

**DEWAR COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
PSYC 4950, SENIOR SEMINAR, 3 CREDIT HOURS**

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOK

Slife, B. (Ed.). *Taking sides: Clashing views on controversial psychological issues (current ed.)*. Guilford, CT: Dushkin Publishing Group.

COURSE DESCRIPTION

Prerequisite: Senior Standing. Students will explore the diverse career options available to them, debate various controversial issues, and discuss other select topics of concern in the field of psychology.

EDUCATION OUTCOMES SPECIFIC TO PSYCHOLOGY

1. Use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
4. Articulate controversial and ethical issues in psychology.
6. Use appropriately the technical language of the science of psychology in oral and written communication.
10. Examine and evaluate career and educational opportunities available with an undergraduate psychology degree.
11. Use appropriate computer technology to complete relevant assignments.
12. Interact effectively and work productively with others.

COURSE OBJECTIVES

Upon completion of this course, the student will:

- Know about the variety of job opportunities that are available and the requirements needed to obtain that kind of job.
- Have improved their oral and written communication skills.
- Understand the difference between science and pseudoscience.
- Have the ability to critically analyze arguments.
- Be aware of various critical issues in the field of psychology.
- Be able to work effectively with others in a group.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Debates: Before coming to class, everyone who is NOT debating is required to read the appropriate material from the Taking Sides book and then write 1 or 2 pages summarizing both sides in the book AND stating

his/her opinion on the presented issue. These will be turned in *before* class starts (either through Blazeview using the mail or the dropbox function or in class). These are worth 5 points each. You can turn this in early if you cannot attend class that day. I will not accept *any* late debate summaries (nor those written/sent during class). The debaters (2-3 per group) will present both sides of the issue, going into more depth through outside readings. Total time for both sides presenting the debate should be approximately 40-45 minutes with time afterwards for questions. The debaters will be graded by me and the class on preparedness, organization, and ability to respond to questions (grading sheet at end of syllabus). Involve the class with handouts, videos (both created *and* found), class exercises, visual aids (Powerpoint), examples, etc. Before each debate, the debate team must turn in an APA style list of references that they used when preparing for this debate (books, articles, web sites, personal communication, etc.). You are to use a mixture of items. At least 50% of your material **MUST** come from material other than websites (such as research articles, books, talking to professionals, etc.) Failure to turn in your APA reference list on the day of the debate will result in a 10 point grade reduction. Be creative! Also note that 10% of your grade is related to on-line class discussion. The debate is worth 100 points.

Leading on-line discussions

Each group will be responsible for leading an on-line discussion for their debate topic that will count as 10% of your debate grade. Briefly summarize the topic and any information that you have to share, compose discussion question(s) for their classmates (using either closed or open-ended questions) that require some thought, some different opinions, and maybe some controversy, facilitate the discussion by keeping it on track, raising new questions, answering old questions (and correcting any misinformation or misunderstandings), and generally trying to keep people involved. Summarize the main points that were raised.

Other Group Projects:

Films in Psychology: You are to pick a film that **HEAVILY** demonstrates a psychological concept (predominate throughout film) – please focus on 1 topic **ONLY**. We will watch part/most of this film in class and you will cover the concept **IN DETAIL**. You are required to integrate text material into film reviews, documentary and popular film material, and information you will research independently via the internet. Before the presentation, the group must turn in an APA style list of references they used when preparing for this presentation. Again, the mixture of materials is expected. This is worth 50 points and everyone in the group will receive the same grade. **I EXPECT DIFFERENT TOPICS**. So, only two topics from each general area: Social Psych, Abnormal, Therapy, Sensation and Perception, Consciousness, Motivation and Emotion, Biopsychology, Developmental, Gender and Sex, Memory, Learning, Cognitive, Intelligence, Health and Stress, Research Methods and Critical Thinking, History, Education, I/O; Law. This can include things like: Particular topic or idea that the movie shows (possibly with a discussion of any errors or problems in the movie – perpetuation of stigma), comparison of different perspectives (biology, psychoanalysis, cognitive, etc), how might the best way to portray the information (or different ways to present), attitude changes (positive or negative), etc. This **CANNOT** be a movie that you reviewed in another class.

Pop Psych or Pseudoscience: Find a topic that is an example of "pop" psychology or pseudoscience. You are to write up a paper as a group that covers what it is, the evidence for, and the evidence against. How is what you found an example of this? Use examples from journal articles, bookstores, internet resources, etc. to support your statements. Tell me which one you will be doing since no 2 groups can have the same topic. Make sure that you present this information in a scientific fashion – that is, what is it, what are you expected to believe, and what does the research say about this (*both pro and con*)? Again, use a mixture of items (not just websites) – what does the **RESEARCH** say? This is worth 50 points. You will most likely need to interlibrary loan material so make sure to start early on this project! APA style in write-up.

Other Individual Projects:

Personal and Job Portfolio: Place your printed materials in order in a 3 ring binder. You will also need to include a disk or CD with all of this information. Include contact address information (including e-mail address). Personalize your folder – make it your own. Include both the original copies (with comments) and the corrected copies. Worth 100 points. I will not grade this until the end of the semester (giving you a chance to

make corrections). However, if you do not turn in the pieces of the portfolio for first evaluation, you will lose a point for every day late (so turn something in).

1. Personality, Values, and Skills – Fill out the checksheets. What are your strengths and weaknesses in each area? Remember, you will be linking these to a future job, so make sure that you think about how these relate to that job. Briefly explain how this relates to your future job and example(s) of how you have these characteristics. Make sure to do this for BOTH strength and weaknesses. Please make sure that these are realistic weaknesses as they relate to your job.
2. Transcript and Advisor Checksheet – Your transcript is on line – print out a copy. Type out a copy of the Advisor Checksheet (either BA or BS). You are to fill this out – don't just get a copy from your advisor!
3. Resume - This will be sent to career services for review. Include contact information so we can send a survey to you a few years after you graduate. Someone from career services will be coming in to discuss resumes.
4. Job Information – What is your career goal? Find out the training that you need to have, degrees or schooling available, description of job – in detail, average pay (a range, starting salary, median salary, benefits), and where you would work. You may need to include a discussion of different degrees (such as Masters vs PhD, PhD vs PsyD, etc), licensing issues (how get, what need to maintain), admission standards (GPA, GRE) and other prerequisites (courses, research, courses take in program), etc. Include an explanation of how your personality, values, knowledge, and learning fit this job (take what you discuss in section 1 and work it in here – this should be more than just a paragraph). Also include a discussion about how you feel VSU have helped you (or not) prepare for this job. For this paper, you will need to talk to someone in field (head of program, has job already, etc.). Look in your textbooks and on-line for information as well. Make sure you reference your material throughout the paper and include a reference page. Do not just copy lists from sites – put it in your own words so I know you understand what is required. Feel free to include any handouts, pamphlets, etc. that you may feel useful.
5. How has your years at VSU (particularly in the Psychology Dept.) helped you develop your skills, knowledge, etc? For each of the department's goals, you are to discuss your strength(s) and/or weakness(es) in each area, why you are strong and/or weak in these areas, and how the program is related to each of these strengths and weaknesses. Give examples to illustrate your point (1 sentence will not be enough). In addition, indicate on a scale from 1-5 how well you think this goal has been met by the department. 1- Not at all, 2- Barely or Poorly, 3 – Sort of or Fair, 4- Yes, a good job, 5- Excellent . If you do not understand what a goal means, then please talk to me.
6. Include a “Things you might not know about me” section that discusses material not found anywhere else.

Class Participation: You are required to attend class and actively participate in debates, group projects, and other discussions on WebCT and in class. Part of your grade depends on class participation - that means more than showing up and breathing or writing “I agree” on the discussion board. Not showing up to class will be penalized. There will be no difference between excused and unexcused absences. Every time you miss a class, 5 points will be deducted from your final score. In addition, every time you come in more than 10 minutes late or leave early or the presenters have already started, 2 points will be deducted from your score. You have 10 bonus points, which can count toward two missed class, 5 lates, 2 missed debate summaries or some combination of each (If you never miss, you have 10 bonus points). While in class, please be courteous to the speaker (s). If you are discourteous (sleeping, studying, doing another activity, texting, etc.), you will have 10 points deducted from your total score. You will not receive a warning.

Participating in on-line discussions

Your responses must be relevant to the material we discuss. It should also be more than a simple “I agree” or a “look up” in the textbook. In other words, put some thought into your postings! You must not make the same exact response as someone else (in other words, read the discussion postings before you write). It should also be timely (i.e. not posted a week after the last posting or 8 postings at the end of the term). The posting needs to be focused and well-written.

Be careful in what you write – make sure humor is obvious and be more conscientious about what you write. Make sure it is clear enough for everyone to understand. Use comments from previous e-mails to help make your points. Refer people to other pieces of information (where did YOU get this material from?).

Class participation will be graded in this way:

90-100 - Actively participates in almost every class period AND on-line.

80-90 - Some class participation (has contributed approximately once to twice per week in class AND on-line).

70-80 - Minimal participation (has contributed approximately once a week in class AND on-line).

60-70 - Has only participated every other week in class and on-line.

<60 - Has barely participated to not participated at all.

POINTS

Debate - 100 points

Debate papers - 5 points each

Movie Assignment – 50 points

Portfolio - 100 points

Class Participation - 100 points

Pop psych - 50 points

Being late - -2 points

Behaving inappropriately in class - - 10 points

Missing a class - -5 points

NOTE: Working in Groups

Many of these projects require you to work in groups. This may be your first time doing this type of activity. Not everyone likes to work in groups. Some people prefer to work on their own and know it is done right. Some projects in this class will allow you to do that, others will not. You are psychology majors, so use your knowledge of psychology to work with others. For the majority of projects, you will pick your own group. If your group does a poor job, you will be held responsible even if it wasn't your fault. This may sound harsh, but in many places you will be made to work with other people and everyone is held accountable. If a certain person is not doing their job in a group, then it is your responsibility to tell that person they need to do more and they will be tossed out of your group if they don't do the work. You have the right to do that. You have the right to leave your group and work with another if you feel that you are doing everything and others are doing nothing. If you are a strong leader, try backing down and not doing the work for others or commanding others to do things. All this does is encourages others not to work - why reinforce the behavior? If you practice social loafing, you will get dumped from your group, so don't do it. Be honest with yourself. Look at the amount of time others are committing to the project and you are committing to the project - does it look similar? You will probably be frustrated or upset at some point in time. I will try to help out, but I can only do so much as an arbitrator. Don't put things off until the last minute and then expect everyone to work around your schedule.

One final note – if you are having difficulty, do not wait until the end of the semester to come talk to me and plead for me to give you a B when your grade is an F or to give you extra credit – **ESPECIALLY IF YOU NEVER DID THE WORK!** Please talk to me as soon as possible if you are having personal difficulties or are having a problem with course material. Midterm is Mar 6. This is not a class that you can get an incomplete in.

PLAGIARISM and CHEATING POLICY

Do not find an article or paper on the internet and copy and paste parts of it or all of it into your paper and call it your own. This is called plagiarism. You will receive a zero for any part of the paper that this happens in and yes I can tell when this happens. I will find it online and attach it with your paper to show you. So if you want to take a gamble that I will not be able to find it then that's a huge risk you will be taking. For this not to occur, **DO NOT** use any resources from web pages for your paper. Only use the 5 articles that you pulled and read and keep it to that. That way, your introduction will be yours and not someone else's. This is the only way to learn to write correctly and in APA style.

When referring to the articles you chose, be sure to write them in your own words. See the websites on WebCT. Usually, if there are 5-7 words in a row that are exactly the same as in the article then it's plagiarism. Further, do not use the thesaurus option in Word to change a word or two in a sentence since this still counts as plagiarism. If I can find the exact sentence in the paper that your sentence is based on, you have not paraphrased enough. If

you copy someone else's paper you will fail the course. Making up data will be considered cheating and will result in failure for the course. This assignment is not just for learning how to write experimental papers, but also how to do an experiment.

Anyone caught cheating or plagiarizing (even if "by accident") will be written up.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact

the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Dr. Deb Briihl

Psychology Building, Rm 2221 Phone 333-5994 or –5930

dbriihl@valdosta.edu

Office Hours: MW 1-4, TTh 1-3

Evaluator Name _____ Topic _____

On a scale from 1-10 (with 1 being poor and 10 being excellent), how do you rate the debaters on:

Organization and Delivery - stating their side with good transition statements, logical procession of ideas, good flow of information, both preview and summary points of argument, effective use of time, maintaining focus, good eye contact, movement, oral skills (rate and volume), creativity, class involvement.

Content - effective use of examples, evidence and research to back up statements, terms defined, questions answered, glaring omission present, does the speaker understand material, has gone significantly beyond the book.

For each person, you should have 2 numbers and then for the entire group, you should have 1 letter grade.

Group Member _____

Organization/Delivery _____ Content _____

Group Member _____

Organization/Delivery _____ Content _____

Group Member _____

Organization/Delivery _____ Content _____

Overall grade you would assign this group

A+ A A- B+ B B- C+ C C- D F

On back – put notes about questions YOU asked as well as additional comments or recommendations for future presentations.

Evaluator Name : _____ Presentation Topic : _____

Group Members : _____

Criteria for Evaluating Group Presentations

Each of the criteria below should be worth a maximum of 5 points. Use the following scale to make your judgment about quality achieved in each criterion:

5 = excellence

2 = serious difficulty

4 = minor difficulty

1 = minimal effort/achievement

3 = moderate difficulty

0 = no achievement

Add any details in the space below each criterion to justify your conclusion.

Did all group members have clear and equal roles? _____

How well did the group integrate psychological science into the presentation? _____

What was the quality/quantity of the presentation's content? _____

How would you rate the overall organization of the presentation? _____

How would you rate the quality of the audio/visual aids used by the group? _____

Did the group effectively engage the audience? _____

Overall grade you would assign this group

A+ A A- B+ B B- C+ C C- D F

On back – put notes about questions YOU asked as well as additional comments or recommendations for future presentations.

Program and Course	Activity	Assessment
Senior Seminar (PSYC 4500)		
BA/BS Psychology Degree Outcomes		
1. Use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.	Papers, Presentations, Projects	The instructor uses appropriate grading criteria to evaluate students' work (syllabus contains rubric for presentation grading).
4. Articulate controversial and ethical issues in psychology.	Debate presentations, class and on-line discussions	Debate grading rubric in syllabus
6. Use appropriately the technical language of the science of psychology in oral and written communication	Papers, presentations, Projects	The instructor uses appropriate grading criteria to evaluate students' work.
10. Examine and evaluate career and educational opportunities available with an undergraduate psychology degree.	Job paper portfolio	The instructor uses appropriate grading criteria to evaluate students' work.
11. Use appropriate computer technology to complete relevant assignments.	Papers, presentations, Projects, On-line discussion	The instructor uses appropriate grading criteria to evaluate students' work.
12. Interact effectively and work productively with others.	Group projects – debate and pop psych presentations, applying psychology to real life project	The instructor uses appropriate grading criteria to evaluate students' work.