PSYC-1000: Introductory Psychology (ψ) Syllabus 2021-22. T/TH: Sec.: #11@8.30; #9@11.30 – *(circle yours)*.

Printout Syllabus; read pp.1-10. This course provides an introduction to the scientific analysis of behaviour and mental activity from the biological, social and individual perspectives. Major topics include: perception, motivation, learning, memory, intelligence, personality, states of consciousness, social interaction, developmental processes, hereditary and environmental influences, abnormal psychology, and therapeutic methods. Students will participate directly or indirectly in the Psychology Department's ongoing research program. This course is prerequisite for all other Psychology courses.

PROFESSOR HARRY STRUB—*email:*

From: **ONLY** from your UW Webmail Address – *(never from Nexus)*
To: **h.strub@uwinnipeg.ca**
Subject: Sec #/Topic/ Name   *(Always use the official name on your student card.)*
   Example of Subject line Required for every email: Sec#11/ CE7a/ William E. Jones

PSYC Department Assistant - Carolynn; Rm. 4L41; 204.786-9130.   c.smallwood@uwinnipeg.ca
SONA Research Requirement Officer - Karen; Rm. 4L41; 204-786-9744.   k.barkhouse@uwinnipeg.ca
TEACHING ASSISTANTS: Sara (Tuesday); Paras (Thursday); David (Records).
CLICKER Tech. Support: 1-866-209-5698 *(toll-free)*

A. Required:

1. *Textbook:* Myers, D.G & Dewall, C.N. ***PSYCHOLOGY: 13TH EDITION IN MODULES,*** *(loose-leaf)* +
LaunchPad Key Card*:* **Register Today via Nexus,** even before you buy the book @ UW Bookstore
(and save the receipt after purchase.)
2. *Also Useful:* A large 3-ring binder for the loose-leaf textbook.
3. *Every Class:* For responses on the **iclicker student app** – phone *(preferred)*, PC, tablet or laptop.
4. *Note-Taking:* By hand *(optimal)*, or with a 2nd electronic device.

B. Grade Components:

1. Four Term Tests:	**25%**
2. Final Exam:	**25%**
3. Course Engagement:	**50%**
4. Psychology Dept. Research Requirement: Pass/Fail.	

C. Final Grades:

Summa Cum Laude	A+	90 – 100%
Excellent	A	85 - 89
Superior	A–	80 - 84
Very Good	B +	75 - 79
Good	B	70 - 74
Above Average	C +	65 - 69
Average	C	60 - 64
Marginal Pass	D	55 - 59
Fail	F	0 - 54

University Guideline: Normally, only the person who is clearly at the top in the 90-100% range will be awarded the A+ All others in this range would receive A. **This decision is at the discretion of the instructor and is therefore subject to change.   Final grades, if posted early, are preliminary and are still subject to change by either your professor, the Psychology Department, or the University Senate.

D. Explanation of Sec. B, Grade Components:

1. FOUR TERM TESTS (TTs) @ 25%:
a) Each TT samples everything since the previous test.
b) A TT is 60-75 minutes long and is comprised of 60 multiple-choice (m-c) items.
c) A TT can be taken *only* at the designated class time.
d) Excused TT Absence: Grade pro-rated based on remaining TTs *(see D3e.)*

2. FINAL EXAM (FE) @ 25%: 120 m-c items on most of book/lectures/handouts. *(Specific info later.)*

3. COURSE ENGAGEMENT (CE) @ 50%: Three components totalling c. 70,000 points (pts).

a. Clicker-Pts (Cl) & Lectures: *(Closed captioning optional.)* Expect a 10-item clicker-quiz on the reading assignment. Use your dedicated phone for clickers. For note-taking: write, or use PC/laptop/tablet. Clicker values: **10pts for any answer, and 50pts for a correct answer.** The quiz maximum is thus 500pts. In addition, there is usually some opinion polling and some additional quizzing—@ c. 300pts *(varies each lecture).* Total for all 43 lectures @ c.800pts =   **c. 34,400pts.**

b. LaunchPad (LP) Online Homework : To be completed by midnight before class for credit.
--*Note: LP Homework is designed so that everyone can easily achieve 100% of the total pts =*   **14,320pts.**
   i: **Dave's Teasers (DT):** Dr. Myers briefly introduces each of the 55 modules, @20pts = *1100pts.*
   ii: **Text Encounters (TE):** There are 74 brief, text-allied links designed to deepen understanding, 1-3 TEs per module, @ 30 pts each TE: = *2220pts.*
   iii: **LearningCurve (LC):** It's an online tutor, a self-directed learning guide, @100 pts, = *5500pts*.
   iv: **Practice Quiz (PQ):** There is no limit to the number of times you can re-do an incorrect item to achieve 100%! OR, receive your highest score before quitting, @ up to 100 points per PQ, to a maximum of *5500pts.*

 c. CE Assignments: These 10 assignments are presented in the back of the Syllabus *(p. 11 ff.).* Each will be explained in class. *(Needed asap: CE1, 2, 4, 8.)* Maximum total =   **c. 23,000pts**.

    CE1. Only Me Bio: @ 500pts.
    CE2. 2 Interviews: @ 400pts
    CE3. 4 Projected CE Graphs: @ 400pts
    CE4. 4 LOG-Sheets: @ 400pts
    CE5. 4 Module-Mastery (MM) Graphs: @ 600pts
    CE6. Appendix C Summary: @ 2000pts
    CE7. 2 Book Reviews (BR): @ 5100 pts
    CE8. 6 StudySmart Workshop; @ 300pts *(Sept. 13-29; Jan 17-Feb. 2).*
    CE9. Sec. K Opinionnaire: @ 300pts
    CE10. 2 Attendance-Freebie Awards: @ 500pts

d. CE Grade-Calculation @ 50%: *CE pts are ranked from highest to lowest in the class. Highest score serves as the "Anchor". That top student is awarded the full 50% grade!! Your grade is a percentage of the Anchor—mercifully, not of 70,000pts!!* **Formula: (Your Pts/Anchor Pts) x 50%.**

e. ABSENCE POLICY: *An excusable absence for a class or TT is for:*
a. Known religious holidays (see Sec. G5 – Holy days);
b. Medical or family reasons: Normally, only for a medical or dental date which you could not re-schedule, so re-schedule soonest, if you can. Ineligible: For work or for a SONA study.
-- Procedure: *Email me an appropriate personal note from you, within 24 hours.*
Class-Absence: If approved, I will award the class-average pts that day to replace your zero pts.
TT-Absence: If approved, the remaining TTs would be averaged @ 25%.
Note: There are no make-up tests and no alternative test times for any reason, in fairness to all.
Prolonged Medical or Psychological Disability: Contact Student Services without delay.

4. PSYCHOLOGY DEPARTMENT RESEARCH REQUIREMENT (RR). *(Details in Sec. H.)*
  Pass: ALL 6 SONA research credits received on time. *(All SONA communications via Karen, p. 1.)*
  Fail: Fewer than 6 credits results in one penalty—a final letter grade reduction.

5. The Syllabus: *It's like a contract. You are expected to know all course requirements.*

E. Examples of Grade Calculations:

Larry:
1. 4 TTs: 61, 72, 87, 81. Average: 301/4 = 75.3%; @ 25% =   18.9%
2. FE: 88/120 = 73.3%; @ 25% =   18.3%
3. CE: your pts/anchor pts   = 34156/48400pts = 70.2%; @50% =   35.3%
                                                                Total @ 100% =   73.8% = B
4. RR: 6 credits = <u>Pass</u>. Final Grade unchanged, and remains…   B

Curly:
1. 4 TTs: 92, 86, Absent, 90. Average: 268/3 = 89.3%; @ 25% =   22.3%
2. FE: 106/120 = 88.3%; @ 25% =   22.1%
3. CE: your pts/anchor pts = 44270/48400pts = 91.5%; @50% =   45.7%
                                                                Total @ 100% =   90.1% = A+
4. RR: 5 credits = <u>Fail</u>.   Final Grade Penalty Reduction to….   A

F. MY TEACHING STRATEGY: Inspired by Psychologist Albert Bandura: "The content of courses is perishable, but ==self-regulatory skills== have lasting functional value whatever [your] pursuit may be." *(from <u>Globe & Mail</u> Obituary, Aug. 11, 2021.)*

i. Purpose of Course:

1. *Main Goals*:
     a. To understand human nature and how *your* mind works;
     b. To understand Psychology as a science;
     c. ==To strengthen your self-regulatory skills so you can truly flourish as a university student.==
2**.** *Purpose of LaunchPad (LP):* To provide an ebook with easy online homework assignments designed to facilitate learning—*painlessly.*
3. *Purpose of My Lectures:* To explain the text—*selected topics*—and deepen your understanding.
4. *Purpose of Lecture Note-taking:* To promote deep learning and facilitate "prep" for TTs and FE.

ii. Course Engagement Protocols:

1. ***The Zoom Class:***
a.   Join us in the waiting room 5 minutes early. Synchronize to my clock. ==*(Latecomers lose points.)*==
b.   Please, unmask on Zoom (or, provide a good head-shot pic). *(Don't be a stranger!)*
c.   We usually start with the clicker-quiz. (*My mastery threshold = 80%.*)
d.   Are questions/comments OK? Yes—unmute, interrupt and speak up. *(Or email me after.)*
2. ***Post-class:***
a.   I post my powerpoint (PP) slides same day on Nexus. Fill in the lecture gaps with your notes as soon as possible. *Rationale:* This is an excellent review strategy for "making sense" and for establishing strong and enduring memories to facilitate preparation for TTs and the FE. Passively watching a live or recorded lecture or just reading my slides results in weaker learning and memory, and poorer grades. It's also boring. ==*(Being passive = disengagement—a very unhealthy life strategy!)*==
b. Same-day attention is required for all my e-announcements.
c. Curious? Is there anything you want to know about life, liberty and the pursuit of happiness? Ask/email me, anytime!
3**.** ***Frequent CE Grade Feedback:***
a. Know your current status. You should never fall below C level *(pun intended.).*
b. March 16 is the deadline for dropping the course without academic penalty.

G. UNIVERSITY GUIDELINES

1. Accessibility Services**:** Students with documented disabilities or any medical condition requiring academic accommodations for tests/exams or during lectures (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential http://www.uwinnipeg.ca/accessibility.

2. Counselling Services: For any academic or emotional distress. Ph. 204-988-7611: studentwellness@uwinnipeg.ca.

3. Respect**:** All students, faculty, and staff have the right to participate, learn, and work in a physical and online environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect. *(No recording or photography without permission.)*

4. Non-scents Environment On Campus: Please be respectful of the needs of classmates and instructors by avoiding the use of unnecessary scent products when attending live lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products/perfumes that are scented.

5. Holy days**:** Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least *two weeks in advance.* Instructors will then provide opportunity for students to make-up work and/or examinations without penalty. A list of religious holidays can be found at: http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf

6. Aboriginal Services**:** Indigenous students seeking additional supports, academic or other, are encouraged to contact the Aboriginal Student Services Centre (ASSC). The ASSC offers a variety of support services, and was created to maintain a safe, educational and culturally sensitive environment for all Aboriginal students (First Nation, Metis and Inuit) as they pursue their academic studies at The University of Winnipeg. More information can be found at: http://www.uwinnipeg.ca/assc/

7. Misconduct**:** Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students' Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensure students have access to support. For more information or to schedule an appointment, visit the website at www.theuwsa.ca/academic-advocacy or call 204.786.9780.

8. Plagiarism And Cheating: Review UW General Calendar for UW Policy on Student Discipline and Academic Misconduct. Professors have access to Google programs which can detect if a sentence or even a phrase is lifted from somewhere without proper citation.

<p align="center">* * *</p>

--*Freedom:* *The freedom of university is a wonderful thing, but not everyone adapts well to it. There are many choices and many demands. It can be very challenging, especially during these stressful pandemic/remote-learning times.* ==***Self-regulation is crucial***==*—but some find it very difficult to sustain.* ***Can you impose upon yourself the self-discipline, to work at your courses in a systematic way?*** *Your studies should be your top priority, but I know you are juggling many things. You have a life with romantic, work, academic, and medical or family complications. My course protocols will help you and also strengthen your personal sense of "self-efficacy". (See p.10, #1b.) Expect a positive transfer effect of your new skill-set to all your other courses.*

Always feel free to consult with any prof. We want to help you deal with obstacles when you get stuck. We are pretty good at providing helpful advice. (And see #1 and # 2 above.)

Psychology is a data-driven discipline. To become better acquainted about how data is gathered and interpreted, all introductory psychology students are required to participate in research studies and/or review Psychology research articles. This assignment will give you a deeper experiential understanding of the course and the scientific research process, and your time and effort will be greatly appreciated by the 30 or so Psychology honours students who must complete a research thesis to graduate. We want your participation to be an interesting learning experience and are interested in your feedback. Concerns and questions about this requirement can always be directed to the **coordinator**, **Karen Barkhouse**, Office **4L41A, 786-9744, k.barkhouse@uwinnipeg.ca**. (Not your professor.)

In brief, you must earn at least **6.0 research credits by Monday, April 18, 2022. (3.0 credits for the evening PSYC-1000-050, due by Monday December 13th, 2021)**. Your credits and study sign-ups are recorded in an online program called **SONA**. You'll receive access to SONA via an email sent in September (January for section 012). You should see *in your Nexus profile* a course called PSYC1000 Introductory Psychology Research Requirement (Instructor is K. Barkhouse) and there you will find everything you need to know about this assignment, a link to SONA, and access to the journal articles if you need them. Note: You can access SONA via the link in Nexus or browse direct to SONA website. *SONA's FAQ (frequently asked questions) addresses several common questions.*

WAYS TO OBTAIN CREDITS

1. Actively participate in either an online or on-campus research study: You'll view a list of studies posted in SONA and sign–up for a time slot *(not during your PSYC 1000 class time)*. Carefully read the study description and requirements, and note any pre-requisites and eligibility requirements (e.g., only red-headed males owning pet turtles). **Studies have variable credit values**. For example, studies taking 30 minutes or less are worth 0.5 of a credit and those between 30 and 60 minutes are worth 1.0. Some longer or two-part studies are worth more than 1.0 credit. For on-campus studies, extra credit will be provided as compensation for the extra time associated with in-person participation. Please be sure to cancel any sign-up that you cannot attend--even the on-line surveys--so another participant can take your spot and you'll avoid the dreaded 'no-show' penalty. You don't need a reason to cancel.

2. Journal Article Review: **1.0 credit for each satisfactory review**. Refer to the Research Requirement link in your **Nexus account**. There are 10 articles to choose from listed below and found in your **Nexus** site as reserved readings. Read any article and answer three questions using the Review Form, in Nexus (instructions are also on the form). **Your review should summarize the research findings in the article and provide evidence from the article.** They are graded on a PASS/FAIL basis, and the credit for each satisfactory review is posted in your SONA account. Note: An article review credit is not the same as an on-line study credit.

3. Observer Status**:** The observer-only option is for students who want to actively participate in a study but prefer to not have their results used, therefore they must inform the researcher in advance that they are opting for observer status. Although this option is available for most studies, some studies cannot accommodate observers.

SELECTION OF JOURNAL ARTICLES TO REVIEW

1. Berridge et al., C. W. (2016). Liking, wanting, and the incentive-sensitization theory of addiction. *American Psychologist, 71*, 670–679.
2. Dolinski, D. et al (2017). Would you deliver an electric shock in 2015? Obedience in the experimental paradigm developed by Stanley Milgram in the 50 years following the original studies. *Social Psychological and Personality Science*, 1-7. DOI: 10.1177/1948550617693060
3. Fredrickson, B. (2003). The value of positive emotions: The emerging science of positive psychology is coming to understand why it's good to feel good. *American Scientist, 91, 330-335.*
4. Haslam, N. (2015). Biogenetic explanations of mental disorder: The mixed-blessings model. *Current Directions in Psychological Science, 24, 399–404.*
5. Melzack, R. (1992, April). Phantom limbs. *Scientific American, 120-126.*
6. Nairne, J.S. et al. (2017). Remembering the living: Episodic memory is tuned to animacy. *Current Directions in Psychological Science, 26*, 22 –27.
7. Rapp, D.M. (2016). The consequences of reading inaccurate information. *Current Directions in Psychological Science, 25, 281-285.*
8. Rodier, P.W. (2000, February). The early origins of autism. *Scientific American, 56-63.*
9. Soto, C. J. et al. (2015). Personality traits in childhood and adolescence: Structure, development, and outcomes. *Current Directions in Psychological Science, 24, 24, 358–362.*
10. Steele, C. M. (1999, August). Thin ice: "Stereotype threat" and black college students. *The Atlantic Monthly, 44-54.*

If you're registered in the class, then a SONA account will be automatically set up for you during the first week of classes to your student@webmail.uwinnipeg.ca. The e-mail message will contain a user ID and a temporary password to activate your SONA account. Your very first login will require that temporary password and you'll create your own password to use going forward. (The procedure is the same for a forgotten password.) In SONA, for anonymity, you will be known to researchers only by a unique 5-digit Identity Code and you'll need to know this ID number when participating in any study. Activating your account also involves completing a very short pre-screen questionnaire because occasionally certain studies might filter participant eligibility based on pre-screen responses. *If you do not receive an e-mail with your user ID by the end of September, contact the coordinator, not your professor!*

MISSED APPOINTMENTS

To respect people's time, and to not disadvantage other students, please cancel appointments that you cannot attend -- *even the on-line ones* – you don't need to give a reason. Researchers will also try to email participants if a study is cancelled, so try to look out for those. Appointment reminders are automatically e-mailed to you the night before your session. And remember that if you don't cancel before your appointment SONA will automatically assesses you a no-show penalty (a minus) equal to the credit value of the study. Cancelling in SONA is easy as long as it is before the cancellation deadline, in which case let the coordinator know by e-mail or telephone k.barkhouse@uwinnipeg.ca or 204-786-9744, or the dept. office.

CALCULATION OF CREDITS AND PENALTIES

The 'Credits Earned' number shown on your SONA profile is your running total, including any credit penalties assessed against you. The 'Credits Needed' number is the assignment's total credit requirement, *not* the amount of credits *that you still need*. The number of credits you still need is the difference between credits earned and credits needed. A credit-penalty is the loss of that study's credit value due to a no-show. For example, if you signed up for a study but you didn't show up and you didn't cancel in SONA, then the result is two-fold, no credit is earned for that study, *plus* the credit value for that missed study is *deducted* from your account.   **You will not be able to receive credit twice for the same study**.

WHEN TO START AND FINISH

<mark>Your 6 research credits must be earned by Monday, April 18, 2022.</mark> Feel free to start looking at SONA as soon as possible. Research studies can begin in September and continue up until the end of the course in April 2022, however please note that the majority of studies will run in the second term. If you log into SONA and don't see studies, then there are simply none available at the moment, or timeslots of recent studies are all full … just keep checking. Throughout the year you may receive emails when a new study is posted. If at the end of term you find yourself short of credits you can make them up by doing article reviews. *If you drop this course and are still receiving SONA messages, just send the coordinator a quick note to remove you.*

HOW THIS ASSIGNMENT AFFECTS YOUR GRADE

To PASS this assignment, students in the daytime sections must earn at least 6.0 research credits in SONA. If you fail to earn 6.0 credits your final mark in the course is reduced by one letter grade; for example, from A+ to A, B to C+, or C+ to C. For students who would otherwise receive a D grade before the penalty is applied, the penalty shall be a 1% grade reduction for each credit missed. Within the 6.0 credits you may earn any amount from 'on-line' studies (done on computer) any amount of 'on-campus' SONA studies (if we run any in-person ones) or any amount of credits from article reviews.   In the event that the supply of research available is low you will be informed of a reduced credit requirement. The 6.0 research credit requirement will never be increased. Once you have 6.0 or more, you are done and it's best if you leave the spots for others. Your credit total will be reported to your professor.

DATE	MOD#	TOPIC	DEADLINES	[Scheduling]
1. T/09/07	-	Syllabus	Register Clicker	
2. Th/09/09	1 (+S. P.)	(ψ)+ (Student Preface)		[CE8.1. Sept13 workshop]
3. T/09/14	2	Res. Strategies	CE1 – Only Me; CE2a OPT-OUT	[CE8.2. Sept15 workshop]
4. Th/09/16	3	Stats (without fear!!)	[CE2a Assigned]	[CE8.3. Sept20 workshop]
				[post1]
5.*T/09/21	4	Neuron	CE7ia – BR1 Intent	[CE8.4. Sept22 workshop]
6. Th/09/23	5	Brain		[CE8.5. Sept27 workshop]
				[post2]
7. T/09/28	6	Cortex/Plasticity	CE2a - 1st Interview	[CE8.6. Sept29 workshop]
---Th/09/30		**National Day of Truth and Reconciliation – No Class**		[Make-up date: Wed/12/08]]
				[post3]
8. T/10/05	7-8	Consciousness/Sleep		[CE2b assigned]
9. Th/10/07	9	Drugs/Consciousness		[post4]

Oct. 10-16: Fall Term Reading Week. No classes.   [Finish reading your book + outline of BR1]

10. T/10/19	10-11	Beh. Gen./Evol. Psy	CE2b - 2nd Interview	
11. Th/10/21	12	Culture/Gender		
12. T/10/26	13	Developmental I		[post5]
13. Th/10/28		**TT#1**	CE3a; CE4a; CE5a: Due Fri./Oct. 29	
14. T/11/02	14	Developmental II		[Prepare CE4b]
15. Th/11/04	15-16	Adolescence/Adult		[CE7a. - 1st draft/critique] [post1]
16. T/11/09	17	Sensation		
--- Th/11/11		**Remembrance Day. No Class.**		[Make-up date: T/12/07] [post2]
17. T/11/16	18	Perception/Vision		
18. Th/11/18	19	Hearing, & more	CE7a. BR1: Due Mon/Nov. 22	[post3]
19. T/11/23	20	Pavlov: Class. Cond.		
20. Th/11/25	21	Skinner: Op. Cond.		[post4]
21. T/11/30	22	Learning: Biol/Cog.		[post5]
22. Th/12/02		**** TT#2**	CE3b; CE4b; CE5b: Due Fri/Dec 3	
23. T/12/07	23-24	Memory		[Prepare CE4c]
24. Wed/12/08	25	Forgetting		

Dec. 10-Jan. 3—R&R: Rest up, have fun, but to ease your stress in January, also begin CE6 & CE7ib.

Notes: 1. **LP Homework (p. 2)—DT, TE, LC, PQ: Deadline to obtain credit - Midnight before class.**

   *2. Trial period for LP: If an extension is required, email me 4 days before expiry.

   **3.There is no other mid-term exam in December, regardless of the University's exam timetable.

   *4. **Counselling Services: For any academic or emotional distress. 204-988-7611:** studentwellness@uwinnipeg.ca*

Ib. Winter Schedule 2022 – Prof. H. Strub - *PLAN AHEAD!*

	DATE	MOD#	TOPIC	DEADLINES	[Scheduling]
1.	Th/01/06	26-27	Thinking/Language	**CE10a on Jan. 6; CE7ib by Jan. 8.**	
					[post1]
2.	T/01/11	28	Intelligence	**CE8 - WRR: Option C.**	
3.	Th/01/13	29-30	Heredity/I.Q.		*[CE8.a. Jan. 17 workshop]*
					[post2]
4.	T/01/18	31-32	Motivation/Hunger	**CE6- DUE ON WED./JAN. 19**	*[CE8.b. Jan. 19 workshop]*
5.	Th/01/20	33-34 + App. C	Sex/Ach. [+Work/*No Log*]		*[CE8.c. Jan. 24 workshop]*
					[post3]
6.	T/01/25	35-36	Emotion I		*[CE8.d. Jan. 26 workshop]*
7.	Th/01/27	37	Emotion II		*[CE8.e. Jan. 31 workshop]*
					[post4]
8.	T /02/01	38	Stress		*[CE8.f. Feb. 2 workshop]*
9.	Th/02/03	39	Coping	**CE3c; CE4c; CE5c: Due Sat/Feb. 5**	*[post5]*
10.	**T/02/08**	-	**TT#3**		
11.	Th/02/10	40	Attribution [+handout]		*[Prepare CE4d]*
12.	T/02/15	41	Influence		
	Th/02/17	42	Anti-Social		*[post1]*

Feb. 20-26: Winter Term Reading Week. No classes.   *[Finish reading your book + outline of BR2]*

13.	T/03/01	43	Pro-Social		
14.	Th/03/03	44	Personality I		*[CE7b – 1ˢᵗ draft/critique] [post2]*
15.	T/03/08	45-46	Personality II	**CE9**	
16.	Th/03/10	47	Disorders		*[post3]*
17.	T/03/15	48	Anxiety		***[See Withdrawal Deadline: Mar. 16]****
18.	Th/03/17	49	Depression/Suicide	**CE7b – BR2: Due Mon/Mar. 21**	
19.	T/03/22	50	Schizophrenia	**CE10b**	
20.	Th/03/24	51-52	More Disorders; Autism		*[post4]*
21.	**T/03/29**	-	**TT#4**		
22.	Th/03/31	55; 53	Therapy		
23.	T/04/05**	54	Validity of Therapy	**CE3d; CE4d; CE5d: Due April 8**	*[post5]*

Notes: ***1. WED, MARCH 16: WITHDRAWAL DEADLINE WITHOUT INCURRING ACADEMIC PENALTY***

  **2. *Final Exam Details: Provided in last class, Tuesday, April 5.*

   3. LP Assignments: Deadline to obtain credit - Midnight before class.

   4. Counselling Services: 204-988-7611: studentwellness@uwinnipeg.ca

A. Introduction—*The Strub Two-Stage Learning Model, From Familiarity to Mastery:*

Like a muscle, your mind gets stronger with hard work, but did you know that the work must first make sense to you? Your brain always asks, "What does this mean?" Thus, the hard work entails re-focusing to pay attention to meaning—**to creatively *making* sense.** *(Later, see Mod. 23.)*

1. Familiarity—*it's the untrustworthy feeling of knowing: Shallow Processing→ Fragile Memory:* Reading, hi-liting and memorizing all entail shallow processing of textbook-type information. They yield the vague *feeling* of knowing: *"I read this 3 times, and I really concentrated. Why is it shallow?"* Because you were simply <u>trusting</u> it to sink in, while paying less attention paid to actual meaning—and the <u>result </u>is:
i. weak understanding—superficial knowledge—things just don't fully make sense;
ii. a fragile memory—which fades more rapidly with time, well before your TT or FE;
iii. confusion—when encountering the several alternatives in a multiple-choice (m-c) question.
 --You can fool yourself into believing that you are assimilating the material. *How so?* **Because focused concentration does result in *some* learning,** *i.e., familiarity***,** but not enough for top grades. Familiarity is an *excellent starting goal*. Sadly, many students rely heavily on it and settle for marginally passing their tests, never adjusting study strategy. *Cautionary Advice:* Beware—The Dangerous Familiarity Effect (DFE)!

2. Mastery—*it's **proving that you know**: Deep Processing→ Robust Memory:* For all textbooks, it's all new and all information-overload—requiring "effortful processing" *(p.296)* to make sense and remember. *How?* Best technique: **Teach it!** *How?* By explaining each concept, **in your own words**, **out loud (to <u>embody</u> your knowledge)**, and illustrated with your own, personal examples; you thereby **prove to yourself** that you understand it. This is how your mind **creatively** **makes sense,** and changes the brain. <u>Result</u>: The info becomes deeply embedded in long-term memory (LTM). It's how we best learn and remember—and also, **how we get smarter!!!** It's the surefire path to self-improvement and excellence—miles beyond mere familiarity.
Best Advice: Be guided by **The Strub Mantra—"IF YOU CAN'T SAY IT, YOU DON'T KNOW IT!"**

B. The Systematic Path to Excellence—*The Two Learning Stages, in 14 Steps:*
--*Note: The CE4 LOG provides a checklist of the 14 steps.*

1.   FAMILIARITY—*Building the Mental Foundation for Mastery; Steps #1-8*:

Steps #1-3—*Purpose: It's easier to understand the module if you first perceive its goals.*
Step 1. The Big Picture: Read or re-read the Chapter Introduction covering several modules.
Step 2. Preview/Skim the Module: *5-15 min.;* <u>thoughtfully</u> inspect:
     a. The Section Headers + The Learning Objective **Questions** (LOQs);
     b. The figures and tables + their captions; they illuminate the most important ideas in the module.
     c. The marginalia + the cartoons;
     d. Anything else that looks interesting.
Step 3. Read <u>Answers</u> to LOQs in Appendix D: It's a terrific summary, preparing you for what to look for in Step #4.

Step 4. The Big Read: *How?* Read the Module for interest, like a story, without underlining or hi-liting which slows the flow. Just make a tiny check-mark whenever you are astonished or fascinated, or a question-mark where uncertain. Enjoy it! Always do the many interspersed review segments—"Ask Yourself" and "Retrieval Practice"—in your own words, out loud. They are rehearsals which test understanding while strengthening memory. After each review segment, take a short rest-break, allowing time for your thoughts to sink in *(ie, memory consolidation)*, before reading the next section.

Steps #5-8—*<u>LaunchPad (LP) Online Homework</u> (see p. 2): For credit, complete by midnight before class (@ 14,320pts):*
    Step 5. Dave's Teasers (DT) @20pts.
    Step 6. Text Encounters (TE): 1-3 @30pts.
    Step 7. Learning Curve (LC): @100pts.
    Step 8. Practice Quiz (PQ): @100pts.--*<u>Caution</u>: Step 8 completes the path-of-least-effort to <u>strong familiarity</u>—thank you, Dr. Myers. Is it enough? (See Intro above.) **To ensure top grades for the quiz, TTs and FE, most modules require additional work to reach a confident level of learning with deep, <u>enduring</u> <u>LTM.</u>***

2. __MASTERY__—*Building Long-Term Memories Resistant to the DFE; Self-Tutoring Steps #9-14:*

Step 9. The Guide: Create a pretty 1-page outline, as a **neatly organized scaffold of retrieval-cues** to guide rehearsal. Simply copy *(from ebook)* the list of terms/concepts/page numbers from the "Review" section at the end of the module. Embed the terms/concepts under each specific Header where they occur in the text. Your Guide thus serves as **the whole module at a glance**—its fundamental architecture! It enhances memory when you design it to **make it fit 1 page** and look attractive to your eye. *(Only a few modules may require 2 pages.)*

Steps #10-11—The most crucial steps! We learn best by teaching. *Teach who? A Study-Buddy; a friend/family member who has not read the module; and yourself (out loud)! Always teach in your own words—not the book's.*
   Step 10. Short Oral Summary—__Teach I:__ Tell a short 1-2 minute version of the module which focuses on its purpose and 1-3 main ideas. Do not memorize it. Instead: __RE-CREATE OFTEN, BEFORE BED & CLASS__—out loud, playfully using a variety of your own words. *(Creating the Guide makes Step 10 come easily.)*
   Step 11. Oral Rehearsal—__Teach II:__ Explain each of the retrieval-cues embedded in your Guide, and create personal applications. __REHEARSE OFTEN→ OVERLEARNING.__ *If I were your tutor, I would simply drill you on Steps #10-11—to demonstrate the validity of The Strub Mantra (above) and its partner, The SMC (explained below)!*

Steps #12-13: Strengthening learning & memory: Complete the Review section at end of each module.
   Step 12. "LOQ Review": Answer in your own words, out loud, and check Appendix D for validation.
Apply personal examples; this is a great check on whether Step #11 was incomplete.
   Step 13. "Master The Material": Answer all the questions, and check Appendix E for validation.

Step 14. Post-Class Lecture Review: Review lecture notes as soon as possible the same day, filling in gaps from my slides (posted on Nexus). It makes studying for a TT much easier. *(See Sec. Fii2a.)*

Sec. K Supplement:

1. *Psychological & Emotional Rewards of Self-Tutoring Steps #9-14:*
a. The SMC = The Strub Mastery Criterion: "IF YOU CAN SAY IT AND MAKE IT SOUND INTERESTING, YOU KNOW IT!"
Steps #10-11 are crucial for building up the SMC and displacing vague memories. The SMC is the positive version of the Strub Mantra *(p. 9, Sec. A)*. Both will change you. They grow your mind better than anything yet discovered. Together, they guarantee strong rewards—*satisfying grades, personal empowerment, and the pleasure of self-efficacy.*
b. Self-Efficacy *(from Albert Bandura):* **Self-confidence—in your understanding of Psychology, and in your ability as a learner to tutor yourself.** Observe how this feeling grows over Steps #9-14, for each module!

2. *The M-C Clicker Quiz:*
 a. Why is it so difficult without the SMC? Because of the **distractors**—the incorrect alternatives, which can be attractive lures**.** Distractors seduce you because they look *familiar* and seem plausible *on their own,* but they do not answer the question. Their evil purpose is to lure you into temptation and cause you to succumb to the DFE.
 b. Why is it so easy with the SMC!? *3 reasons:*
 i) Because the SMC gives you **distractor-immunity,** and protection from the DFE;
ii) Because the SMC allows the correct answer to *automatically* spring to mind—even *before* you read the alternatives!;
iii) Because an m-c question actually provides the correct answer—in your face!!!!!
--With 4 alternatives, baseline through chance or guessing alone = 25%. Strong familiarity should boost you to 50%-70%, but the SMC provides the certainty to elevate you beyond my mastery threshold of 80%. Easy-peasy with the SMC, but #3a describes the critical "sweat equity".

3. *General Tips:*
a. Systematic Work Comes before Success: Sec. K gives you 55 practice sessions in the self-discipline of building up self-regulation skills—*all sweat*, but no tears. *Extra Benefit:* Re-studying for both a TT and FE now becomes "memory-refreshment"—much easier and more efficient—*no sweat!* **Formula: (Sec. K x 55 mods) →Triumph!** *(See #1b.)*
b. Long-Term Memory (LTM): "The better you know something, the less you remember about how hard it was to learn." *(Steven Pinker, The Sense of Style, 2014).* **Formula: (SMC + Strub Mantra) →LTM, automatically!** *(See #2b.)*
c. Distribute your study-time: Take frequent short rest-breaks; they help your brain to consolidate memory.
d. Caution: Cramming→Weak, unstable, short-term memory, putting you at the mercy of the DFE. *(See #2a.)*
e. Watch: Dr. David Myers in: *"Make Things Memorable"* **-** www.tinyurl.com/HowToRemember
f. **How We Learn:** For all your courses, frequently review: the Student Preface; LOQ1-9; Sec. K Introduction; Mod #23.

4. *__Evaluation of Sec. K by Dr. David Myers__:*

"Harry, this is terrific! You've captured…all the key ideas for helping students master the material. Just excellent!"

Dave

* * *

--from p. 2: **10 CE ASSIGNMENTS:** *pp. 11 ff*
Follow the schedule (pp.7-8). Each CE assignment will be explained in class in a timely fashion. ==*(Needed immediately in the 1st week: CE #1, 2, 4, 8.)*==

__CE__	__Page__
==CE1.== Only Me Bio: @ 500pts.	12
==CE2.== 2 Interviews: @ 400pts	13-14
CE3. 4 Projected CE Graphs: @ 400pts	15-16
==CE4.== 4 LOG-Sheets: @ 400pts	17
CE5. 4 Module-Mastery (MM) Graphs: @ 600pts	18-19
CE6. Appendix C Summary: @ 2000pts	20
CE7. BR Booklist: 2 BRs@5000 pts	21-23
CE7i. BR INTENT @100pts	24
CE7. BR Guidelines:	25
CE7. BR Mechanics/Format/Submission	26
==CE8.== 6 StudySmart Workshops: @ 300pts *(Sept. 13-29; Jan 17-Feb. 2)*	27
CE9. Sec. K Opinionnaire: @ 300pts	28
CE10. 2 Attendance-Freebie Awards @ 500pts	29
— **KEY** for Postings of CE Pts.	30

Feedback:

Each term, there are ten weekend postings of your CE grades on Nexus *(see the schedule).* Always review your grades promptly for accuracy, because mistakes happen. If errors or disputes, email me *(see p.1)* within 24 hours. ==*(NEVER CLICK "REPLY" from Nexus or it will get lost in cyberspace.)*==

-P.S. "The only place success comes before work is in the dictionary." *(Vince Lombardi)*

<u>CE1</u>   <u>**ONLY ME**</u> – *bio*   *[_____/500pts.]*

*[NAME (last/first ALL-CAPS)]*_____; ***Sec#____.***

*I.D#*_____ *; **Word Count:**_____.*

<u>Guidelines</u>:

1. **This Psychology Course Is All About You:** You are too important to remain completely anonymous**,** and as this course emphasizes, there's never been another person like you! So who are you? What makes you so special and unique?

2. **Bio Content:** <u>Write whatever you want about yourself</u>, *omitting private, inappropriate or intimate details!* Do not exceed one page. Tell me something **<u>interesting and amusing</u>** about yourself. Make me laugh so I might remember how funny the real you can be. I know comedy is hard, but never apologize for thinking you are unfunny or boring—I won't believe you!

- Here are a few <u>suggestions</u> which might inspire you, or feel free to ignore them:

   a. What are you most passionate about?
   b. What is the best thing about you?
   c. What are your artistic/musical/sports talents?
   d. What is your favourite music?
   e. What do you imagine your life will be like in 10 years?
   f. What interests you about psychology and/or university?
   g. Which 1-2 modules seem most intriguing from their titles?
   h. What grade are you working towards achieving in this course?

3. **Photo:** Please include a good head-shot. It helps a lot while I'm reading about you.

4. **<u>Grading Criteria</u>:**

a. <u>Must fit all on one page</u>: Other than that, it can be short or it can be long.

b. If long-ish, write in coherent paragraphs (and always <u>indent</u>). Never do point-form—it's usually verboten *(forbidden)* in university writing.

c. In university, writing must be <u>perfectly proof-read</u> for grammar/spelling/typos. *Enlist the aid of a writing-competent person.* <u>You are expected to review and correct your work before submission</u>, so it can appear thoughtful and polished. Profs take it personally when they receive a careless rough draft, and I'm pretty thin-skinned.

d. Format: Prepare as a <u>WORD document</u>, starting with the <u>top 2 ID lines</u> *(exactly as shown above),* including the <u>word-count</u>. Use <u>Times New Roman</u>, 12-pt. font, double-spaced. Do not exceed one page.

<u>Deadline</u>: Tuesday, September 14, on Nexus.

CE2. INTERVIEW ASSIGNMENT

Instructions and Guidelines:

1. Rationale: My purpose in arranging this early assignment is to give you 1-2 friendly Contacts in this class. A Contact might be interested in having you as a Study-Buddy, and a Study-Buddy can prove very helpful in a course such as mine with so much testing—but only if both of you are agreeable. *(See especially Sec. K, Steps # 10-11.)* Also, it's useful to.be able to discuss course requirements and the meaning of life with someone.

2. Participation:
   a. SEPTEMBER 14 DEADLINE TO OPT-OUT– without penalty: Send me an email indicating that you choose not to participate in CE2. Otherwise, full cooperation is expected *(or see penalty in d.)*
   b. September 16: Pairing, via an email from us.
   c. If your assigned partner is nonresponsive or non-cooperative , notify us <u>within 48 hours</u> to get a new partner.
   <mark>**d. Non-cooperation with partner: 200-point penalty!**</mark>

3. **Meeting:** Connect <u>immediately</u> and arrange a date (well before Sept. 28) for a sociable, face-to-face meeting on zoom or skype—<u>NOT</u> by phone, email, or texting (—too impersonal.)

4. **The Interview:** *(Next page.)* For Questions 1-8, conduct the interview in a warm and friendly way. Make it really informal. Be friendly and joke around. Your partner may be a little shy. Ask the questions in a conversational manner, as a means to get to know one another. (Don't simply read out the questions verbatim.) Improvise. Have some fun, for petesake! **Note: Question #9 should be done afterwards, in private.** *Protect confidentiality. Respect privacy.* Write thoughtfully.

4. **Eligibility for CE2b**: Only for participants who answer #10.

5. The Interview Form: Re-construct as a neat Word document. Type the questions in 8-pt font.   Type the answers in 12-pt font (or adjust a little smaller if necessary). Make it fit **ONE page maximum.**

6. CE2 Schedule Summary:

- <u>Sept. 14</u>: Opt-out deadline without penalty.
- Sept. 16: Pairs assigned for CE2a, the 1st interview.
- <u>Sept. 28</u>: Deadline to submit CE2a on Nexus.
- Oct. 4-5: Voluntary pairs assigned for CE2b, the 2nd interview *(if eligible, as per #4).*
- <u>Oct. 19</u>: Deadline to submit CE2b on Nexus.
- Oct. 20-31: <u>Reducing solitary confinement</u>—*the Strub Club.* Not a CE Assignment. Would you like to meet another classmate?   Simply send me an email stating:
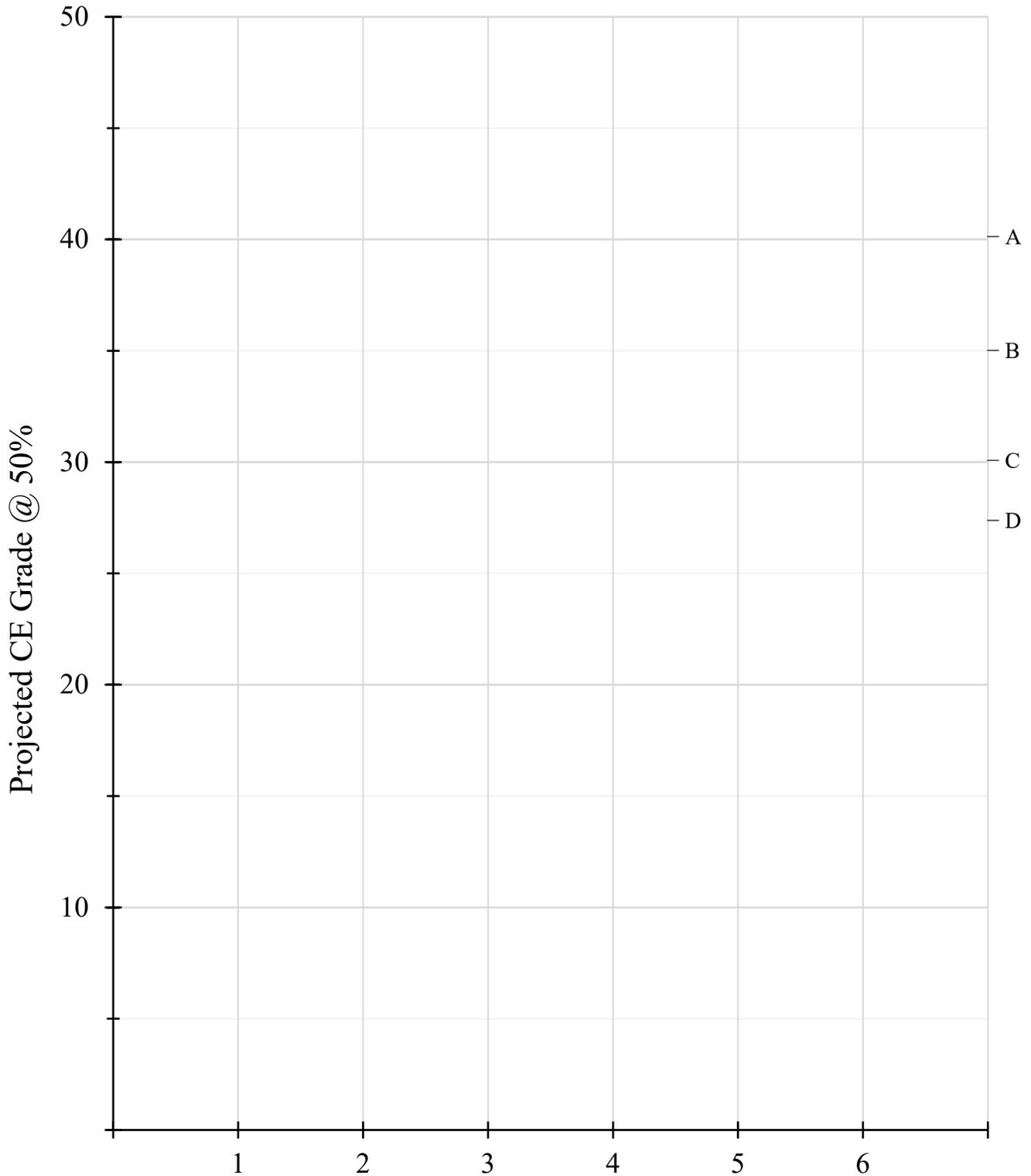
Hi Prof. Strub,

Class life under remote zooming is pretty anonymous and dull. It might be nice to meet more people in the course. Kindly connect me with someone like me who also wants to break down the barriers. I hereby commit to trying to make contact with <u>at least one</u> live zoom/skype mtg. No strings attached.

CE2a; CE2b *(circle one)* **INTERVIEW.** *Your Sec#____; I.D.#_____;* [_____/400pts]

*YOUR NAME (last/first ALL-CAPS);*_____.

 Contact's Name *(last/first ALL-CAPS):*_____.Sec.#____.

1. *Contact's* favourite sports: a) to play_____

                                                    b) to watch_____

2. *Contact's* favourite music for listening?

_____

_____

3. Does *Your Contact* play one or more musical instruments? Specify:

_____

_____

4. What other talents and activities might *Your Contact* be really PASSIONATE about?

_____

_____

5. What kind of occupation/ profession/career is *Your Contact* most interested in?

_____

_____

6. What academic subjects are of greatest interest to *Your Contact*?

_____

_____

7. How has *Your Contact* been coping with social-distancing restrictions?

_____

_____

8. Ask *Contact* to answer: "The most important thing for people to know about me is…":

_____

_____

9.   **_Confidential:_** *What do you think are the best attributes of your contact's character?*

_____

_____

_____

_____

_____

10. **_CE2b_**: *Indicate here if you want a 2nd partner assigned for Interview CE2b @ 400pts:*   *Yes, please___; No, thanks.___.*

CE3. **PCE Graph: Instructions**   *(Note: For abbreviations, see KEY, p. 30)*

1. **What is PCE:** It is Projected CE—a glimpse into the future – what your CE grade will look like in April, assuming you keep pace with the Anchor. Overall, the PCE Curve helps you to easily see trends in the degree of change in your CE status. This should motivate you to adjust your study strategies so that you can *strive to make the curve always rise*—and never decline.

2. **Your percentile rank (%R)** tells you where you rank relative to everyone else. For example, if %R = 81, you are at the 80th percentile; your CE points are higher than 81% of all the other students! *(%R is more informative than absolute Rank because its formula takes class size into account whereas Rank does not. Further explanation is on p.30.)*

3. **CE3a graph template:** Record at the bottom of graph:
   a. **Date:** - of Nexus posting.
   b. **%R:** Your percentile rank
   c. **Cum:** The cumulative total pts you have earned.
   d. **Anc:** Anchor: The highest cumulative pts in the class.
   e. **PCE: Projected CE grade:** *We calculated it for you -*
      [(c/d) x 50%] = [(Your pts/Anchor pts) x 50%]

4. **Plot:**
   a. Plot #e on the graph: Indicate each data point as X, directly above the appropriate column of your data. CE3a will have 5 data points.

   b. The PCE Curve: Your plot starts from 1, <u>not</u> from zero. Connect the X-points with straight lines, using a <u>straight ruler</u> (not freehand) – lightly in pencil (to permit clean erasures). The curve is thus not curvy at all, and it <u>must look neat</u> to deserve full points. (If necessary, darken your plot a little just before submission.)

5. **Six Data Points for CE3b, CE3c. and CE3d:**
   a. For each of these 3 graphs, begin by copying the data from the final column of the <u>prior</u> graph into the 1st column of the current graph. Thus, the first data point (1) will be identical to last point on the prior graph.

   b. Plot the remaining data points (2-6) as per #3e.

6. **Submission Dates**: Be sure to fill in the top 2 lines. Submit on Nexus, <u>as per Schedule</u>.

CE3 **a. b. c. d.** *(circle one).* **PCE.** **Date:**_____ ; **Sec. #** ____ **I.D. #** _____   *[_____ / 400pts]*

YOUR NAME (last/first ALL-CAPS): _____ .

a. Date: _____ _____ _____ _____ _____ _____
b. % R: _____ _____ _____ _____ _____ _____
c. Cum.:   _____ _____ _____ _____ _____ _____
d. Anc.:   _____ _____ _____ _____ _____ _____
e. PCE: _____ _____ _____ _____ _____ _____

YOUR NAME (last/first ALL-CAPS): _____ .

---

a. **MODULE #**: Indicate <u>each</u> Module Number before the next TT—<u>one module</u> <u>per column</u>.
    (First: Complete the top 2 I.D. lines; then complete a, d, and e.)

   —<u>**Studying a Module – Sec. K:**</u> When you complete a Step, put an X in the corresponding box.
       (p.s. This is <u>ungraded</u>, I promise. No need to fabricate a good impression. It's simply <u>your</u> log.)

b. <u>**Totals**</u> *(see b below)***: Total steps per mod**: Add up the Xs in each column.

   Note: Grading is based mainly on <u>neatness and accuracy</u> of your arithmetic, <u>not</u> on how many steps you completed!

a. **MODULE #:**															
Steps:															
1. Big Pic.															
2. Preview															
3. Read LOQs															
4. Read Mod.															
5. DT															
6. <u>All</u> 3 TEs															
7. LC															
8. PQ															
9. Guide															
10. Short Oral															
11. Oral Reh.															
12. LOQ Rev.															
13. Master Mat.															
14. Post-Class															
b. **Totals**															

c. **Overall Total Steps *in #b* = _____.**

d. **Number of Modules *in #a* = _____.**

e. **Maximum #Steps = *(#d x 14)* = _____.**

f. **Your Mean Steps per Mod = *(#c/ #d)* = ____ .**

g.   **Percentage of steps completed: *(#c/ #e)* x 100% = _____%.**

h.   **STATUS: As of the last grades-posting: Date: _____; Percentile Rank: ____%; PCE = ____%.**

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CE5 : Instructions – Module-Mastery (MM) Graph

1. First: As you did with CE4, fill in each of the assigned module numbers before the next TT on the bottom of the graph, one module per column. After each quiz, record the 3 lines of data. *(Postings give total CE pts. only, not quiz data.)* LEAVE NO BLANKS.

2. Recording Quiz Score Variations:
   a. **Where 1 quiz on 2 assigned modules**—*(for example, Mods7-8)*: Fill in the same quiz score for each mod., and the same class average score for each mod. Number of Steps may differ, depending on how you studied.
   b. **Unexcused Absence:** Indicate your quiz score as 0 (zero), and the class average score as provided.
   c. **Excused Absence:** Copy the class average as your score.

3. **Graphing MM:** *Before beginning graphing procedures, wait a few weeks, or wait until the final posting before the submission date. (I will explain in lecture.)*
   a. **The 3 Curves:** Follow the symbols in the KEY. The size of the X and O symbols should be comparable to a font size of about 12-14, large enough to accommodate overlap *(see 3b)*. The black bullet point is about half the size of the O. Try to maintain a constant size once you begin, but adjust if needed when there is overlap.
   b. **Overlap:** Wherever your quiz score overlaps with the class average quiz score, place the black bullet point inside the O, filling in only the lower half of the O. Where # of steps overlap: Place X inside O, or the black bullet point at the centre of the X.
   c. **Connect** the points within a curve in pencil, following the KEY *(for solid vs. dashed lines)* with a straight ruler (not freehand). Each curve starts from the 1st module's data, not from 0 (zero). *(Erasures must be neat.)*

4. **Overall Means:** At the bottom of CE5, in the final column, fill in the blanks. *Check your arithmetic for accuracy.* Each Mean (M) is rounded to the nearest (single) decimal point:
   a. T: Total number of modules *(from CE4, #d)*.
   b. M Steps: Mean number of steps *(from CE4, #f)*.
   c. M Quiz: Add up your quiz scores and divide by T.
   d. M Class: Add up the class means and divide by T.

5. **Include MM Means in Graph:** In the space on the far right of the graph, on separate lines in accord with the order of the tail-end of each curve, include the 3 Ms, as:

M Steps = ____ ; M Quiz = ____ ; M Class = ____ . Add a freehand curvy arrow to each curve, with a little artistic flair. This promotes clarity when there is a lot of overlap to the curves.

P.S. The detailed instructions herein are to accommodate those students who have little experience with drawing graphs. Questions? Send well before submission deadline.

CE 5: a. b. c. d. *(circle one).* **MM (Module-Mastery) Graph:** Date:_____ ; Sec. #_____; Student I.D. #_____, [_____ / o00pts]

*YOUR NAME (last/first ALL-CAPS):*_____

KEY: # of Steps: X——X ; Quiz Score: O ——— O ; Class Mean: ●·····●

	2	4	6	8	10	12	14
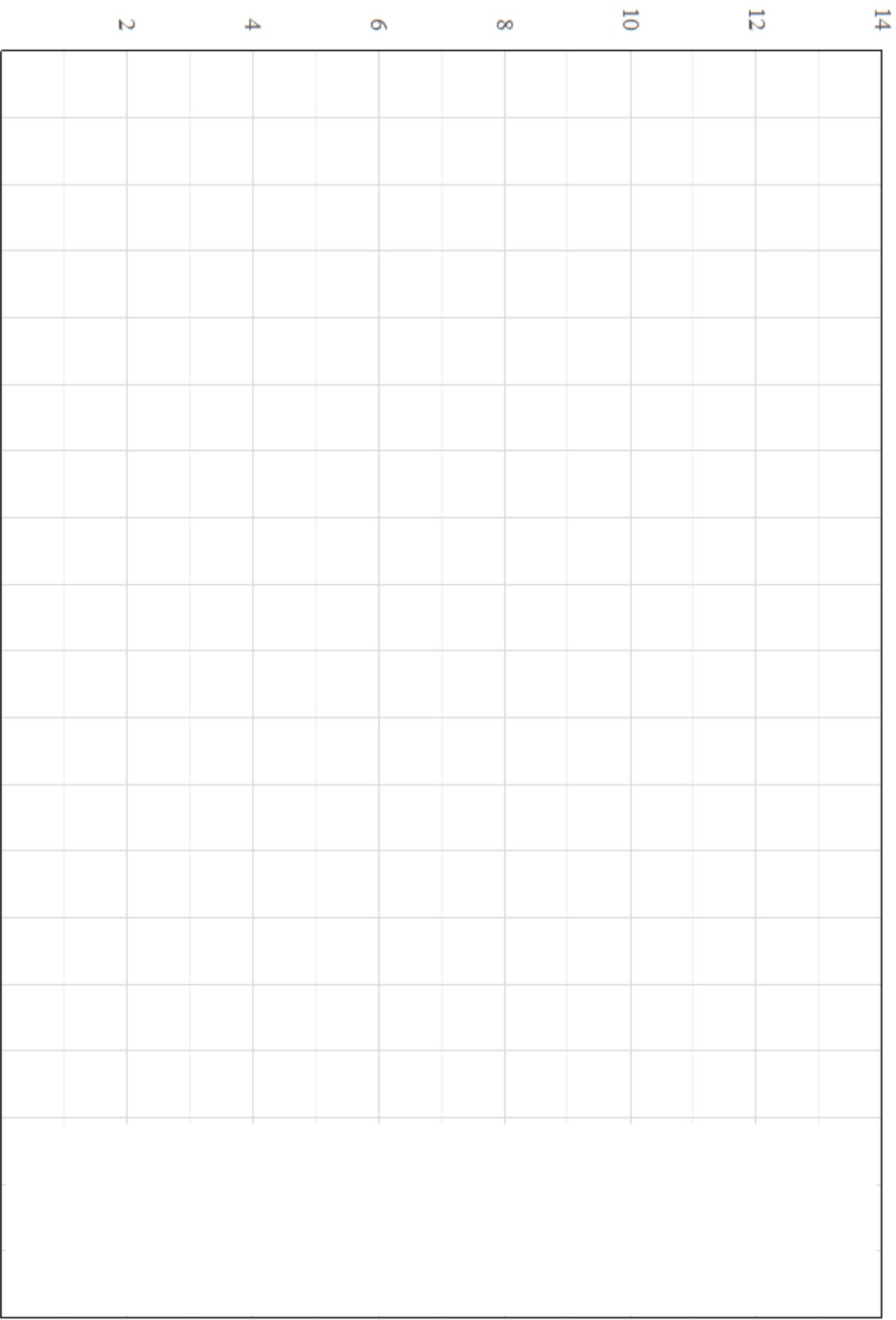
Module #	T = ___
# Steps	M = ___
Quiz Score	M = ___
Class Mean	M = ___

CE6: Date_____. **Appendix C Summary: Psychology at Work** *[_____/2000pts]*

NAME (last/first ALL-CAPS):_____. ***Sec. #*___**.

 I.D.#_____. **Word Count**_____**.**

ADVICE: **BEGIN** <u>OVER THE DECEMBER HOLIDAYS.</u> Read, and at least block out the Body of your essay (see 2b.).*(Why so early? You will have too many other pressures in January before the Jan. 19 deadline.)*

GUIDELINES:

1. Follow the Book Report (CE7) Guidelines (pp.25-26): <mark>*Adapt them*</mark> in a reasonable fashion to this shorter, <u>one-page format</u>. Assume your Reader knows nothing about Appendix C. If you have problems with writing fluency, get aid from a trusted person who can help in proof-reading, and also for constructive feedback/discussion <u>in order to determine if your essay can be understood on its own.</u> After the consultation, edit the 2nd draft accordingly. As with a CE7 book report, *submitting a casual, last-minute 1st draft is not acceptable for university-level work.*

2. Three sections:

a. Introduction: Very short *(1-2 sentences)* with meaningful substance. *It frequently helps writers to get started by jumping right into the Body and saving the Introduction till after the first draft.*

b. Body: Tell the overall story of "Psychology at Work", <u>describing the main ideas</u>**.** It requires thought to encompass the most important elements. So study it first, block off main ideas, quickly dash off a long draft, then revise thoughtfully. Do not attempt to reproduce the structural organization of the original, with all its Headers and sub-sections and details—an impossible task, yielding a dry compendium of facts; such a misplaced effort would not even be an essay. Avoid repeating the title in your paper. *Caution: Undue elaboration of one idea reduces coverage of other ideas. However, wordiness may help you with the 1st draft; easier to do pruning for the subsequent drafts.*

c. Conclusion: A very short *(c. 2-4 sentences)* recapitulation of what you wrote. It should reflect the Introduction and the central features of the Body. *(See CE7 Guidelines).*

3. Esential Tips: From CE7, p. 25.

4. My Subjective Grading Criteria: In judging whether your essay deserves a grade of A, B, C, D or F, I am mindful of these questions:
-Does it flow like an <u>interesting narrative </u>(or is it merely a list of facts)?
-Did you succeed in making it <u>informative and thoughtful</u>—<u>a true learning experience</u> for anyReader?
-Did you use <u>good judgement</u> in selecting the most essential ideas of the text to describe?
-Did you explain any terminology that you included?
-Did you appear to adapt the CE7 Guidelines thoughtfully?
-Would a reader benefit by reading your essay before they read the text?
---Be guided by the above questions in order to create an interesting summary.

5. Mechanics: Follow CE7 Mechanics (p.26) for format and proofing. This is a short essay. It must not exceed one page. <u>If necessary</u>, you may reduce font-size of your final draft by 1 point to make it fit.

6. Deadline: ON Jan. 19. Follow submission procedures on p<u>.</u> 26. *(Note that App. C is also part of the Jan. 20 Reading Assignment.)*

<u>**CE7.**</u> **BR Booklist:**

My Goals: I want to encourage you to read books and initiate you into thoughtful college-level writing. The total immersion that a good book (and writing a book review) can provide can be a more memorable lifetime experience than the entire course!

The Offer: Upon my approval, you can greatly improve your CE Grade by submitting up to two book reviews based on the following list of <u>nine nonfiction books</u>. None are fictional novels. None are boring textbooks. All are very accessible and interesting.

The List: I include summaries.

Availability: On Reserve @ UW, other libraries, bookstores, Amazon, ebooks. ***<u>Browse now to determine availability.</u>***

1. Robert Sapolsky: *A Primate's Memoir.* "I had never planned to become a savanna baboon when I grew up; instead, I had always assumed I would become a mountain gorilla," writes Robert Sapolsky in this witty and riveting chronicle of a scientist's coming-of-age in remote Africa. An exhilarating account of Sapolsky's twenty-one-year study of a troop of rambunctious baboons in Kenya, *A Primate's Memoir* contains 29 stories interweaving serious scientific observations with wry commentary about the challenges and pleasures of living in the wilds of the Serengeti--for man and beast alike. Over two decades, Sapolsky survives culinary atrocities, gunpoint encounters, and a surreal kidnapping, while witnessing the encroachment of the tourist mentality on the farthest vestiges of unspoiled Africa. As he conducts unprecedented physiological research on wild primates, he becomes ever more enamoured of his subjects - unique and compelling   characters in their own right - and he returns to them summer after summer, until tragedy finally prevents him. By turns hilarious and poignant, *A Primate's Memoir* is a magnum opus from one of our foremost science writers.

2. Robert Sapolsky: *Why Zebras Don't Get Ulcers, 3*<u>*rd Ed.*</u> Most of us do not lie awake at night worrying about whether we have leprosy or malaria. Instead, the diseases we fear - and the ones that plague us now - are illnesses brought on by the slow accumulation of damage, such as heart disease and cancer. When we worry or experience stress, our body turns on the same physiological responses that an animal's does, but we do not resolve conflict in the same way, through fighting or fleeing. Over time, this activation of a stress response makes us literally sick. Combining cutting-edge research with a healthy dose of good humour and practical advice, the book explains how prolonged stress causes or intensifies a range of physical and mental afflictions, including depression, ulcers, colitis, heart disease, and more. It also provides essential guidance to controlling our stress responses. This new edition features new chapters on how stress affects sleep and addiction, as well as new insights into anxiety and personality disorder and the impact of spirituality on managing stress. Be sure to get the 3rd edition. *(Feel free to gloss over the more difficult biomedical details. To determine your interest, first read pp. 84-88. BR should cite ideas in Mods 38-39.)*

3. Oliver Sacks: *Seeing Voices*. "I had never thought about what it might mean to be deaf, to be deprived of language, or to have a remarkable language (and community and culture) of one's own," writes Dr. Sacks. "Up to this point, I had mostly thought and written about the problems of individuals. Here I was to encounter an entire community." The book begins with the history of deaf people in the United States, the often outrageous ways in which they have been seen and treated in the past, and their continuing struggle for acceptance in a hearing world. It examines the amazing and beautiful visual language of the deaf – Sign – which has only in the past two decades been recognized fully as a language – linguistically complete, rich, and as expressive as any spoken language. The existence of this unique visual mode of language, shows us that much of what is distinctly human in us – our capacities for language, for thought, for communication, and culture – do not develop automatically, are not just biological functions, but are, equally, social and historical in origin. Sign is not only a language but the very medium

of deaf culture. It stands at the centre of the extraordinary social and political movement for deaf rights, which gained international attention with the uprising of deaf students at Gallaudet University in March 1988. In Part III of Seeing Voices, Dr. Sacks gives an eyewitness account of the revolt, and the students who organized it, and considers its impact on a new generation of deaf children.

4. John Bargh: *Before You Know It: The unconscious reasons we do what we do.* Bargh, a professor of social psychology at Yale University, dives deep into human behaviour and social psychology to unlock the enigmatic human unconscious. This aspect of the mind is more influential in daily life than we might think. The majority of the book is devoted to revealing and analyzing various unconscious factors on our emotions and actions. These range from the experience of holding a warm beverage—which studies have shown can lead to "warmer" feelings toward nearby people—to dreams, which often involve important life decisions. Bargh observes that even in infancy, before the brain can register memories, the unconsciousness is taking shape. Moving onto attachment theory, Bargh cites and explains ongoing research at the University of Minnesota into how we learn to trust and form relationships, based on how babies bond with their mothers. Elsewhere, he discusses how, depending on the circumstances, trusting unthinking "gut" reactions can either be lifesaving or life ending. In the final chapter, Bargh explores developing "mind control" over one's own mind by better understanding how the unconscious works. He has assembled a fascinating compendium of landmark social-psychology research, both by himself and his colleagues. Bargh's clear, accessible style will appeal to general readers and specialists alike.

5. Daniel Levitin: *This is Your Brain on Music.* In this groundbreaking union of art and science, rocker-turned-neuroscientist Daniel J. Levitin explores the connection between music - its performance, its composition, how we listen to it, why we enjoy it - and the human brain. Drawing on the latest research and on musical examples ranging from Mozart to Duke Ellington to Van Halen, Levitin reveals: How composers produce some of the most pleasurable effects of listening to music by exploiting the way our brains make sense of the world; Why we are so emotionally attached to the music we listened to as teenagers, whether it was Fleetwood Mac, U2, or Dr. Dre; That practice, rather than talent, is the driving force behind musical expertise; How those insidious little jingles (called *earworms*) get stuck in our head. Taking on prominent thinkers who argue that music is nothing more than an evolutionary accident, Levitin poses that music is fundamental to our species, perhaps even more so than language. *This Is Your Brain on Music* will attract readers of Oliver Sacks and David Byrne, as it is an unprecedented, eye-opening investigation into an obsession at the heart of human nature.

6. Leonard Mlodinow: *Subliminal: How your unconscious mind rules your behavior.* Over the past two decades of neurological research, it has become increasingly clear that the way we experience the world - our perception, behavior, memory, and social judgment - is largely driven by the mind's subliminal processes and not by the conscious ones, as we have long believed. As in the bestselling *The Drunkard's Walk: How Randomness Rules Our Lives*, Leonard Mlodinow employs his signature concise, accessible explanations of the most obscure scientific subjects to unravel the complexities of the subliminal mind. He shows the many ways it influences how we misperceive our relationships with family, friends, and business associates; how we misunderstand the reasons for our investment decisions; and how we misremember important events - along the way, changing our view of ourselves and the world around us.

7. Michael Lewis: *The Undoing Project: A Friendship that Changed our Minds.* Forty years ago, Israeli psychologists Daniel Kahneman and Amos Tversky wrote a series of breathtakingly original studies undoing our assumptions about the decision-making process. Their papers showed the ways in which the human mind erred, systematically, when forced to make judgments in uncertain situations. Their work created the field of behavioral economics, revolutionized Big Data studies, advanced evidence-based medicine, led to a new approach to government regulation, and made much of Michael Lewis's own work possible. Kahneman and Tversky are more responsible than anybody for the powerful trend to mistrust human intuition and defer to algorithms. *The Undoing Project* is about a compelling collaboration between two men who became heroes in the university and on the battlefield—both had important careers in the Israeli military—and their research was deeply linked to their

extraordinary life experiences. Amos Tversky was a brilliant, self-confident warrior and extrovert, the center of rapt attention in any room; Kahneman, a fugitive from the Nazis in his childhood, was an introvert whose questing self-doubt was the seedbed of his ideas. They became one of the greatest partnerships in the history of science, working together so closely that they couldn't remember whose brain originated which ideas, or who should claim credit. They flipped a coin to decide the lead authorship on the first paper they wrote, and simply alternated thereafter. This story about the workings of the human mind is explored through the personalities of two fascinating individuals so fundamentally different from each other that they seem unlikely friends or colleagues. In the process they may well have changed, for good, mankind's view of its own mind. *(See Mod. #26)*

8. Steven Pinker: *The Better Angels of Our Nature: Why violence has declined.* Believe it or not, today we may be living in the most peaceful moment in our species' existence. In his gripping and controversial new work, *New York Times* bestselling author Steven Pinker shows that despite the ceaseless news about war, crime, and terrorism, violence has actually been in decline over long stretches of history. Exploding myths about humankind's inherent violence and the curse of modernity, this ambitious book continues Pinker's exploration of the essence of human nature, mixing psychology and history to provide a remarkable picture of our gradual conquest of violence. *(Do not be daunted by the number of pages. After the first 3 or 4 chapters, you will know better how and what you can skim, and you will see that you can gloss over many of the graphs. Like Robert Sapolsky, Pinker is one of the world's wittiest science writers. He is also one of the world's most influential public intellectuals and a brilliant teacher. Reading this book will help you learn how to read-and-enjoy a nonfiction nontextbook, and <u>feel</u> educated.*

9. Lisa Genova: *Remember.* Have you ever felt a crushing wave of panic when you can't for the life of you remember the name of that actor in the movie you saw last week, or you walk into a room only to forget why you went there in the first place? For the vast majority of us, these examples of forgetting are completely normal. Why? Because while memory is amazing, it is far from perfect. Our brains aren't designed to remember every name we hear, plan we make, or day we experience. Just because your memory sometimes fails doesn't mean it's broken or succumbing to disease. Forgetting is actually part of being human. In $\boxed{Remember}$, neuroscientist and acclaimed novelist Lisa Genova delves into how memories are made and how we retrieve them. You'll learn whether forgotten memories are temporarily inaccessible or erased forever and why some memories are built to exist for only a few seconds (like a passcode) while others can last a lifetime (your wedding day). You'll come to appreciate the clear distinction between normal forgetting (where you parked your car) and forgetting due to Alzheimer's (that you own a car). And you'll see how memory is profoundly impacted by meaning, emotion, sleep, stress, and context. Once you understand the language of memory and how it functions, its incredible strengths and maddening weaknesses, its natural vulnerabilities and potential superpowers, you can both vastly improve your ability to remember and feel less rattled when you inevitably forget. You can set educated expectations for your memory, and in doing so, create a better relationship with it. You don't have to fear it anymore. And that can be life-changing. *(BR should cite ideas in Mods 23-25.)*

<u>**How to read the book:**</u> Read quickly, for pleasure, like a novel. Don't read as carefully as you might for a test. Enjoy it! Let your mind and imagination be captured. Don't take notes, but keep a running list of page numbers that feature core ideas which you think you may need to examine again for your essay.

<u>**How to write an interesting Book Report**</u>: See my guidelines on pp. 25-26.

<u>**Human Nature:**</u> "Imagining what it is like to be someone other than yourself is at the core of our humanity." *(Ian McEwan, in "Only Love and Then Oblivion", in <u>The Guardian</u>, Sept. 15, 2001).*
--FYI: Ian McEwen (author of <u>Atonement</u>) recently wrote <u>Machines Like Me</u>, a novel about an intelligent and very human robot with consciousness. I think you would enjoy it. Let me know. (No BR.)

CE7ia   CE7ib *(circle one)* **– BR INTENT** *(The "i" in CE7i signifies intent)*

NAME *(last/first ALL-CAPS:)*_____

I.D#_____   **Sec#____.**   *[___/100pts. nonrefundable]*

A. <u>Intention</u>:

"Hello Prof. Strub:

*This is a preliminary declaration of my **intent**, in good faith, to submit a Book Review."*

BOOK NUMBER *(1-9)*: #_____

AUTHOR *(last name only):*_____

TITLE *(short version):*_____.

B. <u>Expectations</u>:

1. "Hi Prof. Strub—I respect your expectation of receiving a polished essay from me and will closely examine your guidelines. I understand that a good review should allow the book to be reasonably well-understood by those who have not read the book. They should be able to discuss the book with me. I agree to complete a 1ˢᵗ draft at least 2 weeks before deadline (see schedule) in order to submit it to someone who can help in proof-reading and also provide constructive feedback and discussion. I will edit, revise and re-write the subsequent drafts as needed."

2. "I understand that there is no penalty if I renege on my declared intention, and that I will still retain my 100pts. if I fail to submit the review by the deadline. Pretty sweet, Prof. Strub."

<u>Submission of CE7i</u>:

1.   **CE7ia: FALL Term: Submit on Nexus by September 21.** *Expect approval by Friday, Sept. 24.*

2.   **CE7ib: WINTER Term: Submit on Nexus <u>anytime between Dec. 10 - Jan. 8.</u> Assume automatic approval <u>so that you can read the book over the holidays</u>.** *(I may not be checking my emails.)*

     P.S. You must start early. To be fair to all, there are no extensions.

<p align="center">* * *</p>

Hate the book? Want to change? I would consider such an emailed request, with a revised CE7i, up to 5 weeks before deadline. So start reading early!!

CE7- GUIDELINES: How to Write an Interesting Book Report

1. Objective: Any reader should be able to understand the main ideas of the book from your review, without having to read the book!

2. Structure: Your Book Report should have three sections - which I derive from this hoary, time-honoured piece of advice to speech-makers: *First, you tell them what you're going to tell them; then, you tell them; finally, you tell them what you told them.* The challenge is to do this <u>without actually appearing repetitious</u>! With practice, we all get better at it. *(That's one reason why there's a 2nd BR.)*

    a. Introduction: What is the main point of the book, *ie,* the main idea or theme? It should convey good understanding of the author's intent, ideally expressed in one sentence where possible. Usually, only 1-4 sentences are sufficient for this short section. *(General advice: It frequently helps writers get started by jumping right into the Body and saving the entire Introduction till later!)*

    b. Body: Tell the story of the book. Summarize the <u>major</u> contents, not everything. Always assume that the reader knows nothing. Provide <u>good coverage of the main topics</u>, giving some important specifics and explanations to clarify. Avoid repetition. Cite your textbook where relevant; be specific, and cite page numbers, in parentheses, e.g., (Myers, 142). In general, your review will be better if you tell it like a story. *(General advice: Over-write in the 1st draft; prune later.)*

    c. Conclusion: This is an informative summary of your review. In one concise paragraph, **recapitulate** what you have written. It should resonate with your Introduction, <u>without being repetitious.</u> Note: <u>This section must be able to stand alone as a coherent "Abstract" of your entire essay</u>—like the summaries in my Booklist, only more concise! *(Up to about 6 sentences.)*

--*<u>References</u>: Omit. There is no Reference section. Your writing in the Body should never imply that you read the author's citations and references. Instead, it's sufficient to say something like : "Research was described which demonstrated that…" No need to supply the reference details.*

3. <u>Essential Tips</u>:

a. Style: Use your own words to paraphrase the author's, using a semi-formal style like the author's. Semi-formal is one step up from conversational—it's not impressionistic or colloquial (which would be too casual and imprecise). Explain key ideas and any technical terms. <u>Always</u> check the book for accuracy of your statements. <u>Avoid quoting</u>; paraphrase instead. If you must occasionally quote, keep it short. *(Cite only the page number of the quote in parentheses.* Regardless, some quotes may also need to be explained in your own words when unclear.

b. General Guideline: <u>One idea per paragraph; one thought per sentence.</u> Write in short, cohesive paragraphs, not point-form; indent each paragraph. Keep each sentence short. (Avoid tacking on an added statement in parentheses, like this.) Use past tense throughout.

c. Do not focus on the structural features of the book, such as the number of sections or the titles of all the chapters. That would be "padding". It's also usually superficial and noninformative.

d. The author is referred to by last name only. Do not elaborate upon the author's background. If you say anything relevant about the author, it should rarely exceed one sentence; the author is not the story.

e. After your 1st draft: Be prepared to re-write the Introduction to ensure that you have indeed accurately captured the main point, and that it truly introduces the story you've written. Finally, <u>review and correct</u> your entire essay before submission. <mark>Nothing makes you look so smart as a polished essay!</mark>

4. BR Mechanics/Format/Submission: *Follow ALL instructions.*

a. *Please: No separate title page!*

b. *PAGE 1:*

Top line: **NAME** *(last/first ALL-CAPS)*_____**Sec#____.**

Next line: **I.D#_____.Word Count_____. CE7a; CE7b** *(circle one)*   [_____/5000pts]

Next line: A Review of: Book #____: Author *(last name only)*; Title *(short)*

Next line: Double-space to begin the Introduction, still on Page 1, and continue to double-space through the remainder—never more or less.

c. Length of Report - Guideline: About 1200-1500 words.

d. Format: A WORD document, in Times New Roman, 12-point font, and 1-inch margins all round. Indent each par.

e. Proofed? In University, it is *totally unacceptable* to submit an inadequately proof-read draft. It will look careless and disrespectful, thus reflecting poorly on your grade and yes, also on you personally! Thus, your final paper must not appear to me like a thoughtless, night-before 1st draft, impressionistically based on your memory of one reading, without checking for accuracy. ---Some are hobbled by weak English language writing fluency. No excuse. It is expected that you will arrange (early) to have trustworthy people assist you with basic issues of accuracy, grammar and typos. (Your computer at least has spell-check so spelling should always be perfect.)

--From Sec. G. University Guidelines: 8. ***Plagiarism And Cheating:*** *Review UW General Calendar for UW Policy on Student Discipline and Academic Misconduct. Professors have access to Google programs which can detect if a sentence or even a phrase is lifted from somewhere without proper citation.*

--Any questions about how to write a Book Report? Re-examine pp. 25-26 first, then email me for advice well before the deadline.

-- P.S. You must start early. To be fair to all, there are no deadline extensions.

5. Submission - 2 copies:

    a. Attach the WORD doc to an email, to h.strub@uwinnipeg.ca

    b. Copy the attachment into the **email text. (**I can then hit REPLY and make comments within the text without first needing to save the attachment to my Desktop—a cumbersome procedure for a whole bunch of essays.) See p. 1 of Syllabus for how to email and how to fill in the Subject Line. Here is an example of Topic: *CE7a; #3 Sacks*

CE8: 6 StudySmart Workshops: *@ 300pts.*

Offered by the University to all students, they are especially important to those in first year to facilitate your success in University. So I urge you to take them when they are first offered in the Fall. They are optional, but I provide credit and bonus credit; *and see Option C below for an added benefit of taking lots of Fall Workshops.*

 In past years, part of the assignment included an evaluation of the workshop by the student. Every student evaluation was very positive, so I recommend all six to you. I feel that the first one on Note-taking is very useful for most students. For Book Reports (CE7), you should find the tips in "Writing in Style" very useful.

Time: 12.30-1.20 pm

A. Fall Dates:

CE8.1   Sept 13 – Skills for the Virtual Classroom: Participation, ==Note-taking==, and Presentations
CE8.2   Sept 15 – Start at Your Library: Navigating Library Resources Remotely
CE8.3   Sept 20 – Secrets to Success: Time Management & Goal Setting
CE8.4   Sept 22 – Expanding Your Understanding: Reading Strategies & Critical Thinking
CE8.5   Sept 27 – ==Writing in Style: Tips for Writing Academic Essays==
CE8.6   Sept 29 – Acing Your Exams: Memory & Test-Taking Strategies

CREDIT: Submit each official receipt on Nexus the same day you receive it, @300pts.
FALL BONUS: Take any 5 or all 6 Fall Workshops and I will award a bonus of 305pts.

To Register For Fall: https://www.uwinnipeg.ca/academic-advising/study-skills-workshops.html

B. Winter Dates: *You may repeat any of the Fall workshops for credit! OR, see Option C below.*

CE8.a   Jan 17 – Skills for the Virtual Classroom: Participation, Note-taking, and Presentations
CE8.b   Jan 19 – Start at Your Library: Navigating Library Resources Remotely
CE8.c   Jan 24 – Secrets to Success: Time Management & Goal Setting
CE8.d   Jan 26 – Expanding Your Understanding: Reading Strategies & Critical Thinking
CE8.e   Jan 31 – Writing in Style: Tips for Writing Academic Essays
CE8.f   Feb 2 – Acing Your Exams: Memory & Test-Taking Strategies

--*Option C.* Winter Workshop-Release Request (WRR): If you wish not to participate in the Winter Term Workshops, and if the average of your TT1 and TT2 is 60% or higher, you may request that your Fall Workshops simply be credited again *(as WRR).*
--Email me and Include ALL of the Following: a. Name, ID, Sec#**:**
 b. TT1___%; TT2___%; M = ____%;
 c. # of Fall Workshops = ___; Points = _____; Bonus? = _____ pts.; **Total** *for WRR.* **= _____pts.**

 --Deadline to submit WRR on Nexus: **Tuesday, Jan. 11.**

CE9.   **Sec. K Opinionnaire**   *Sec#____.*   *[____/300pts]*

[**NAME** *(last/first ALL-CAPS)*]_____ ;

I.D#_____ *;* **Word Count:_____.**

A. **Checklist:** Of the following 12 Steps, which were most helpful, overall?
a. ***First:*** *Check all the blanks of any Steps you found helpful;*
b. ***Second:*** *Of those checked, circle the Step # of the best ones.*

Step #:
2. Preview: ___
3. Read LOQs: ___
5. DTs: ___
6. TEs: ___
7. LC: ___
8. PQ: ___
9. Guide: ___
10. Short Oral: ___
11. Oral Reh.: ___
12. LOQ Rev.: ___
13. Master Mat.: ___
14. Post-Class: ___

B. **Opinionnaire:**

1. **Compute: a. M = _____ %** (percentage) of Steps Completed *(rounded to 1 decimal point).*
(From #g in 3 LOGs: Add them up and divide by 3.)

b. Average % score of 3 TTs = ____% *(rounded to 1 decimal point).*

2. **Opinion:** For next year's syllabus: Tell me your opinion of Sec. K *(1 par., in c below)*:
a. Was it helpful overall? Mostly yes___; Not especially___.
b. Would you prefer to omit Sec. K and study in your own way?   Mostly yes___; No___- I liked the structure provided by Sec. K.
c. Other opinions/suggestions? What do you think? --*Savage criticism is permitted, but with expletives deleted, and keep it to one short paragraph:*

Date Due: ON Tuesday, March 8, on Nexus.

CE10 **a.** **b.** *(circle one);*   **Attendance-Freebie Award.** *Sec#____; **I.D.** #_____; [_____/500pts]*

*[**NAME** (last/first ALL-CAPS)]* _____;•

  "Hi Prof. Strub—Thanks for the freebie. I deserve it.

I'm guessing that it's only because of remote teaching that you are not giving me a free car, so I am happy to receive your free, no-strings-attached Attendance-Freebie instead. (How nice it would be if I could somehow get another dozen or so of these!)

I shall look for this award at the next posting of grades."

Sincerely,

_____
(signature)

For full marks, please fill in all the required information.

Date Due on Nexus: **1. CE10a. ON Thursday Jan. 6.**

                               2. CE10b. ON Tuesday, March 22.

KEY—for POSTINGS of CE POINTS:

Your itemized CE points will be posted on Nexus 5 times before each Term Test, with columns labelled as below:

Col. label

1. **pCum – Your <u>past Cumulative</u> pts., from the previous posting date.**

--Module#:
   2. **DT – Dave's Teasers**   *@20pts.*
   3. **TE – Text Encounters**   *1-3@30pts.*
   4. **LC – Learning Curve**   *@100pts.*
   5. **PQ – Practice Quiz**   *@100pts.*
 (2-5 repeated for each module.)

6. **Cl – Total clicker pts in lecture:** *Tagged by date, as per syllabus schedule. Includes the clicker quiz score. In class, each student must record their own quiz score and the class mean, for CE5.*

7. **CE Assignments:** *Tagged by CE#, as per syllabus schedule.*

--Data for your graphs:
8. **Cum – Cumulative pts:** *Includes #1 above. Cum becomes pCum in the next posting.*
9. **R – Rank:** *Number of students (n) indicated at the bottom of the col.*
10. **%R – Percentile Rank:** *The formula incorporates n.*
11. **Anc – Anchor:** *The Highest Cum score (in #8) in the class.*
12. **PCE – Your Projected CE Grade = [(Cum/Anc) x 50%]** *(rounded to 1 decimal point.)*

-- **The Class Mean (M)** - Provided at bottom of each column *(excluding #9-11)*, based on participating students only.

-- **Rank vs. Percentile Rank:** Rank refers to your absolute rank when scores are ordered from highest score to lowest. But you can't tell if it's good or bad unless you know how many scores there are. Percentile rank (%R) is relative rank—***relative to <u>everyone else</u>.*** The formula for %R includes class size *(n)*. Thus, if your %R = 87, you are at the 87th percentile; so your CE points are higher than 87% of all the other students in the class. Thus, <u>%R meaningfully reflects your status</u> in the context of class size *(n)*. For example, what does a rank of 10 imply? Is it a high or a low standing? Who can tell without knowing the size of the class? A rank of 10 in a class of 150 students would mean a high %R—near the top; a rank of 10 in a class of 12 would mean a low %R—near the bottom of the barrel! *(email me if you are unclear.)*

-- **TT scores**: Posted separately, after each TT, as soon as available.
a. *Raw score @ 60*
b. *Percentage @100%*

-