Psychology Pro-Seminar:
The Remarkable Human Mind
PSY 4938 section 522 – Spring 2015
University of South Florida Sarasota-Manatee

Instructor: Richard Reich, Ph.D.  Office Hours: T,Th 11:30-12:30
Meeting time: T, Th. 12:30-1:45 PM  Office: C252
Classroom: SMC  B336  Phone: (941) 359-4219
Course Website: https://my.usf.edu  Email: rreich@sar.usf.edu

Psychology Mission Statement: The curriculum for a Psychology degree from USF Sarasota-Manatee prepares graduates for the many occupations (e.g., human services, community or public relations, administration, and advertising and market research) and post-graduate degree programs open to Psychology majors. By the time our majors are ready to graduate, they are equipped with two vital skill sets. First, our majors are familiar with numerous factors influencing behavior and mental processes, and the interactions among them. These factors range from the molecular (communication in the brain) to the cultural (human diversity). Second, our majors have developed the critical thinking skills necessary for the consumption and production of psychological research. These skills include writing and familiarity with the ethics of conducting psychological research. Students will have the opportunity to take a capstone course that allows them to demonstrate these competencies.

Student Learning Outcomes
1. Knowledge and Application: Knowledge of concepts and theories in at least 4 areas of psychology (e.g., Clinical, Industrial-Organizational, Developmental, Addiction, Motivation, Psychology-Law, Neuropsychology, Cognitive, Behavioral/Learning, Social, Physiological, and Personality), and relate them to the scientific study of behavior and mental processes, or to real-world problems.

2. Diversity: Recognition of the impact of human diversity (gender, race, ethnicity, socio-economic status, sexual orientation, culture, age, religion, disabilities) on behavior and mental processes.

3. Ethics: Knowledge of professional ethics in the use of research subjects.

4. Critical Thinking: Ability to critically evaluate various research methods and designs, including their strengths, weaknesses, and applications to psychological inquiry, and their role in causal hypothesis testing.

5. Communication: Ability to write effectively by producing work in the APA style and standards.

Course Introduction: Humans have many behavioral features that allow us to be remarkably efficient and adaptive. For the most part these features allow us to accomplish very difficult tasks with relative ease. Occasionally, these features can get
us into trouble. Among the features we will address are intelligence, morals, inference, and the ability to learn from others.

This course is designed to be the culmination of your undergraduate studies. In studying this specific topic, we will address each of the student learning outcomes established by USF Sarasota-Manatee’s psychology faculty.

This course is designed as a seminar which will primarily take the form of presentation and discussion of research articles. Brief lectures will review the major approaches of psychology and will cover ethics. Students will be expected to read all assigned materials before class in preparation for discussion (20%), briefly present 1 research article (10%), write 4 short essays addressing one of the fundamentals above in the context of the course topic (40%), and revise these essays to be a satisfactory body of work (30%).

**Prerequisite:** Research Methods with grade of “C” or better.

**Text:**
2. Course packet available at the USF Sarasota-Manatee Bookstore

**Website:** The syllabus, grades, and other course-related materials, announcements, discussion board and assignments will be posted on the “My USF” website. You can access this site at [https://my.usf.edu](https://my.usf.edu). It is expected that all students will have access to this site, and therefore will be responsible for assignments/materials. Please check the site frequently!

**Web Portal Information**
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

**Technical Help.**
Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday.
Please call or email either Kendi Judy (941-359-4638 kjudy@sar.usf.edu) or Dale Drees (941-359-4215 djdrees@sar.usf.edu).

The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.
Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

**Laptop use is welcomed in this class for class-related work only.**

**Instructor Copyright**
Students may not sell notes or other course materials.

**USF Sarasota-Manatee Policies and Procedures**

**Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the [USFSM Catalog](http://usfsm.edu/catalog), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](http://usfsm.edu/student-handbook/student-code-of-conduct).

**Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the [USFSM Catalog](http://usfsm.edu/catalog), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](http://usfsm.edu/student-handbook/student-code-of-conduct).

**Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and [MoBull](http://usfsm.edu/mobull) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](http://usfsm.edu/police) for further information.

**Disabilities Accommodation:** Students are responsible for registering with the [Office of Students with Disabilities Services (SDS)](http://usfsm.edu/disability-services) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714 [http://usfsm.edu/disability-services/](http://usfsm.edu/disability-services/)

**Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](http://usfsm.edu/emergency-evacuation).

**Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

**Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

**Requirements & Evaluation:** Attendance will be necessary to achieve full discussion credit in the course. Attendance also is necessary when an article presentation is scheduled and during feedback sessions (including student feedback session). Participation in class discussion is a requirement of this course. Your general
knowledge of psychology and of the topics specific to this course will be evaluated through your discussion, presentation, and written assignments. The written assignments are detailed below. You will present one article on a class topic of your choosing. Your presentation date will correspond with the date of that topic. You must choose a topic by the second week of class. I will allow only two presentations per topic. Specific instructions for these assignments will be provided in class and through the course website.

Written assignments will be submitted through “Turnitin,” Canvas’s plagiarism check. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), prior to submitting work to Turnitin, students are requested to delete any personal information (e.g., name, address, telephone) from the work being submitted. This protects students from having personal information disclosed to vendors or other outside agencies.

Extra Credit:
Extra credit opportunities may be presented during the semester. These may include:
1. Participation in an approved research study.
2. Attending an approved research presentation.
3. TBD
Each of these must be arranged in advance and documented.

You may earn a maximum of 20 extra credit points (Research participation + lecture attendance)

Course Point Allocation Scheme:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation/Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Article presentation</td>
<td>50</td>
</tr>
<tr>
<td>Essay 1</td>
<td>50</td>
</tr>
<tr>
<td>Essay 2</td>
<td>50</td>
</tr>
<tr>
<td>Essay 3</td>
<td>50</td>
</tr>
<tr>
<td>Essay 4</td>
<td>50</td>
</tr>
<tr>
<td>Revised Essay Packet</td>
<td>150</td>
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</tbody>
</table>

500
Grading Scale:
483 to 500 points = A+
463 to 482 points = A
448 to 462 points = A-
435 to 447 points = B+
413 to 434 points = B
398 to 412 points = B-
383 to 397 points = C+
363 to 382 points = C
348 to 362 points = C-
335 to 347 points = D+
313 to 334 points = D
298 to 312 points = D-
0 to 297 points = F

Last Date to Withdraw Without Academic Penalty: 3/22/2015
## Schedule of Events

Location: **Sarasota** or **North Port**  
*Feedback sessions will occur at both North Port and Sarasota*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/6</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/8</td>
<td>First Discussion; APA standards</td>
<td>Abbot; Bohannon; Sparrow</td>
</tr>
<tr>
<td>2</td>
<td>1/13</td>
<td>Ethics Overview</td>
<td>Benjamin, Neuroskept</td>
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<tr>
<td></td>
<td>1/15</td>
<td>Study Designs</td>
<td>Rottenberg;</td>
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<tr>
<td>3</td>
<td>1/20</td>
<td>Evolutionary</td>
<td>Buss</td>
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<tr>
<td></td>
<td>1/22</td>
<td></td>
<td><strong>Essay 1 Due</strong></td>
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<tr>
<td>4</td>
<td>1/27</td>
<td>Genetics</td>
<td>Duncan</td>
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<tr>
<td></td>
<td>1/29</td>
<td>Neuroscience (cont.)</td>
<td>Diamond, Pasley</td>
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<tr>
<td>5</td>
<td>2/3</td>
<td>Behavioral</td>
<td>Seigel</td>
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<tr>
<td></td>
<td>2/5</td>
<td></td>
<td><strong>Essay 1 Feedback</strong></td>
</tr>
<tr>
<td>6</td>
<td>2/10</td>
<td>Cognitive</td>
<td>Nairne</td>
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<tr>
<td></td>
<td>2/12</td>
<td>Catch--up</td>
<td></td>
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<tr>
<td>7</td>
<td>2/17</td>
<td>Social</td>
<td>Pepping; Van Veelen; Brown; Hurle</td>
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<tr>
<td></td>
<td>2/19</td>
<td>Social (cont.)</td>
<td>Ambady</td>
</tr>
<tr>
<td>8</td>
<td>2/24</td>
<td>Developmental</td>
<td>Galvan; Albert; Kraus</td>
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<tr>
<td></td>
<td>2/26</td>
<td></td>
<td><strong>Essay 2 Feedback</strong></td>
</tr>
<tr>
<td>9</td>
<td>3/10</td>
<td>Developmental (cont.)</td>
<td></td>
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<tr>
<td></td>
<td>3/12</td>
<td>Integrating Perspectives;</td>
<td></td>
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<tr>
<td>10</td>
<td>3/17</td>
<td>Diversity</td>
<td>Arnett; Haeffel</td>
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<tr>
<td></td>
<td>3/19</td>
<td></td>
<td><strong>Essay 3 Due</strong></td>
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<tr>
<td></td>
<td></td>
<td>Intelligence</td>
<td>Tucker; Matzel; Thiessen</td>
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<tr>
<td>11</td>
<td>3/24</td>
<td>Intelligence (cont.)</td>
<td></td>
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</tbody>
</table>
Written Assignments: Choose a topic in psychology that interests you. You will use this topic as the forum for all assignments. All papers must follow APA publication manual (6th edition) standards. This includes the proper citation and referencing of sources as well as readability and clarity of the writing and adherence to standards for academic honesty. Although each assignment is on the same topic, they should stand on their own with introductions and conclusions. The final assignment, will be a package of all 4 essays revised.

**Essay 1: Ethics (2 pages):**

Please describe the **three** overarching principles of the Belmont Report (Beneficence, Respect for Persons, and Justice). Please describe how each should be addressed in the design of a study exploring a research topic of your choosing. Be specific.

1. **Beneficence:** Write a paragraph on the potential risks and benefits to participants in your area of interest.
2. **Respect for Persons:** Write a paragraph on which parts of the informed consent form would be most relevant to your area.
3. Justice: What population would be most of interest to your area? How should the sample be selected? Justify your decisions.

Why is knowledge of ethics important in your area?

The essay should stand alone with an introduction and conclusion and should follow APA formatting guidelines.

Essay 2: Research Designs (2-3 pages):
Briefly summarize 4 research articles (one paragraph each) that each used a different research design to study your research topic. For each, describe the study's purpose, research design, and findings. Please transition smoothly between study descriptions. Discuss the strength and weakness of each design (not of the study).

The 4 research designs you include in this paper must come from the list below:

i. Experiment
ii. Naturalistic observation
iii. Survey
iv. Case study
v. Archival research
vi. Content analysis
vii. Quasi-experiment
viii. Longitudinal

The essay should stand alone with an introduction and conclusion and should follow APA formatting guidelines.

Essay 3: Diversity (2 pages):
Provide research evidence for group differences in your area of study (based on gender, race, ethnicity, socio-economic status, sexual orientation, culture, age, religion, disabilities). Why is knowledge of diversity important for your topic?

*Provide references.

The essay should stand alone with an introduction and conclusion and should follow APA formatting guidelines.
**Essay 4: Different Perspectives (2 pages):** Choose 4 psychological perspectives (e.g., Physiological, cognitive, etc.) and describe the hypothesis and method each would use to address your research topic (one paragraph for each). You must demonstrate a clear knowledge of each perspective. Cite your source for defining each perspective.

The essay should stand alone with an introduction and conclusion and should follow APA formatting guidelines.

**Writing assignment 5: The Revision of All Essays:** Each essay should be revised using my comments, help from the Writing Resource Center, and your improving writing skills. These essays should be brought to class completed two weeks prior to their final due date for feedback from your classmates. Use this final feedback for final revision of the essays. Much more scrutiny will be used to grade these final essays, so revise and edit repeatedly.