the study
 - Implications (how does this study help the real world; how to apply it)
 - Future research
- Discussion Question(s)
 - Come up with a question (or more) on the article that can promote class discussion.

- This can be your own critique of the study (maybe a limitation you noticed and want to talk about or how you think this can be applied to sport-setting that wasn't discussed in the article) be creative with your discussion.
- You will see plenty of examples of how to facilitate a discussion through lectures, so I expect you to pull from those experiences and try them out for yourselves.
- **You, and the class, will only get out what you put in! You will be graded on how well you can engage in and facilitate discussion.**
- Activity Portion (~20 minutes):
 - Create an interactive activity that relates to the research study's concepts and involves the whole class. Explicit directions must be described, and the presenter must facilitate the activity (including directions) from beginning to end.

Grading:

- Grade (out of 15 points):
 - Presentation skills
 - Are you just reading off the slides or do you know the information?
 - Are you further explaining the information on the slides, including any and all tables and visuals included?
 - How much are you providing non-verbal cues (e.g., eye contact with peers) during your presentation?
 - Presentation is no more than 15 minutes
 - Information is presented in an organized way (overall presentation quality)
 - Absenteeism on the day of your presentation will result in a grade of zero.
 - Your goal: Show the rest of the class, and me, that you have done your research and are adequately prepared to present. Be confident OR embrace it until you make it 😊

Appendix 2

Term Paper

Part 1: BACKGROUND OF PAPER

On Canvas, submit a 4-5-page (DOES NOT include the title page but DOES include a separate reference page) scientifically written (no use of "I" or "Me") paper that relates select course concepts to your specific population and topic of interest. For example, you may be interested in the art of cooking (e.g., topic of interest) by top chefs (e.g., population of interest). You may find that the various components of stress performance management such as, choking under pressure, anxiety, and/or confidence (all topics and details we will discuss in our course), for example, are involved in the performance aspects of cooking. You will then delve into the literature (peer-reviewed articles and studies ONLY; no blogs, no .com websites; Google Scholar and NJIT library database will have plenty of sources for you to reference) to back up any points, claims, study results, etc. that you have made describing how concepts from our course relate back to your area of interest. This will be noted by in-text citations throughout the paper wherever applicable.

Part 2: WRITING YOUR PAPER

Begin to form the outline for your paper. My recommendation is to organize your paper by an introduction where you will describe the background of your population and topic of interest, followed by 1-2 paragraphs for *each* course concept of your choice that best relates to your topic; there should be a few topics (e.g., choking under pressure AND confidence AND decision making under pressure) discussed since you will likely not want to write 3+ pages on solely choking under pressure and cooking, *OR* confidence and cooking. Choose a few concepts to discuss within your paper! From there, you should summarize your efforts into a cohesive conclusion paragraph. Lastly, a separate reference page with all your sources listed will follow (APA only – see formatting link below for guidance).

Follow APA ***7th edition student format*** (NEWEST EDITION!) guidelines

- Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with **1" margins on all sides, and 12 pt. Times New Roman font.**
- Include a title page and reference list (see APA 7th edition for formatting)
 - Should include a title of the topic your paper is centered around, the textbook (if referenced), and any other supporting materials used.
 - A minimum of *at least* 6-7 peer-reviewed sources should be referenced.
 - *You do not need to put a reference for lecture slides, but it is strongly suggested to find a publication that may also outline this exact or similar information you are discussing.
 - Limit use of direct quotes, and instead paraphrase points while still providing credit to the author(s).
- **Formatting**

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

NOTE:

- **Late work – No late work will be accepted. Term papers must be submitted by the specified deadlines on Canvas. I will not accept any emailed term papers following the due date listed.**