

Week 7 Final Paper

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Instructions

Week 7 Final Paper

For Week Seven, you will be using the material covered in your reading list and the APUS Library to develop a paper that explores one of the sensorimotor systems (e.g., vision, touch, taste, smell, or attention. You will not be allowed to use hearing as a topic as it was examined in the Week Two paper.) from a biopsychological perspective. Be sure to address the physiological (structure and function), as well as the psychological (cognitive-perceptual), underpinnings of the system. **Use each item as a required subheading in your paper. Students should preview the grading rubric *before* beginning the assignment.**

The paper should include:

- Be a minimum of 4 and a maximum of 5 full pages, size 12 font Times New Roman, double spaced with 1 inch margins, NOT including the Title and References pages.
- A title page
- Include the sub headings of: "Physiological Underpinnings", "Structure", "Function" "Psychological Underpinnings", "Cognitive-Perceptual".
- 100-120 word abstract
- Introductory paragraph ending in a clear thesis statement
- Several well-developed (5-7 sentences) body paragraphs that explore the topic in detail
- A summary and conclusions paragraph
- Four references, three of which cannot be from the class readings.

Be sure to submit your project in one Word document in APA 7th ed. format and attach it below.

Due Date

Apr 18, 2021 11:55 PM

Hide Rubrics

Rubric Name: PSYC304 Week 7 Final Paper

Criteria	Exemplary	Accomplished	Developing	Beginning
Five Sub Headings	14 points Student provides the five required subheadings of Introduction, Physiological Underpinnings - Structure, Physiological Underpinnings - Function, Psychological Underpinnings - Cognitive/Perceptual and Conclusions.	11.9 points Student provides four of the required subheadings of Introduction, Physiological Underpinnings - Structure, Physiological Underpinnings - Function, Psychological Underpinnings - Cognitive/Perceptual and Conclusions.	10.5 points Student provides their own subheadings, but not the required ones of Introduction, Physiological Underpinnings - Structure, Physiological Underpinnings - Function, Psychological Underpinnings - Cognitive/Perceptual and Conclusions.	9.1 points Student does not provide the five required subheadings of Introduction, Physiological Underpinnings - Structure, Physiological Underpinnings - Function, Psychological Underpinnings - Cognitive/Perceptual and Conclusions.
Introduction and overview:	14 points Student provides a compelling introduction and an accurate and thorough description of the selected sensorimotor system. Good use of scholarly resources to support content analysis.	11.9 points Student provides a mostly compelling introduction and an accurate and thorough description of the selected sensorimotor system. Scholarly resources were minimally used to support content analysis.	10.5 points Student provides a marginal introduction and an accurate description of the selected sensorimotor system. Sufficient details and supporting evidence are lacking. Scholarly resources were minimally used or not used at all to support content analysis.	9.1 points Does not provide an introduction and/or an accurate and thorough description of the selected sensorimotor system. Scholarly resources were not used at all to support content analysis.
Physiological Underpinnings:	14 points Student provides an accurate and thorough description of the structure of the physiological underpinnings of the selected sensorimotor system. Good use of scholarly resources to support content analysis.	11.9 points Student provides a mostly accurate and thorough description of the structure of the physiological underpinnings of the selected sensorimotor system. Scholarly resources were minimally used to support content analysis.	10.5 points Student provides a minimal and incomplete description of the structure of the physiological underpinnings of the selected sensorimotor system. Scholarly resources were minimally used or not used at all to support content analysis.	9.1 points Student does not provide description of the of structure of the physiological underpinnings of the selected sensorimotor system. Scholarly resources were not used at all to support content analysis.
Physiological Underpinnings:	14 points Student provides an accurate and thorough description of the function of the physiological underpinnings of the selected sensorimotor system. Good use of scholarly resources to support content analysis.	11.9 points Student provides a mostly accurate and thorough description of the function of the physiological underpinnings of the selected sensorimotor system. Scholarly resources were minimally used to support content analysis.	10.5 points Student provides a minimal and incomplete description of the function of the physiological underpinnings of the selected sensorimotor system. Scholarly resources were minimally used or not used at all to support content analysis.	9.1 points Student does not provide description of the of function of the physiological underpinnings of the selected sensorimotor system. Scholarly resources were not used at all to support content analysis.
Psychological Underpinnings:	14 points Student provides an accurate, thorough explanation of the cognitive/perceptual psychological underpinnings of the selected sensorimotor system. Good use of scholarly resources to support content analysis.	11.9 points Student provides a mostly accurate, thorough explanation of the cognitive/perceptual psychological underpinnings of the selected sensorimotor system. Scholarly resources were minimally used to support content analysis.	10.5 points Student provides a mostly accurate, thorough explanation of the cognitive/perceptual psychological underpinnings of the selected sensorimotor system. Inaccuracies are present. Scholarly resources were minimally used or not used at all to support content analysis.	9.1 points Student does not provide an explanation of the of the cognitive/perceptual psychological underpinnings of the selected sensorimotor system. Scholarly resources were not used at all to support content analysis.
Conclusions:	14 points Student provides a thorough conclusion of the research presented. Good use of scholarly resources to support content analysis.	11.9 points Student provides a mostly thorough conclusion of the research presented. Scholarly resources were minimally used to support content analysis.	10.5 points Student provides a mostly thorough conclusion of the research presented. Scholarly resources were minimally used or not used at all to support content analysis.	9.1 points Student does not provide a conclusion of the research presented. Scholarly resources were not used at all to support content analysis.
Formatting/Writing	16 points Work is presented in a logical and coherent way. Writing is clear, articulate, and error free. Citations are composed in proper format with few or no errors. The student uses a preponderance of original writing (i.e., use of own words and proper paraphrasing) and uses direct quotations minimally and only when necessary/or appropriate.	13.6 points Work is grammatically sound with a few minor errors. Citations are composed in the proper format with some errors. The student uses original writing (i.e., use of own words and proper paraphrasing) and uses direct quotations minimally and only when necessary/or appropriate.	12 points Work contains frequent grammatical errors. Citations are inaccurate or improperly formatted. The Assignment may reflect an underuse of original writing and an overuse of directly quoted content.	10.4 points Work does not demonstrate appropriate undergraduate level writing. It reflects an underuse of original writing and an overuse of directly quoted content.

Total	/ 100
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Overall Score

Exemplary 90 points minimum	Accomplished 80 points minimum	Developing 70 points minimum	Beginning 60 points minimum	Did not attempt 0 points minimum
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