

Course Syllabus 2017-2018, Prof. H. Strub
INTRODUCTORY PSYCHOLOGY: PSYC-1000-010 (Sec. #10)
Slot 10, Tues. & Thurs., 1:00 - 2:15 p.m., Room 1L13
FINAL EXAM DATE: TUESDAY MORNING, APRIL 17, 9a.m.

Note: You cannot continue in this course if you have an April exam date conflict with another course. Check today.

Instructor: Professor H. Strub; Rm. 5L29; Ph. 204-786-9327

Office Hours: After class (not before); *OR*, arrange appointment via e-mail.

Email: From: *ONLY* from your UW webmail [To evade spam filter]
To: h.strub@uwinnipeg.ca [NEVER reply to me through Nexus]
Subject: INTRO-Your Student Card Name- student number [To evade spam filter]
(For example: INTRO-William Jones - 2086114)

Psychology Dept., Rm. 4L41:

- a. Assistant - Carolynn; 204.786-9130. c.smallwood@uwinnipeg.ca
- b. Research Requirement Contact - Karen; 204-786-9744. k.barkhouse@uwinnipeg.ca
- c. Assignment Drop Box: Outside Rm. 4L41

Tech. Support: LaunchPad – 1-800-936-6899; iClicker – 1-866-209-5698

PSYC-1000 Calendar Description: 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 Department's ongoing research program.* This course is prerequisite for all other Psychology courses.

A. REQUIRED: (N.B. Save your receipts and make a copy!)

Buy only my shrink-wrapped package at our bookstore containing:

- 1. Textbook: *Psychology: 11th Edition In Modules*, by David G. Myers and C. N. Dewall
- 2. LaunchPad Key Card
- 3. The iClicker Wireless Remote

- DEADLINE: Register both your iClicker and LaunchPad by Wednesday, Sept. 6, 5 pm. [Use your full student-card name exactly as listed.]

-- For Clicker:

- a. Go to www.iclicker.com
 - b. Click on REGISTER YOUR CLICKER
 - c. Fill in the four fields
 - d. Click ENTER
4. Recommended: You need a large 3-ring binder for the textbook, and a stapler.

B. GRADE COMPONENTS

- 1. Best 3 of 4 Term Tests: @14% = 42%
- 2. The Final Exam = 42% [but see Sec. D. 2.]
- 3. Class Engagement = 16%
- 4. *Psychology Dept. Research Requirement @ Pass/Fail.

C. FINAL GRADES

**Summa Cum Laude	A+	90 - 100%
Excellent	A	85 - 90 %
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 %

**Normally, only the person who is clearly at the top in the 90-100% range will receive the A+. All others scoring 90-100% will receive A. This decision is at the discretion of the instructor and can 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:** Best 3 scores @ 14 % per test = 42%

- Each test covers everything since the previous test.
- A test is 60-70 minutes long and is comprised of about 60-70 multiple-choice items.
- Freebie: If you took all four tests, your lowest score (*the Freebie*) will be dropped.

d) **Test Absence:** A test absence must be covered by an *appropriate* personal note, emailed to me promptly, within 24 hours. There are no make-ups and no re-scheduling to accommodate a conflict, emergency, illness or other calamity. In fairness to your classmates, there are no exceptions to this rule. *Instead of make-ups, if your note is approved, then...*

- 1st test absence: Serves as your Freebie;
- 2nd, 3rd and 4th test absences: Final exam would have *extra pro-rated weight* corresponding to the number of tests missed @14% per test (as per #2b below).

2. **FINAL EXAM:** Two hours. 120 multiple-choice items on everything. (*More details in final class.*)

- RG - Regular Grading:** @ 42%, assuming a minimum of 3 term tests. (*See example E#1, below.*)
- PG - Pro-Rated Grading:** If fewer than 3 tests, *and if absences approved*, the weight of the final exam would be: @ 56%, 70% or 84%, as appropriate. (*See example E#2, below.*)
- FO - Forgiveness Option:** @ 84%; eligible only if a minimum of 3 term tests, then FO in effect and a **higher** final exam score will automatically replace your **lower** Term Test Average! (*See example E#3, below.*)

3. **CLASS ENGAGEMENT:** @ 16% (Full attendance required.)

It's a big, humungous giveaway, derived from about 25,000 easy points, almost half based on homework!

- Clicker Points:** Starting at the 2nd class, expect a clicker-quiz on the reading assignment (*see Schedule, Sec. I*):

<u>Clicker Points</u>	<u>RegularDays</u>	<u>DoubleDays</u>	<u>TripleDays</u>
a. Quiz Items:			
- Correct	10	20	30
- Incorrect	5	10	15
b. Polling Items:	5	10	15

- *Estimated maximum clicker points:*

8000 pts.

- **Class Absence Or Missing Clicker:** If you email me an *appropriate* personal note within 24 hours - (thus demonstrating a sense of course engagement) - **I will award the class-average points to replace your zero points for that day, if the note is approved!** Note: NEVER schedule any medical, dental or other appointments during class times!! (But life happens! Stay healthy, and try to remember to always bring your clicker!)

b) **Homework I: Learning Curve (LC):** A self-directed study guide. Through LaunchPad, you will access the LC assignment for each module, to be completed by noon before class, @100 points per completed module, totalling... 5600 pts.

c) **Homework II: Launchpad Quiz (LP):** After completing LC on a Module, take the quiz; errors can be corrected to achieve 100%, or, we'll otherwise record your highest score before quitting. (*There is no limit to the number of times you can re-do an incorrect item before the noon deadline before class.* @ up to 100 points per module, to a maximum of... 5600 pts.

d) **Extra points (up to 5200 pts):**

- Clicker and LaunchPad registrations by Wed/Sept 6, 5pm @ 100 pts = 200 pts.
- Two Book Reviews (*Sec. F*): each @ up to 1000 pts. (+ bonus) = 2200 pts.
- StudySmart Workshops (*Sec. M*): Up to 6, each @ up to 100 pts (+ bonus) = 800 pts.
- Only Me (*Sec. N*): Submitted ON Tuesday, Sept. 19 @ up to 300 pts.
- Interview (*Sec. O*): Submitted ON Tuesday, Sept. 26 @ up to 300 pts.
- TestAid Sheet (*TAS; Sec. L*): Submitted with Term Test, @ up to 250 pts = 1000 pts
- Study-Log Sheet (*LOG - Sec. L & p. 18*): 4 @ 100pts = 400 pts.

e) **Class Engagement Grade Calculation (Based on the "Merciful Formula"!):**

Students' total participation points are ranked from highest to lowest. The 3rd highest score serves as the "Anchor Comparison" for everyone else. That student gets the full 16%!!

Your score is a percentage of the Anchor (- *mercifully*, not of the 25,000 maximum possible points!).

- *Formula: Your points/Anchor points x 16%. (Thus, the top two scores will end up with more than 16%!!!!)*

4. ***PSYCHOLOGY DEPARTMENT RESEARCH REQUIREMENT (See Sec. J for details):**

Pass: ALL 7 SONA credits received on time - an all-or-none requirement.

Fail: Less than 7 credits = Final Grade Penalty (e.g., A to A-; B to C+; etc.) (*See example #E3 below.*)

E. EXAMPLES OF GRADE CALCULATIONS: (*signifies Freebie)

1. Larry: a) 4 Term Tests Marks: 80, 75, 89, 61*
Total = 244/300 @ 42 % = 34.2
b) Final Exam: 79/100 @ 42 % = 33.2 **(RG)**
c) Class Engagement @ 16 % = 14.1
a) Total: (a+b+c) @ 100 % = 81.5 %
b) Research Requirement: 6 credits received on time = Pass
e) FINAL GRADE = A-
2. Curly: a) 4 Term Test Marks: 90, 96, Absent*, Absent (See # D1, d, ii for pro-rating)
Total = 186/200 @ 28 % = 26.0
b) Final Exam (pro-rated): 84/100 @ 56% = 47.0 **(PG)**
c) Class Engagement @ 16 % = 13.9
d) Total: (a+b+c) @ 100 % = 86.9 %
e) Research Requirement: 6 credits received on time = Pass
f) FINAL GRADE = A
3. Mo: a) Term Tests: 20*, 40, 50, 60
Total = 150/300 @ 42% = (21.0)
b) Final Exam: 80/100 @ 42 % = (33.6) **(FO)**
c) Total: Because there was a minimum of three term tests, and
because $b > a$, the FO (Forgiveness Option), # D2b above, is in effect,
and the higher final exam replaces term tests (i.e., 2×33.6) = 67.2
d) Class Engagement @ 16 % = 12.8
e) Final Total: (c+d) @ 100% = 80.0 %
f) Preliminary Grade: = A-
g) Research Requirement: only 5 of 6 credits received on time: Fail
h) FINAL GRADE (Adjusted for SONA penalty) = B+

F. BOOK REVIEW BONUS - up to 2 reviews @1000pts. (+ 200 extra bonus pts. for B average)

My Goals: I want to encourage you to read a book and initiate you (gently) into college-level writing.

Availability: Library, bookstore, Amazon, online. (Use September to browse through all the books.)

The Offer: Upon my approval, you can greatly improve your Participation Grade by submitting up to two book reviews on any two of the following six books:

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, 3rd Ed.*** As Sapolsky explains, 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. (Feel free to gloss over harder biomedical details. To determine your interest, first read pp. 84-88).

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. Oliver Sacks: *The Man Who Mistook His Wife for a Hat* brings together twenty-four of Oliver Sacks' most fascinating and beloved case studies. The patients in these pages are confronted with almost inconceivably strange neurological disorders; in Sacks' telling, their stories are a profound testament to the adaptability of the human brain and the resilience of the human spirit. Dr. Sacks treats each of his subjects - the amnesic fifty-year-old man who believes himself to be a young sailor in the Navy, the "disembodied" woman whose limbs have become alien to her, and of course the famous man who mistook his wife for a hat - with a deep respect for the unique individual living beneath the disorder. These tales inspire awe and empathy, allowing the reader to enter the uncanny worlds of those with autism, Alzheimer's, Tourette's syndrome, and other unfathomable neurological conditions. Dr. Sacks brings to vivid life some of the most fundamental questions about identity and the human mind.

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.

Procedures:

1. Book Review #1:

- By Oct. 3, send me an e-mail declaring your intention to submit a book review on one of the books on my list. Name the book. You should have approval within 1-3 days. (You can change your book-intention by Oct. 15, with my permission.)
- By Nov. 19 or so, your first draft should be critiqued by others, and then revised by you as needed.
- DUE: ON Nov. 30 (Not Before):** i.) email final copy as a word doc; **AND**, ii.) submit a hard copy for me in the Psychology Drop Box outside Rm. 4L41.
- Late submission: Accepted as if it were Book Review #2 (*but see Step 2c below*); there is *no penalty* for failing to submit your review!

2. Book Review #2 :

- In January, before January 9, send me an e-mail declaring your intention to submit a book review in the second semester on one of the six books on my list. Name the book. You should have my approval within 1-3 days.
- By March 15 or so, your first draft should be critiqued by others and then revised by you, as needed.
- DUE: ON March 29 ((Not Before):** i.) email final copy as a word doc; **AND**, ii.) submit a hard copy for me in the Psychology Drop Box outside Rm. 4L41.
- Late submissions will not be accepted, but there is *no penalty* for failing to submit your review!

3. Mechanics – follow ALL details - I'm a stickler:

- Page 1:* Title at the top: A Review of [Author/Book Title] by [Your Name, Student Number, and webmail address] for Prof. Strub, Intro. Psych, sec 010, submitted on [date]. No separate title page, please!
- Page 1:* Your first sentence below the title should begin with: **The main idea of this book is that...**
- Length:* 3-5 pages.
- d. -*Text-process* on 8 ½" x 11" white paper, 12-point font, double-spaced, with 1-inch margins all around.
-*Paginate* (i.e., number the pages, electronically or by hand).

-*Staple* in upper-left corner, no paperclips.

- e. *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. In general, **paraphrase in your own words and avoid long quotes; a few short quotes ok.**
- f. *Proofed?* Make sure your final draft is proof-read by someone trustworthy so you can *correct typographical errors*. This is crucial for all university work. Always *prufe-reede kerfulee* - or you can look like an idiot!
- g. **Submission: See 1c and 2c above.**

4. Grading Criteria – 1000 pts + 200 bonus pts:

- a. *Clarity - out of 800 points*: **Tell me the story of the book**, in your own words, without jargon, illustrating key elements to clarify. **What was important** and what was especially memorable for you. Your review should be so clear and interesting that a friend or family member could discuss the book with you without having read it! I have no other criteria. It is expected that you will have shown a draft of your review to others to see if they understand the book's message adequately. That's the best test of clarity and coherence. Leave time to revise to accommodate some of this feedback. Make it easy for me to grade gently and generously!
- b. *Mechanics - out of 200 points*: Judged as per #3 above. These details should be perfect, for my convenience.
- c. *Bonus 200 pts*: A minimum B average over 2 reviews will result in an *automatic 200-point bonus*.

G. MY TESTS & GENERAL UNIVERSITY GUIDELINES

1. My Tests:

- a) All tests are the property of the Psychology Department and must be returned upon penalty of failure.
- b) Where English is not your first language, you may request a suitable translation-only dictionary (with no definitions). Subject to my *early* approval.
- c) Calculators permitted (but are unnecessary).

2. a) Accessibility Services: Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (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>.

b) **Counselling Services**: 204-988-7611: studentwellness@uwinnipeg.ca.

3. Non-scents Environment: We ask that you please be respectful of the needs of classmates and instructors/professors by avoiding the use of unnecessary scent products while attending 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 that are scented (e.g. perfume).

4. RESPECT: All students, faculty, and staff have the right to participate, learn, and work in an 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.

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 ensuring 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.

"The brain is a wonderful organ. It starts the moment you get up and doesn't stop until you get to school." (Robert Frost)

H. ME & YOU//YOU & ME

i. My Personal Teaching Strategy - designed to help you flourish at university.

1. Purpose of Course:
 - a) To understand human nature – and how emotions and the mind work;
 - b) To understand yourself and others;
 - c) To understand the science behind psychological principles;
 - d) To train you, *if you agree*, to be a better university student and to really flourish.
2. Purpose of Text:
 - a) To serve as your primary resource;
 - b) To provide Learning Curve and a Launchpad Quiz proven to enhance mastery;
 - c) To provide *fun links* to improve memory and understanding; easier than studying.
3. Purpose of Lectures:
 - a) To *engage* your mind; to clarify and *deepen* your understanding of the text; to *broaden* you;
 - b) To make it personal - to show you how everything in this course is about you;
 - c) To lead you beyond the text - **NOTE:** Much of the text will not be covered directly in lectures!!!

ii. My Classroom Rules & Protocols - for a respectful environment.

1. **Attendance/Nameplate/Clicker – Mandatory:** Make a nameplate from stiff cardboard, 8.5 x 11 inches, folded. Print your registered first name, with letters 4 inches tall, with a thick, black marker, so I can read it from a mile away. *Please cooperate - bring Nameplate to every class.*
2. **Electronics – The Room Ban:**
 - a) **Cellphones:** *Cellphones must be OFF and HIDDEN from sight BEFORE you enter the classroom and until you are back in the HALLWAY after class! (Rationale? See text, pp. 453-4.)* (Exceptions possible upon request.) Also, no earbuds, and photography strictly forbidden to protect privacy.
 - b) **Laptops/Row 5:** Strictly for note-taking. *Please:* No checking or sending messages and no gaming, even before class starts! - *on your honour.* Please sit in Row 5. (Nameplate can be taped to the back of your laptop.)
3. **Seating:** As captain of the ship, I reserve the right to change your seat for any reason.
4. **Talking/Whispering:** It's very distracting to me and to others, no matter how quiet and innocent, *because I can see your eyeballs!* I call this the nudge-nudge-wink-wink factor, in tribute to Monty Python. I'm low-tolerance because I can be easily disrupted. So, if you are afflicted with a chatty-friendly-nudge-winky neighbour, *YOU are expected to change your seat at the very next class!*
5. **Arrival:** *BEFORE 1:00 pm, with clicker ON;* later arrival is disruptive. We start @ 1pm sharp.
6. **End of Class:** Do not zipper up or gather up your stuff until I declare, **“See you next day.”** It is otherwise too noisy, distracting, and disruptive for everyone, especially low-tolerance me.
7. **Early Departure:** It's quite disruptive; if necessary, inform me before the start of class and sit at back on/near the aisle. *(P.S. Never schedule appointments at class times!!)*
8. **Food/Drugs/Drinks:** No food or drugs allowed in the room, but drinks (nonalcoholic) are ok, especially warm and sugary! (I'll tell you why.)
9. **Questions?** Always welcome in class, or right after class in my office, or via an appointment.
10. **ABSENCE & FORGIVENESS POLICIES:** Missed material is *your* responsibility. Check with classmates, *not* with prof or TA. But always e-mail me within 24 hours with an appropriate personal note to have your legitimate absence forgiven. *(See Sec. D: #1d for term tests and #3a for clickerscore.)*

I. a. Fall Schedule, 2017 Prof. H. Strub

Notes: 1. Your textbook is comprised of 56 small modules (organized around 17 major chapters). Appendix C provides a summary of each module.

2. Fall workshops: Sept 11-27 (see p. 11)

Wk	T.	Th.	Mod. #	Topic	Cl. Val.	Cl. Qu.
1	Sept 5		—	Syllabus; Teams	—	—
		7	Pref.; 1;2	Manage Time; History; Thinking Critically	5/10	
2	12		3;4	Research Strategies; Statistical reasoning	5/10	
		14	5	Neurons	10/20	
3	19		6	Brain; + <u>Only Me</u>	10/20	
		21	7	Cortex/Plasticity	10/20	
4	26		8;9	Consciousness; Sleep/Dreams; + <u>Interview</u>	5/10	
		28	10	Drugs	5/10	
5	Oct. 3		11;12	Beh. Genetics; Ev. Psyc.; + <u>Package;</u> <u>+B.R.#1</u>	5/10	
		5	13	Culture & Gender; + <u>LOG</u>	5/10	
Fall Reading Week: October 8-14 inclusive						
6	17		--	Term Test #1; bring I.D., TAS	--	
		19	14;15	Development: Prenatal & Infancy	10/20	
7	24		16;17	Adolescence & beyond (<i>on your own</i>)	5/10	
		26	18	Sensation	5/10	
8	31		19	Vision & Perception	15/30	
		Nov. 2	20	Hearing & Other senses	5/10	
9	7		21	Pavlov	5/10	
		9	22	Skinner	10/20	
10	14		23	Biology, Cognition & Learning	5/10	
		16	24	Encoding memory	10/20	
11	21		25	Mem. Storage; + <u>LOG</u>	10/20	
		23	—	Term Test #2; bring I.D., TAS	—	—
12	28		26	Forgetting	10/20	
		30	27	Thinking; + <u>B.R.#1</u>	10/20	

N.B.: 1. Assigned readings, Learning Curve (LC), and LP QUIZ must be completed by noon, before class.

2. Bring Clicker and Nameplate to each class, except term tests.

3. Counselling Services, 204-988-7611; studentwellness@uwinnipeg.ca

4. Submit LOG in class – Oct. 5; Nov. 21.

I. b. Winter Schedule, 2018, Prof. H. Strub

Notes: 1. Winter workshops, Jan 15-31 (see p. 11);

2. Feb. 14 - course withdrawal deadline without academic penalty

<u>T.</u>	<u>Th.</u>	<u>Mod.</u> <u>#</u>	<u>Topic</u>	<u>Cl.</u> <u>Val.</u>	<u>Cl. Q.</u>
Jan.	4	29-30	Intelligence	5/10	
	9	31-32	Heredity and I.Q.; + <u>B.R.#2</u>	5/10	
	11	28	Language	10/20	
	16	33-34	Motivation & Hunger	10/20	
	18	35	Sex	5/10	
	23	36	Affiliation	5/10	
	25	37	Emotion	5/10	
	30	38-39	Expression	5/10	
Feb.	1	40	Stress; + <u>LOG</u>	10/20	
	6	—	Term Test #3; bring I.D., TAS	—	—
	8	41	Coping; + <u>Package</u>	10/20	
	13	42	Attribution	5/10	
	15	43	Influence	10/20	
Winter Reading Week: Feb. 18 – 24					
	27	44	Anti-Social	10/20	
Mar.	1	45	Pro-Social	5/10	
	6	46	Freud	5/10	
	8	47-48	Traits	5/10	
	13	49	Disorders	5/10	
	15	50	Anxiety	10/20	
	20	51	Depression; Suicide	5/10	
	22	52-53	Schiz.; Eating Disorders; + <u>LOG</u>	5/10	
	27	—	Term Test #4; bring I.D., TAS	—	—
	29	56/54	Therapies; + <u>B.R.#2</u>	15/30	
Apr. 3		55	Validity of Therapies	15/30	

N.B.: 1. Assigned readings, Learning Curve (LC), and LP QUIZ must be completed by noon, before class.

2. Bring Clicker and Nameplate to each class, except term tests.

3. Not flourishing? Sad, depressed, lonely or anxious? Call Counselling Services, 204-988-7611.

4. On April 3: Details re Final Exam. Date: TUESDAY MORNING, APRIL 17, 9a.m.

J. INTRODUCTORY PSYCHOLOGY RESEARCH REQUIREMENT – ALL SECTIONS

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 read research articles. This requirement promotes a deeper understanding of course content and the scientific process. If you choose to participate as a research subject, your time and efforts will be much appreciated by the 30 or so Psychology Honours students who must complete a research thesis to graduate.

Briefly, you must obtain 7.0 credits (4.0 for Evening or Spring classes), tracked on-line and recorded in a program called SONA. A Nexus link to the Introductory Psychology Research Requirement will appear once your enrolment in the course is confirmed, if it isn't there already. Links to SONA can be found in Nexus, as well as other information about the psychology research requirement.

We want your participation to be an interesting learning experience and are interested in your feedback. Feedback and questions or concerns about this requirement can be directed to the coordinator, Karen Barkhouse, *not your professor*. **Karen Barkhouse, Rm. 4L41A, 786-9744, k.barkhouse@uwinnipeg.ca.**

THREE WAYS TO OBTAIN CREDITS

1. *Be an active participant in a research study:* Choose from a list of studies in SONA and sign-up for an *appropriate* time slot (***never during your PSYC 1000 class time***). Read the description and requirements carefully noting pre-requisites and eligibility (e.g., some studies may require only red-headed males owning pet turtles). Research studies vary in credits. Studies taking less than 30 minutes are worth 0.5 of a credit and those between 30 and 60 minutes are worth 1.0. Occasionally, longer or two-part studies are worth more than 1.0 credit. The credit value will be stated in the study description. Also, some studies occur on campus and others on-line that you can do anywhere on a computer. A maximum of 4.0 credits can be on-line studies and SONA will not allow you sign up for another on-line study if your account would exceed the 4.0 maximum. An article review credit is not counted as on-line credit. Please cancel any sign-up that you cannot attend, even if it is an on-line survey, so another participant can take your space.
2. *Journal Article Review:* Read and answer questions about a pre-selected journal article (from the list shown at the end). Articles are available at the Library and on the Research Requirement Nexus site. Follow the instructions on the Article Review Form. Reviews are subject to the same rules as other course assignments regarding academic misconduct such as plagiarism and unauthorized collaboration. Your review should show that you understood the research in the article. Grading is on a PASS/FAIL basis. Acceptable reviews are worth 1.0 credit. Deposit them in the drop box outside of 4L41 or use the electronic drop box method in Nexus. 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 participate in a study but prefer to not have their results used. Observers do everything that regular participants do; however, in addition, must inform the researcher in advance that they opt for observer status. The researcher will then not use the results. Although this option is available for most studies, some studies cannot accommodate observers.

INITIAL SETUP

At the start of term you will receive an e-mail about how to register your SONA account. On your first log-in you will be asked to change the temporary password. You will also receive a 5 digit Identity Code that you must enter for every study to get credit. For anonymity, you will always be identified to researchers by a unique 5 digit SONA Identity Code. To obtain any type of research credit you must register your account and complete an initial pre-screen. Pre-screen questions are used for eligibility in future studies. This is your only opportunity to complete the screening and it will affect your ability to participate in all studies. ***If you do not receive an e-mail with your user ID by the end of September, contact Karen, not your Prof.!***

MISSED APPOINTMENTS

To respect people's time, and to not disadvantage other students, please cancel appointments that you cannot attend -- *even on-line ones* – you do not need to give a reason. Researchers will do the same. Appointment reminders are always e-mailed to you the night before. If you have not cancelled in the time stated in the study description, you will receive a no-show penalty, and will receive a penalty (-0.5 credits, -1.0 credits, etc., depending on the credit value of the study). Cancelling in SONA is easy or let Karen know by e-mail or telephone: **k.barkhouse@uwinnipeg.ca or 204-786-9744**.

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 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.

WHEN TO START AND FINISH

Credits must be earned by Wednesday, April 11, 2018. You can 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 2018. However, you will find that the majority of studies will run in the second term. If you log into SONA and don't see studies, then none are available at the moment, or timeslots of recent studies are all full ... 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 a net total of 7.0 research credits. Within the 7.0 credits, you cannot exceed 4.0 credits worth of on-line studies. No minimum, or maximum, exists for the amount of credits you can earn via on-campus studies or article reviews. Evening and Spring students need a net total of 4.0 research credits, with a maximum of 2.0 on-line credits. In the unlikely event the supply of credits available is too low; your instructor will inform you of any reductions in the 7.0 research credit requirement by the final drop date. The research credit requirement will never be increased. Your ending participation credits are reported to your professor. If you fail to complete the research requirement, 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.

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. [Rev: 09/2017]

K. HOW TO LEARN A MODULE

1. LEARNING STRATEGIES: How we learn and get smart:

a. Deep Processing – robust memory: Making Sense: Your brain loves a big-picture, mental framework which makes everything else more meaningful and easier to remember. Can you *explain* the concept, in your own words, illustrated with your own, personal examples? Simplicity is the key. The Strub Mantra: **“If you can’t say it you don’t know it!”**

b. Shallow Processing – fragile memory: The Familiarity Effect: Repetition and memorizing verbatim yield memories which are less enduring. They would be great if you were a computer, but your human brain hates this type of mindless strategy. Seemingly faithful to the textbook, yet it yields phony accuracy! *How so?* Because your memory remains fragile and is easily disrupted. Similarly, hi-liting or underlining, and even re-reading (!!) can lead you to fool yourself into believing (erroneously) that you are truly assimilating the material. *How so?* Because all these strategies do entail focused concentration and ever-stronger familiarity. **But surprisingly, concentration and familiarity are not enough to consolidate your memory!** *Why not?* Because familiarity reflects mainly non-robust surface knowledge, which fools you into claiming, with false confidence: *“I know I know it!”* It is a very good beginning, but you likely can’t actually *explain* very much (as the Strub Mantra demands). The Strub Warning: *Beware of the Familiarity Effect – “I know I know it!”* Even highly familiar memories can be easily disrupted on my multiple-choice tests. Instead, believe in the Strub Mantra!

2. THE WORK: Your brain is like a muscle – it gets stronger *only* with hard work.

N.B. Your textbook is comprised of 56 small modules organized around 17 major chapters. Appendix C provides a summary of each module.

i. PREPARATION – Building a solid base of familiarity – a good beginning:

Step 1. The Big Picture: Before reading each module, read or re-read its Chapter Introduction.

Step 2. Preview the Module: Thoughtfully read the section headers, the numbered Learning Objectives, and the captions to the pictures, figures and tables.

Step 3. Module Summary: Thoughtfully read the excellent Module Summary in Appendix C.

Step 4. Read the Module: Read for interest, like a story, without underlining or hi-liting. If you get stuck, bored or distracted, skip to next section; return after #5, or even after #6b. Watch some web-links as a break.

Step 5. Re-read Module Summary: Observe how your inner understanding grows over steps 1-5, even with gaps.

ii. STUDY – Consolidating memory through thoughtful overlearning and deep processing:

Step 6. The One-Page Outline - A Scaffold for Memory: **a.** Make a *very neat and pretty* 1-page outline of the module, including the numbered Learning Objectives, terms and concepts – not mechanically, but **mindfully**, paying attention to meaning. Use your computer to make it fit 1 page. (*Yes, both aesthetics and a single page are important.*)

b. Your Outline should begin with a clear, one-sentence statement, expressed in your own words: **“The main idea of this module is that...”** *Side-benefit:* This strategy helps guide thoughtful_note-taking during lectures.

Bonus: You can use it on a term test for points in your Test-Aid Sheet (*See Sec. L*).

Step 7. Review Outline: The Talking Process I: **a. Self-talk:** Answer each Learning Objective and describe/explain each term/concept in your outline - **in your own words, out loud** (to *embody* your knowledge). Use personal examples to prove you understand. You are now living the Strub Mantra! **b. Time permitting, write down** some explanations (to further *embody* your understanding). Take breaks with more web-links.

Step 8. Test Re-test Process – Homework for Points! Complete Learning Curve (LC) followed by the Launchpad Quiz (LP), by the noon deadline before class. Also, watch all remaining web-links, and search you tube for more fun clips.

Step 9. Post-Class: Immediately after each class, or as soon as possible that day, review lecture notes and outline together - to further consolidate memory. *Side-benefit:* Your review before a term test and before the final exam will then be easier, faster and more efficient. You will be amazed!

Step 10. The Talking Process II – Teach: *“If you can’t say it, you don’t know it!”*: Using your outline, tell the story of the module to anyone, in your own words, before Step 8 and/or before class. The more teaching attempts the better - a perfect opportunity for Study-Buddies to collaborate. *Side-benefit:* You will find it much, much easier to refresh for tests and even for the huge final exam. (*Brain muscle-flexing: Observe how mastery, confidence and even your intelligence(!) grow over Steps 6-10.*)

General Tip: Distribute your time. Take breaks; search you tube. Many short sessions are better than a few long ones.
Caution: Cramming→Weak Familiarity - superficial surface knowledge which is weak and easily disrupted.

ALSO: Watch Dr. David Myers – “**Make Things Memorable**” - www.tinyurl.com/HowToRemember

L. i. TEST-AID SHEET (TAS) and, ii. STUDY LOG SHEET (LOG)

These two assignments are designed to enhance your *experience and feelings* of mastery and engagement.

i. TAS: You are allowed to bring 1 (*and only 1*) sheet of notes, 2-sided, into each Term Test. It *must* be submitted with the test. You can earn up to 250 *Engagement points*. The TAS thus provides a little “security blanket” for a term test, and gets you more points too.

Please follow these procedures:

Side 1:[1-inch margin all-round]

[Top line]:

Name (*last/first*) _____ [_____/250pts]

Email: _____ I.D.# _____

1. For each and every Module, indicate:

- a. Module # and Title:
- b. One-sentence STATEMENT: “**The most important idea herein is that...**” This can be taken from your 1-page outline or re-invented and polished, as you wish.
- c. Each Module should start on the left at the margin, for neatness and readability. They should be in numerical sequence, with no other notes. Hopefully, they all fit neatly and compactly on Side 1. They must be text-processed with 12-point font.

2. After that, any remaining space on Side 1 and Side 2 can be filled with your notes, if any, in any form or fashion, typed or written, any size. Side 2 does not require margins. (*I will not read or grade these notes. They are completely optional.*) Your TAS will be returned to you.

3. GRADING:

- a. Using any TAS requires that it be submitted with the test, regardless of contents. (However, if you forgot it at home, you may email it the same day.) *Otherwise, ineligible.*
- b. Did you submit 1 sheet only, with correct formatting, *not* 2 attached sheets? *Otherwise, ineligible.*
- c. Did you include a statement for *every* Module? *Otherwise, ineligible.*
- d. Main Grading Criteria: Assuming a, b, c made you eligible, are your STATEMENTS --
 - i. Grammatical? (*No point form.*)
 - ii. Thoughtful, concise and coherent? (*I expect good quality since you had so much time to prepare at home. Nonetheless, I will be generous.*)

ii. STUDY-LOG SHEET (P.18): 4 @ 100 Engagement Pts.

Self-monitoring and recording your study-practices helps to improve them and enhances motivation to work towards mastery. For each module, record which steps of Sec. K you completed, and fill out p.18.

Submit LOG in class on: Oct. 5; Nov. 4; Feb. 1; Mar. 22. (*See p.18, downloadable.*)

M. STUDY SKILLS WORKSHOPS.

StudySmart - 9 workshops

FOR CREDIT:

1. A maximum of any six workshops, @ up to 100 points each. First, fill out the RECEIPT for each workshop, **and bring with you to get stamped!!** (*see p. 17, downloadable; print out six.*)
2. **Fall Term:** Very important to get a leg up early in Fall Term. Therefore, first 3 receipts in Fall Term = 100-point bonus; second 3 receipts in Fall Term = 100-point bonus.
3. **Winter Term** @ 100 points each, but no bonus. You are permitted to repeat any Fall Term workshop!
4. Maximum = 800 points. (*Follow submission procedures indicated at bottom of Receipt, p.17.*)
5. **ALTERNATIVELY:** If you believe you are already a reliable A student and want to be excused from some or all of this assignment, you may meet with me any time **before Nov. 15** to *negotiate* a pact which would permit you to be excused and be gifted up to 600 workshop points maximum, at my discretion. Be sure you have tracked your clicker quiz scores to share with me (*Last column, Sec I*).

Fall Term, 2017

Monday, September 11 from 12:30-1:20 Class Participation & Student Resources

Tuesday, September 12 from 4:00-5:15 Start at Your Library

Wednesday, September 13 from 12:30-1:20 Effective Time Mapping

Monday, September 18 from 12:30-1:20 Note-taking Techniques

Tuesday, September 19 from 4:00-5:15 Reading Strategies

Wednesday, September 20 from 12:30-1:20 Critical Thinking Skills

Monday, September 25 from 12:30-1:20 Academic Writing

Tuesday, September 26 from 4:00-5:15 Memory & Test/Exam-taking Strategies

Wednesday, September 27 from 12:30-1:20 Dealing with Stress: Exams/Tests/Class Presentations

Winter Term, 2018

Monday, January 15 from 12:30-1:20 Class Participation & Student Resources

Tuesday, January 16 from 4:00-5:15 Start at Your Library

Wednesday, January 17 from 12:30-1:20 Effective Time Mapping

Monday, January 22 from 12:30-1:20 Note-taking Techniques

Tuesday, January 23 from 4:00-5:15 Reading Strategies

Wednesday, January 24 from 12:30-1:20 Critical Thinking Skills

Monday, January 29 from 12:30-1:20 Academic Writing

Tuesday, January 30 from 4:00-5:15 Memory & Test/Exam-taking Strategies

Wednesday, January 31 from 12:30-1:20 Dealing with Stress: Exams/Tests/Class Presentations

Location: Rm 1L11

* * *

"Imagining what it is like to be someone other than yourself is at the core of our humanity." (Ian McEwan, from "Only Love and then Oblivion", in *The Guardian*, September 15, 2001)

N. ONLY ME ASSIGNMENT – 1 page, 2-sided

Side 1

At the top, type/print :

NAME: _____ **Student ID#** _____
(Last) (First) (Middle Initial)

UW web-mail: _____ [_____/300 pts.]

ONLY ME

PHOTO: Scan or affix a **BIG**, clear head-shot photo.

Affix with glue, staple or scotch tape. **NO PAPER CLIPS!**

Be neat.

Side 2

At the top, type/print just your name again, exactly the same way as side 1; no need to repeat webmail address.

Guidelines for **ONLY ME Personal Statement**, to all fit on **side 2**:

1. **THIS COURSE IS ALL ABOUT YOU.** You are too important to remain completely anonymous. So who are you? Tell me something interesting and **AMUSING** about yourself. Entertain me. Make me laugh so I might remember how funny the real you can be.

Suggestions: Examples of some ideas to possibly include, if you wish:

- a. What are you most passionate about?
- b. What is the best thing about you? (*according to you, to friends, to family*)
- c. What are your talents?
- d. What do you imagine your life will be like in 10 years?
- e. What interests you about psychology and university?
- f. What can I do for you to help you flourish?

OR, simply write whatever you want about yourself!

Regardless, include only interesting and amusing things about yourself. Avoid private, inappropriate or intimate details, although your privacy is protected. Make it interesting and fun for me to read and get to know the real you. *Be brief!*

2. **GRADING:**

- a. This assignment must be typed, double-spaced, using 12-point font. It must be 1 page, 2-sided. Try to access a suitable printer. You need it for other assignments as well.
- b. [[[If you cannot print or Xerox 2-sided, then you may staple 2 pages back-to-back, but stapled in all 4 corners.]]]
- c. For full marks, please follow my format precisely, and make it neat.

3. **SUBMIT IN CLASS: Tuesday, September 26, (not before).**

O. INTERVIEW ASSIGNMENT: (See Instructions on Side 2.) [_____/300pts.]

Your Name (print): _____ **ID#** _____
(last) (first)

Contact Name (print): _____
(last) (first)

1. Contact's favourite sport(s): 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. What kinds of things would *Your Contact* like to discover in this Psychology course?

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

9. **[Confidential: (see Side 2)]** What do you think are the best attributes of your contact's character?

1. **TEAMS:** Members must immediately exchange phone numbers and e-mail addresses, and **SAVE** them in a manner which can't be lost.
2. **The person you interview is not the same as the person who interviews you.** This helps to expand your network, and you cannot have too many friends in university or in life. Some of them may become Study-Buddies, or may get you a job, or save your life, or maybe just buy you a cup of coffee.
3. **The interview must be live** - not by phone, email, texting, or skypeing: Arrange a time and a suitable place for a sociable, in-person, face-to-face meeting, perhaps over a cup of coffee (or make it 2 cups so you don't have to share).
4. **The Interview:** For Questions 1-8, conduct the interview in a warm and friendly way. Be a human. Be humane. Be friendly. Joke around. Your Contact 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 the questions verbatim like a de-natured, impersonal computer-voice.) Have fun, for petesake!
5.
 - a. PRINT clearly; or,
 - b. re-construct as a word.doc. and email to me on Sept. 26 (*not before*).
 - c. **Question #9 should be done later, in private.** Protect confidentiality. Write thoughtfully.
6. **DUE: SUBMIT SIDE ONE IN CLASS on Tuesday/Sept 26 (*not before*),** (or email as per #6b).

Notes: My purpose in arranging this assignment is to give you several Contacts in the class. With luck, a Contact might also be a good Study Buddy, and a Study Buddy can prove very helpful in a course such as mine with so much testing and re-testing. All of it works to improve your grade. You need to *stay in touch regularly* to discuss course requirements and to determine what you missed in case of an absence.

But also, you can benefit by helping others. Expand your buddy-network beyond your team. Isolation is a serious problem at most universities. There are a lot of shy people out there who need a little bit of friendly connection. This is an extremely important volunteer opportunity for you – to simply take the initiative and be friendly. It's proven to make you happier. Friendliness is an attribute each of us claims, so what does it cost you to say hello? Change someone's life. Buy him/her a cup of coffee, but let them pay for the 2nd one! **[Record Team Members below: name/email/phone#]**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Strub Receipt: STUDY SKILLS WORKSHOP EVALUATION
[This page is downloadable – **bring one to each workshop**]

[_____/pts.]

[print]

Your NAME (last/first) _____

ID # _____

Title of Workshop: _____

Workshop Instructor: _____

DATE-STAMP BY INSTRUCTOR: _____

YOUR EVALUATION (necessary for credit):

1. “I judge that the value of this workshop for me was...” (circle one grade):

A+ A A- B+ B C+ C D F (See p. 1 of syllabus for meaning of letter grades.)

2. Comments about the value of this workshop? [print clearly]

“I would//would not (circle one) recommend this workshop to others because...”

SUBMISSION – For all credit and bonus details, see Sec. M, p. 13.

1. The Package: No paper clips!! Attach ALL receipts, in chronological order, with a strong staple in upper-left corner; also, **number the pages** in the lower right-hand corner.

2. On front page near the top, write (and fill in the blank): This package contains ?? pages.

3. Deposit Package in Assignment Drop Box outside of the Psychology Office, Rm. 4L41.

4. Two Dates: Tuesday/OCT. 3 (fall term); Thursday/FEB. 8 (winter term)

Professor Strub: **Study LOG** – the mad points giveaway. (see Sec L & Sec. K)

PRINT NAME

(last/first): _____

Student Number: _____ /100pts

Instructions:

1. **MODULE #:** Neatly, fill in all the Module Numbers assigned since the last Term Test - @50pts.
2. **For each Module:** Put an X in each box corresponding to the Steps completed. [Note: Ungraded; no pressure!]
3. **TOTAL:** a. Add up the Xs in each column; b. Add up all the Totals. Check addition for accuracy - @50pts.
4. **Submission Dates:** Oct. 5; Nov. 21; Feb. 1; Mar. 22. (See Schedule, Sec.I)

MODULE # →																
Steps: (Sec. K)																
1. Big Pic.																
2. Preview																
3. Summary																
4. Read Mod.																
5. Re-Sum.																
6a. Outline																
6b. Statement																
7. Review Out.																
8a. LC																
8b. LP Quiz																
9. Post																
10. Teach																
11.TOTAL →																

12. SUM OF ALL THE TOTALS in #11 = _____

Notes: 1. Why is my multiple choice (m-c) so easy? Because I give you the answer!

2. Why is my m-c so difficult? Because the other alternatives frequently are correct statements; they just do not answer the question asked. That's why they are called distractors. When you rely on familiarity, the distractors may seem as familiar and plausible as the correct answer! Steps 6-10 aim to reduce the distractor effect; with deep processing of the material, the question will automatically evoke the answer in your mind even before you read all the alternatives!!

