

Prof. H. Strub. PSYC-1000-013: Introductory Psychology. Tues./Thurs., Rm. 1L13 Syllabus 2018-2019
Sec. 013: 1.00-2.15 p.m. -- Final Exam Date: 4/22/9.00 a.m. (no Dec. exam)

-You cannot continue in this course if you have a work conflict or an April exam date conflict with another course.

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

Office Hours: Arrange appointment via e-mail. 1st term: Mon/Fri.; 2nd term: Mon/Wed/Fri.

Email: From: **ONLY from your UW webmail** [To evade spam filter]

To: h.strub@uwinnipeg.ca [Never reply through Nexus]

Subject: **Sec #013; Student Card Name; I.D.#** _____ [To evade spam filter]
 (For example: Sec#013-William Jones-#2086114)

Psychology Dept., Rm. 4L41:

a. **Department Assistant - Carolynn;** 204.786-9130. c.smallwood@uwinnipeg.ca

b. **Sona: Research Officer - Karen;** 204-786-9744. k.barkhouse@uwinnipeg.ca

c. **Assignment Drop Box:** - Outside Rm. 4L41

--Tech. Probs? Call Support: Launchpad – 1-800-936-6899; iClicker – 1-866-209-5698

PSYC-1000-013: 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.

A. REQUIRED: (P.S. Save your receipts and make a copy before it fades!)

@ **UW Bookstore: Buy only my shrink-wrapped package, containing:**

1. Textbook: *Psychology: 12th Edition In Modules*, by David G. Myers and C. N. Dewall

2. LaunchPad Key Card

3. The iClicker Wireless Remote

-- *Also Needed:* A stapler for assignments, and a large 3-ring binder for the loose-leaf textbook.

-- **DEADLINE: Register both LaunchPad and your iClicker by Wednesday, Sept. 5, 5 pm.** (P.S. Use your full student-card name exactly as per your Student I.D. Card)

To register: Go to Nexus for Sec. 013. See Launchpad and iclicker Powerpoints for instructions.

-- **For iClicker Reg.:** Go to <https://www.iclicker.com/remote-registration-form-for-classic>

B. GRADE COMPONENTS

1. Best 3 of 4 Term Tests (TT): @14% = 42%
2. Final Exam (FE) = 42%
3. Course Engagement (CE) = 16%
4. Psychology Dept. Research Requirement (RR) @ Pass/Fail.

C. FINAL GRADES

		<u>Course@100%</u>	<u>CE@16%</u>
**Summa Cum Laude	A+	90 - 100	14.4-16.0
Excellent	A	85 - 90	13.6-14.3
Superior	A-	80 - 84	12.8-13.5
Very Good	B +	75 - 79	12.0-12.7
Good	B	70 - 74	11.2-11.9
Above Average	C +	65 - 69	10.4-11.1
Average	C	60 - 64	9.6-10.3
Marginal Pass	D	55 - 59	8.8-9.5
Fail	F	0 - 54	0-8.7

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.

--*Human Memory: "The better you know something, the less you remember about how hard it was to learn."* (Steven Pinker, *The Sense of Style*, 2014)

D. EXPLANATION of GRADE COMPONENTS in SEC. B

1. TERM TESTS (TT): There are 4. We take the best 3 @ 14 % each = 42%

- a) Each test covers everything since the previous test.
- b) A test is 60-70 minutes long and is comprised of 60 multiple-choice (MC) items (very similar to your Homework).
- c) 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 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...

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

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

- a) **RG - Regular Grading:** @ 42%, assuming a minimum of 3 TTs. (*See example E#1, below.*)
- b) **PG - Pro-Rated Grading:** If fewer than 3 TTs, (*and if absences approved*), the weight of the FE would be: @ 56%, 70% or 84%, as appropriate. (*See example E#2, below.*)
- c) **FO - Forgiveness Option:** @ 84%; a *higher* FE score will *automatically* replace your *lower* TT Average! Eligibility for FO: Only if a minimum of 3TTs written. (*See example E#3, below.*)

3. COURSE ENGAGEMENT (CE): @ 16% - based on 39,000 points. Full attendance required. .

- a) **i. Class Clicker Points:** At each class, expect a clicker-quiz (a1.) on every reading assignment, as well as periodic polling:

Clicker Values **RD=RegularDays (20)** **DD=DoubleDays (11)** **TD=TripleDays (12.)** (*See Schedule, Sec. I*)

a1. Quiz Items:

- Correct	10	20	30
- Incorrect	5	10	15

a2. Polling Items:

5	10	15
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- *Estimated maximum clicker points:*

8140 pts.

ii. Class Absence OR Forgotten Clicker: If you email me an appropriate personal note within 24 hours, I will award the class-average points to replace your zero points for that day, if the note is approved! *P.S. Never schedule any medical, dental, work-related or other appointments during class times!! (But life happens! So, stay healthy, and remember your clicker.)*

- b) **Homework I: Text Encounters (TE):** Through LaunchPad, access the text-cited assignments (TE) for each module, to be completed by 9 a.m. before class. There are about 109 TEs, @ 40 pts., totalling... **4360 pts.**

- c) **Homework II: LearningCurve (LC):** Through LaunchPad, access the LC self-directed learning guide, to be completed by 9 a.m. before class, @ 100 points per completed module, totalling... **5500 pts.**

- d) **Homework III: Practice Quiz (PQ):** Through LaunchPad, complete the PQ. Errors can be corrected to achieve 100% !!; or, receive your highest score before quitting. There is no limit to the number of times you can re-do an incorrect item, by the 9.a.m. deadline before class, @ up to 100 points per module, to a maximum of... **5500 pts.**

- e) **Extra CE Points** (*See Deadlines on Schedule, Sec. I*) - up to a maximum of... **15,500 pts.**

- e1. **Registrations** (*Sec. A, p.1 - URGENT*): Clicker and LaunchPad by Wed/Sept 5, 5pm @ 100 pts = 200 pts.
- e2. **TestAid Sheet (TAS):** (*Sec. K & L, pp.9-10*): Submitted with TT: 4 @ up to 300 pts = 1,200 pts.
- e3. **Study-Log Sheet (LOG):** (*Sec. L & p. 18*): 4 @ 200pts = 800 pts
- e4. **StudySmart Workshops** (*Sec. M, p. 11*): Up to 6, each @ up to 100 pts (+ bonus) = 800 pts.
- e5. **2 Book Reviews** (*Sec. N, pp. 12-13*): each @ up to 5000 pts. (+INTENT@100pts.) = 10,200 pts.
- e6. **Appendix A Summary** (*Sec. NA, p.14*): @ up to 1000pts. = 1,000 pts.
- e7. **Only Me** (*Sec. O, p.14*): Who are you? Due on Tuesday, Sept. 20 @ up to 300 pts.
- e8. **2 Interviews** (*Sec.P, pp.15-16*): each @ up to 300 pts. 600 pts.
- e9. **Engagement Graph** (*Sec. Q, pp. 19-20*): Plot progress in your ranking: 2 @ up to 200pts = 400 pts.

- f) **CE Grade Calculation** : Based on Prof. Strub's *MFGB (Merciful Formula of Grace and Benevolence)*:

The class's total engagement points are ranked from highest to lowest. The 3rd highest score serves as the "Anchor Comparison"; that student gets the full 16%!! Your score is a percentage of the Anchor (- *mercifully*, NOT a percentage of the 39,000 maximum!)

MFGB - The Formula: Your Points/Anchor Points x 16%. (Thus, the top two scores will be awarded more than 16%!!!!)

- g) **P.S.: CE→FE: Course Engagement Grade Predicts Final Exam Grade!** In 2016-17, $r = 0.77!!$

4. PSYCHOLOGY DEPARTMENT RESEARCH REQUIREMENT (RR) (See Sec. J for detailed explanation.)

Pass: ALL 7 SONA research credits received on time.

Fail: Less than 7 credits results in a penalty of a final letter grade reduction

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) | Engagement | | @ | 16 % | = 14.1 |
| a) | Total: (a+b+c) | | @ | 100 % | = 81.5 % |
| b) | Research Requirement: 7 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) | Engagement | | @ | 16 % | = 13.9 |
| d) | Total: (a+b+c) | | @ | 100 % | = 86.9 % |
| e) | Research Requirement: 7 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, <u>and</u>
because $b > a$, the FO (Forgiveness Option), # D2b above, is in effect,
and the <u>higher final exam replaces term tests</u> (i.e., 2×33.6) | | | | = 67.2 |
| d) | Engagement | | @ | 16 % | = 12.8. |
| e) | Total: (c+d) | | @ | 100% | = 80.0 % |
| f) | Preliminary Grade: | | | | = A- |
| g) | Research Requirement: only 5 of 7 credits received on time: | | | | Fail |
| h) | FINAL GRADE (Adjusted for SONA penalty) | | | | = B+ |

F. 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 1st-week 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: Especially for any emotional distress.** 204-988-7611: studentwellness@uwinnipeg.ca.

3. **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.

4. **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/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.

G. MY PERSONAL TEACHING STRATEGY – To build the *Strub Collegium* of truth-seekers:

1. Why Study Psychology? - Purpose of My Course:

- To understand human nature – and how your mind works;
 - To better understand yourself and others;
 - To understand how scientific methodology established trustworthy psychological principles;
 - To TRAIN you, (*if you agree*), how to strengthen your mind in order to fulfill your potential and truly flourish.
2. **Purpose of LaunchPad:** To provide an ebook as well as, text encounters (TE), the learning-curve (LC) programmed study, and practice quizzes (PQ) - all proven to enhance your understanding and mastery of the textbook.
3. **Purpose of My Lectures:** Your module prep. permits me: To *engage* you; to *broaden* you; sometimes, to *astonish* you; almost always, to make it *personal* - to show you how everything in this course is about you. *How?* By taking you **beyond the text**. I minimize repetition of the text. Indeed, much of the text will not be directly covered in lectures!

H. MY CLASSROOM RULES & PROTOCOLS – To sustain the *Collegium's* mutually respectful environment:

1. Nameplate/Attendance/Absence & Forgiveness:

- Nameplate:** Make a nameplate from stiff cardboard, 8.5 x 11 inches (or larger), folded. Print only your first name, in caps, with a thick, black marker, with letters at least 4 inches tall, so I can read it from a mile away.
P.S. Bring to every class to help me recognize you. Please cooperate.
- Early Arrival with Clicker On:** But NOT sitting quietly; instead, **follow #2** and **practice #7** (*see below*).
- Early Departure is Disruptive:** If necessary, inform me before the start of class and sit at back on/near the aisle.
P.S. It is inappropriate to schedule appointments or work at class times!!
- End of Class:** Do not zipper up or gather up your stuff until I declare, “**See you next day.**” It is otherwise too noisy and disruptive for everyone, especially me.
- Absence & Forgiveness Policies** – (*See Sec. D*): Missed material is your responsibility. Check with classmates, not with me or TA., but always e-mail me within 24 hours with an **appropriate personal note** to have a legitimate absence forgiven. (*See Sec. D:: #1d for TT; #3a, ii for clickerscore.*).

2. Electronics :

- Cellphones Are Banned At All Times:** Cellphones must be **off** and **hidden** from sight **before** you enter the classroom and until you are back **in the hallway** after class! (*Exception required? Bring a note.*) Also, no earbuds/bluetooth, and **photography is strictly forbidden to respect privacy.** *P.S. Please: Respect the Rm. 1L13 ban.*
- Laptops/Row 5, overflow to Row 6:** Strictly for note-taking. (Nameplate can be taped to the back of your laptop.)
Even before class starts: No texting; no checking messages; no gaming! Instead, please **practice #7.**

3. **Talking/Whispering During Lecture:** It's disrespectful and disruptive to everyone, especially me, no matter how quiet and innocent. *Why me?* Because I can see your eyeballs! It's the Monty Python nudge-nudge-wink-wink factor. So, if you are afflicted with a friendly-chatty-nudgy-winky neighbour, **you are expected to change your seat at the very next class!** Please cooperate. *P.S. As captain of the ship, I reserve the right to change your seat for any reason.*

4. **Food/Drugs/Drinks:** No food or drugs allowed, but drinks (nonalcoholic) are welcome, especially warm and sugary. I'll explain why! *P.S. Medical need for food or medicine in class? Bring a doctor's note.*

5. **Are Questions OK?:** It's a University! You paid for this right! Questions are always welcome in class. Shy? Scared?
Ask: "What do you care what other people think?" Answer: "To heck with them; we're not in high school anymore!"

6. **Assignment Security:** For your protection, always save a copy of every submitted assignment – in all your courses.

7. **Life-Lesson: The Strub Social Protocols:** Research shows that you can benefit by volunteering to help others who appear unconnected. *Who are they?* Just turn on your social radar. **Take the initiative. Practice becoming a friendly conversationalist with strangers, especially before my lecture begins.** It requires **repeated practice**, so change seats frequently **to get outside your comfort zone.** It's proven to make you happier, stronger, and even a better student! On Day 1, everyone is a stranger. Soon, you will start recognizing classmates outside class. Follow the Golden Rule. What does it cost you to say hello? Invite him/her for a cup of coffee. *Are you shy?* Acting cool or aloof or anonymous makes you look cold and stand-offish – like a Borg. *Is that really you?* Defeat the Borg within! Remember, you are all honoured members of the *Strub Collegium*. We will assimilate you. Resistance is futile. Help others assimilate. It's important to act now – before people feel alienated. Start planning the class party somewhere, but please, please, don't invite me!
P.S. Don't take it personally if you are not yet recognized outside class. It's not rejection! Initiate contact. Introduce yourself. Be receptive to others who approach you. Be a mensch. Drink more coffee - together. Start today to deborgalize! Only Connect!

I. FALL SCHEDULE, 2018. Prof. H. Strub

(Follow Sec. K)

A	B	C	D	E	F	G	H
Wk	Tue	Thu	Mod#	Topic	<u>DEADLINES</u>	Cl. Val.	Cl. Qu.
1	09/4		-	Syllabus	<i>e1. Wed, 5pm: Register LaunchPad & iClicker</i>	-	-
		6	1	What is Psychology? + <i>Student Preface</i>	-	RD	
2	11		2-3	Research Strategies	<i>e5. BR #1 Intent – 100pts.</i>	DD	
		13	4	Neuron	-	DD	
3	18		5	Brain	<i>e8. Interview #1</i>	DD	
		20	6	Cortex/Plasticity	<i>e7. Only Me</i>	TD	
4	25		7-8	Consciousness/Sleep	-	RD	
		27	9	Drugs	<i>e8. Interview #2</i>	RD	
5	10/2		10-11	Beh. Gen./Evo Psych	<i>e4. Package; e5. BR#1 intent change?</i>	RD	
		4	12	Culture/Gender	<i>e3. LOG</i>	TD	
Fall 2018 mid-term Reading Week: October 7 – 13 inclusive (no classes)							
6	16		-	TERM TEST #1 - Bring I.D.	<i>e2. T.A.S.</i>	-	-
		18	13-14	Development.: Prenatal/Infancy	-	TD	
7	23		15-16	Adolescence & Adulthood (<i>on your own</i>)	-	RD	
		25	17	Sensation	-	RD	
8	30		18	Perception/Vision	-	TD	
		11/1	19	Hearing & Other Senses	<i>e5. BR#1 Draft- Critique</i>	RD	
9	6		20	Pavlov	-	RD	
		8	21	Skinner	-	DD	
10	13		22	Learning: Biology/Cognition	<i>e5. BR#1</i>	RD	
		15	23-24	Memory	-	DD	
11	20		25	Forgetting	<i>e3. LOG</i>	DD	
		22	-	TERM TEST #2 - Bring I.D	<i>e2. T.A.S.</i>	-	-
12	27		26	Thinking	<i>e9. GRAPH #1</i>	TD	
		29	27	Language	<i>Note: There is no December exam</i>	TD	

N.B. 1. For Credit: Assigned readings, TE, LC, and PQ must be completed by **9a.m.** before class. **Optimal Goal: 12.01a.m.**

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

3. Not flourishing? Feel free to see me – about anything.

4. Emotional Distress? **Don't wait.** See Counselling Services, 204-988-7611; studentwellness@uwinnipeg.ca

- Knowledge is power – not just over others. You will feel personally empowered by mastery. Section K can help you flourish and can change your life! Join the Strub Collegium's "Master-of-the-Module Society". Entry Criterion: Those ranked in the top 25% of CE pts.

I. WINTER SCHEDULE, 2019. Prof. H. Strub
(Follow Sec. K)

A	B	C	D	E	F	G	H
Wk	Tue	Th	Mod #	Topic	<u>DEADLINES</u>	Cl. Val.	Cl. Qu.
1	<u>01/8</u>		28-29	Intelligence	-	TD	
		10	30-31	Heredity/I.Q.	e5. BR#2 Intent – 100pts	RD	
2	15		32-33	Motivation/Hunger	-	DD	
		17	34	Sex	-	RD	
3	22		35 + App. A	Achievement + Appendix A	e6. Appendix A Summary	RD	
		24	36-37	Emotion I	-	RD	
4	29		38	Emotion II	-	RD	
		31	39	Stress	-	DD	
5	<u>02/5</u>		40	Coping	e3. LOG	DD	
		7	-	TERM TEST #3 - Bring I.D.	e2. T.A.S.	-	-
6	12		41	Attribution	e4. Package	TD	
		14	42	Influence	<i>Feb. 15: Withdrawal, without academic penalty.</i>	TD	
Winter 2019 mid-term Reading Week: Feb. 17-23 inclusive (no classes)							
7	26		43	Anti-Social	<i>e5. BR.#2 Draft - Critique</i>	TD	
		28	44	Pro-Social	-	RD	
8	<u>03/5</u>		45	Freud	-	RD	
		7	46-47	Traits	-	RD	
9	12		48	Disorders	-	RD	
		14	49	Anxiety	e5. BR#2	DD	
10	19		50	Depression/Suicide	-	DD	
		21	51	Schizophrenia	-	RD	
11	26		52	Eating Disorders	e3. LOG	RD	
		28	-	TERM TEST #4 - Bring I.D.	e2. T.A.S.	-	-
12	<u>04/2</u>		55/53	Therapies	e9. GRAPH #2	TD	
		4	54	Validity of Therapy	<i>In class: Details about Final Exam revealed.</i>	TD	

N.B. 1. For Credit: Assigned readings, TE, LC, and PQ must be completed by **9a.m.** before class. **Optimal Goal: 12.01a.m.**

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

3. Trouble concentrating? Sad, depressed, anxious or upset? **Don't wait.** See Counselling Services, 204-988-7611.

4. Not flourishing? Is your CE Rank below 50%? Are your TTs below 55%? It's easy to forecast your likely final grade. Feel free to consult with me as soon as possible after TT3. *P.S. Deadline for withdrawal without academic penalty = Feb. 15.*

J. INTRODUCTORY PSYCHOLOGY RESEARCH REQUIREMENT, 2018-19

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 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.

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

In brief, you must obtain at least **6.0 research credits (4.0 credits for Evening classes)**, tracked on-line and recorded in a program called SONA, which can be accessed once you've responded to an e-mail notification in your webmail account. As long as you are registered in this course you'll also see a course listed in Nexus for the Introductory Psychology Research Requirement (Instructor K. Barkhouse). This course link includes the SONA link and journal articles if you need them.

THREE WAYS TO OBTAIN CREDITS

1. Be an active participant in a research study: Variable credit values. Choose from posted studies in SONA and sign-up for an appropriate time slot (**not during your PSYC 1000 class time**). Read the study description and requirements, carefully noting pre-requisites and eligibility (e.g., some studies may require only red-headed males owning pet turtles). Studies taking less than 30 minutes 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. Some studies take place on-campus or 'in-lab' and others are classified as 'on-line studies' which are completed on a computer at home. A maximum of 4.0 credits can be from the on-line type studies and SONA will not allow you sign up for another on-line study if your account would exceed the 4.0 maximum. Please cancel any sign-up that you cannot attend, even if it is an on-line survey, so another participant can take your space, and to avoid a 'no-show' penalty.
2. Journal Article Review: 1.0 credit value each. Read and answer questions on pre-selected journal articles; see the list below. They are posted on your Research Requirement **Nexus site** and are also on reserve at the Library. Complete instructions are on the Article Review Form. Reviews essentially summarize the research findings in the psychology article, are graded on a PASS/FAIL basis, and the credit from acceptable reviews are 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 participate in a study but prefer to not have their results used. Observers do everything that active study participants do; however, they must inform the researcher in advance that they are opting for only observer status. The researcher will then not use their results. 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.
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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, 358–362.
10. Steele, C. M. (1999, August). Thin ice: "Stereotype threat" and black college students. *The Atlantic Monthly*, 44-54.

INITIAL SETUP

If you're registered in the class, then a SONA account will be automatically set up for you. During the first week of classes your university webmail will receive an e-mail message containing a user ID and a temporary password to activate your SONA account. Your very first login will require the temporary password and you'll also be asked to create your own password to use going forward. (The procedure is the same for a forgotten password.) In SONA, for anonymity, you are known to researchers only by a unique 5-digit Identity Code and you're going to need this code 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! Many common questions are answered in SONA's FAQ (frequently asked questions).***

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 do the same. Appointment reminders are always e-mailed to you the night before your session. If you don't cancel before your appointment SONA 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 assignments 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 Tuesday, April 10, 2019. 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 2019. 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 at least 6.0 research credits in SONA. Within the 6.0 credits you may earn any amount from 'on-campus' SONA studies (the in-person ones) and you may earn any amount of credits from article reviews, however, you will not be able to sign up for more than 4.0 credits in 'on-line' SONA studies. You can certainly earn less than 4.0 in on-line studies, but once your account reaches 4.0 credits from on-lines studies, the other 2.0 must be in on-campus studies or article reviews. In the unlikely event the supply of research available is too low; your instructor will inform you of any reductions in the total research credit requirement by the final drop date. The 6.0 research credit requirement will never be increased. You may exceed the total requirement but once you have 6.0 or more, you are finished and you can leave the spots for others. After April 10th, 2019 your credit total is reported to your professor. ***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.***

K. CE: HOW TO LEARN A MODULE – 11 Steps to Module-Mastery → Stronger Mind

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

a. Making Sense - Deep Processing → **Robust Memory**: Can you *explain* the concept, in your own words, illustrated with your own, personal examples? It thereby becomes much more meaningful to you. Hence - **The Strub Mantra**: “*If you can’t say it, you don’t know it!*” You can say it only if it makes sense to you. Then it can get deeply encoded into long-term memory. You must prove this to yourself!! Can you teach it (Steps 5-6)?

b. The Dangerous Familiarity Effect - Shallow Processing → **Fragile Memory**: Repetition and memorizing verbatim yield memories which are less stable. Literally faithful to the textbook, yet they yield weak long-term memory and poorer grades. *How so?* Because: a. they are somewhat mindless, less thoughtful and therefore less meaningful; b. the memory degrades rapidly with time; c. the memory suffers greatly from interference by the alternatives on my multiple-choice tests (*see p.19, bottom*). Similarly, hi-liting or underlining, and even re-reading (!!) can all result in stronger familiarity but can lead you to *fool yourself* into believing, with false confidence, that you are truly assimilating the material. *How so?* **Because all these strategies do entail focused concentration but, like cramming, all suffer from insufficient mindfulness!** More time spent “thinking about it” is crucial! Familiarity is an excellent starting goal (Steps 1-4), but it is not enough. Proof of knowledge is crucial (Steps 5-10). The Strub Warning: *Beware of the Dangerous Familiarity Effect.*

2. THE PRE-CLASS WORK - PREPARATION & STUDY:

Like a muscle, your mind gets stronger only with hard work, but only if based upon thoughtful strategies.

a. PREPARATION – Building a Solid Baseline of Familiarity → Growth of the Mental Map

Step 1. The Big Picture: Before reading each module, read or re-read its Chapter Introduction. Prepare LOG (Sec. L).

Step 2. Preview the Module: Thoughtfully, read the section headers, the Learning Objectives (LO), and the captions to the pictures, figures and tables. Ask: “**What’s interesting?**” This preview is called “**thoughtful skimming**”.

Step 3. LO Summary: Thoughtfully, read the excellent Module Summary of LOs in Appendix C.

Step 4. The Big Read: Read the Module for interest, like a story, without underlining or hi-liting. (Make a check-mark when you are astonished or fascinated.) If you get stuck, bored or distracted, skip to next section; return later. **Enjoy it!**

b. STUDY – Solidifying Long-Term Memory via Thoughtful Overlearning → Deep Processing

Step 5. Teaching Review + Guide (*see p. 17*): Create a pretty **1-page** outline as a **Guide** to tell the story of the module, **out loud, in your own words**: A. To your *imaginary-friend*; and/or, B. To real persons, e.g., Study-Buddies.

Step 6. Self-talk Review of LOs: In Appendix C, try to answer each LO in your own words, and out loud (to *embody* your knowledge). *Knowledge Engagement*: Apply personal examples to prove you understand. You are now living the Strub Mantra! Time permitting, *write down* some of your explanations; it will further *embody* your understanding and solidify your long-term memory. **For Module Mastery: Steps 5 and 6 should be repeated OFTEN – even after Step 9 or 10.**

Step 7. Do Text Encounters (TE) -- in LaunchPad – by 9am deadline before your class.

Step 8. Do Learning Curve (LC) -- in LaunchPad – by 9am deadline before your class.

Step 9. Do Practice Quiz (PQ) -- in LaunchPad – by 9am deadline before your class. (*Are you Master of the Module?*)

Step 10. Create Main Idea (M.I.): Write an original, one-sentence statement, in your own words: “**The M.I. of this module is that...**” It should reflect the essence of the module. Study-Buddy discussions are a valuable learning aid. Collaborate; don’t duplicate! *Side-benefit*: This strategy will help guide sensible note-taking during lectures. *Caution*: Avoid unexplained jargon. Do not write merely a superficial listing of topics. *Before TT*: Revise and improve your MIs for your TAS (*see Sec. L*). Impress me by making each M.I. sound thoughtful, perhaps even like a “eureka moment” for you!

Step 11. Post-Class Review: Review lecture notes as soon as possible the same day. Use mental effort to determine how they fit some of the LOs. *P.S. Observe how self-confidence in your mastery grows over Steps 5-10!*

General Tips: Review Student Preface. Distribute your study-time. Take breaks. Many short sessions are better than a few long ones. *Caution*: Cramming → Weak, unstable memory - superficial short-term knowledge which is easily disrupted.

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

P.S. “The only place success comes before work is in the dictionary.” (Vince Lombardi)

L. CE: e2. TEST-AID SHEET (TAS); e3. STUDY LOG SHEET (LOG):

P.S. These two assignments are designed to enhance mastery and course engagement.

e2. 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, @ up to 300 Engagement Points. The TAS thus provides a little “security blanket” for a TT, and earns you more points too.

Please follow ALL these procedures:

Side 1: - The M.I. (*and no other notes*)

[1-inch margin all-round]

[Top line]:

Name (*last/first*) _____ [/300pts]

Email: _____ I.D.# _____ Sec.# _____

1. For each and every Module (since the last term test), indicate:

Module # and Title: “The M.I. herein is that...”

One-sentence (from Sec K - Step 10, revised/improved).

2. Grading:

a. Use white paper, 8 ½ x 11 in. Each Module should start on the left at the margin, for neatness and readability. They should be in numerical sequence, with no other notes. They must all fit neatly on Side 1. They must be text-processed with 12-point font. Double-space, please.

b. The TAS must be submitted with the test, regardless of contents. (*However, if you forgot it at home, tell me and you may bring it in the next day.*)

c. Did you submit one 2-sided sheet only, with correct formatting? *Otherwise, ineligible.*

d. **Did you include a statement for every Module since the last TT?** *Otherwise, ineligible.*

e. If Side 1 is Eligible - Main Grading Criteria:

Are your Main Ideas --

- A Single Grammatical Sentence? (*No point form.*)

@100pts.

- Thoughtful, concise, meaningful and coherent? Does each M.I. make sense?

@200pts.

P.S. I expect good quality, reflecting your comprehension - not a superficial list of the Module’s topics - since you had so much time to prepare at home. Feel free to consult with a Study-Buddy. Test each other, but do not copy each other.

Side 2: Personal Notes: 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. If your printer cannot print 2-sided, then staple all 4 corners back-to-back. No paper clips. *P.S. I will not read or grade these notes – I promise! They are completely optional, but follow my rules, please.*

e3. LOG: (*See p.18., downloadable*): **4 @ 200 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. 4; Nov. 20; Feb. 5; Mar. 26. (*See Schedule, Sec. I.*)

M. CE: e4. STUDY SKILLS WORKSHOPS

StudySmart - 9 workshops - (Download RECEIPT, p. 17).

FOR CREDIT: A maximum of any six workshops, @ up to 100 points each.

- a. First, fill out the top lines of the RECEIPT before each workshop, **and bring with you to get date-stamped!!**
- b. For credit, complete the evaluation portion (the same day).

1.Fall Term: Very important to get a leg up early in Fall Term. Therefore:

- a. 3 receipts in Fall Term = *100-point bonus*;
- b. 6 receipts in Fall Term = *200-point bonus*.

2.Winter Term: No bonus. BUT, you are permitted to repeat any Fall Term workshop!

3.Maximum Points: 600-800 pts.

4.Submission: *Follow ALL submission procedures indicated at bottom of Receipt, p.17.*

Fall 2018

Class Participation & Student Resources	Monday, September 10, 2018	12:30-1:20
Start at Your Library	Tuesday, September 11, 2018	4:00-5:15
Effective Time Mapping	Wednesday, September 12, 2018	12:30-1:20
Note-taking Techniques	Monday, September 17, 2018	12:30-1:20
Reading Strategies	Tuesday, September 18, 2018	4:00-5:15
Critical Thinking Skills	Wednesday, September 19, 2018	12:30-1:20
Academic Writing	Monday, September 24, 2018	12:30-1:20
Memory & Test/Exam-taking Strategies	Tuesday, September 25, 2018	4:00-5:15
Dealing with Stress: Exams/Tests/Class Presentations	Wednesday, September 26, 2018	12:30-1:20

Winter 2019

Class Participation & Student Resources	Monday, January 14, 2019	12:30-1:20
Start at Your Library	Tuesday, January 15, 2019	4:00-5:15
Effective Time Mapping	Wednesday, January 16, 2019	12:30-1:20
Note-taking Techniques	Monday, January 21, 2019	12:30-1:20
Reading Strategies	Tuesday, January 22, 2019	4:00-5:15
Critical Thinking Skills	Wednesday, January 23, 2019	12:30-1:20
Academic Writing	Monday, January 28, 2019	12:30-1:20
Memory & Test/Exam-taking Strategies	Tuesday, January 29, 2019	4:00-5:15
Dealing with Stress: Exams/Tests/Class Presentations	Wednesday, January 30, 2019	12:30-1:20

Location: TBA

* * *

--*Human Nature:* "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)

--*Life:* Life is about deciding what matters.

N. CE: e5. **BOOK REVIEW (BR)**: - up to 2 reviews @5000pts (+ INTENT@ 100pts); Total @ 10,200pts.

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

Availability: Library, bookstores, Amazon, online. (*Browse now.*)

The Offer: Upon my approval, you can greatly improve your Engagement Grade by submitting up to two book reviews based on the following list of eight very interesting books. None are boring textbooks!

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.*** 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 more difficult 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.

7. Michael Lewis: *The Undoing Project - How a Nobel Prize-winning theory of the mind altered our perception of reality.* 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.* (Continued on p. 16)

Book Review Procedures:

1. Book Review #1:

- Intent.** By Sept. 13, send me an e-mail declaring your intention to submit a book review on one of the books on my list. (First check on its availability.) Name the book. You should have approval within 3 days. (You can change your intention by Oct. 2, with my permission.) @100 pts,
- Draft.** By Nov. 1, your first draft should be critiqued by others, and then revised and improved.
- Due Date: On Nov. 13 (Not Before).** (See submission procedures below.)
- Late submission:** Not accepted; may be eligible as BR #2 (but follow all 4 steps in #2 below). Note: There is no penalty for failing to submit your review!

2. Book Review #2 :

- Intent.** Before January 10, send me an e-mail declaring your intention to submit a book review in the second semester on one of the books on my list. Name the book. You should have my approval within 3 days. @100pts.
- Draft.** By Feb. 26, your first draft should be critiqued by others and then revised by you, as needed.
- Due Date: On March 14 (Not Before).** (See submission procedures below.)
- Late submission:** Not accepted, but there is no penalty for failing to submit your review!

3. BR Grading Criteria: Clarity and Mechanics:

a. **Clarity** - out of 4000 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. In general, always paraphrase in your own words and avoid long quotes; a few short quotes are ok. *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. Your review should be so clear and interesting that others could discuss the book with you without having read it!* That's the best test of clarity and coherence. Leave time to revise in order to accommodate some of this feedback. Make it a pleasure for me to read and grade gently!

b. **Mechanics** - out of 1000 points: Follow ALL instructions below. **Please: No Separate Title Page!**

- Page 1:** - Top line: "A Review of [Author/Book Title] by [Your Name, Student Number, and webmail address] for Prof. Strub, Intro. Psych, Sec#____, submitted on [date]."
 - Your first sentence below the title should start with: **The main idea of this book is that...**
- Length:** 4-6 pages, 1-sided.
- Text-process in Word:** On 8 ½" x 11" white paper, 12-point font, double-spaced, with 1-inch margins all around.
- Paginate:** Number the pages, electronically or by hand. Check before you submit.
- Staple:** In upper-left corner; no paperclips.
- Proofed?** Make sure your final draft is proof-read by someone trustworthy; **then correct errors of spelling/grammar/typography.** This is crucial for all university work. Always prufe-reede kehrfoolee - or you can look like an idiot! At University, it is totally UNACCEPTABLE TO SUBMIT AN UNEDITED 1ST DRAFT, because it will look careless and will typically be loaded with errors, thus reflecting poorly on your grade and on you personally.
- Submission:** TWO COPIES: **email** final copy, attached as a Word doc; **AND**, submit a **print** version for me in the Psychology Drop Box outside Rm. 4L41. **No Separate Title Page!**

NA. **CE: e6. APPENDIX A SUMMARY – Psychology at Work**

This one-page summary of Appendix A must not exceed one page.

Guidelines: Adapt (intelligently) the BR guidelines on p. 13, #3:

Clarity: Adapt # 3a. @200pts

Mechanics: Adapt # 3b. @800pts

Submit: Two copies - In class and electronically on Jan. 22.

O. **CE: e7. ONLY ME – photo/bio**

Side 1- photo:

ONLY ME - For Prof. Strub [_____/300 pts.]

type/print :

NAME (last/first/M.I.): _____ Sec# _____

UW web-mail: _____ Student ID# _____

Preferred 1st name on Nameplate: _____.

PHOTO: Scan or affix a BIG, clear head-shot photo – at least 4x6 if possible. Select one that will help me recognize the everyday you – if you can. Affix with glue, or by stapling or scotch-taping all 4 corners. No Paper Clips! Make it neat.

Side 2- bio:

Topline: type/print just your name/sec# again, exactly the same way as side 1; no need to repeat the rest.

1. Guidelines for **BIO** (must all fit on Side 2)

--This Course Is All About You: As a privileged member of the *Strub Collegium*, you are too important to remain completely anonymous. So who are you? What makes you so special? How are you different? Tell me something interesting and amusing about yourself. Make me laugh so I might remember how funny the real you can be. (Never apologize for being boring or unfunny!) Avoid private, inappropriate or intimate details.

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, or to family*)
- c. What are your 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. **OR**, ignore my suggestions and simply write whatever you want about yourself!

Make it **interesting and fun for me to read** and get to know that the real you has a good sense of humour. *Be brief!*

2. Only Me: Instructions and Grading Criteria:

- a. **Eligibility:** Both photo and bio required. Please follow my format precisely.
- b. Must be typed, double-spaced, using 12-point font, with 1-inch margins all around, on 1 white sheet, 8 ½ x 11 inches, 2-sided. Try to access a suitable printer – or Xerox 2-sided.
- c. If you cannot print or Xerox 2-sided, then you may staple 2 pages back-to-back, but you must **staple all 4 corners** – in order to fit my files.

3. Submit In Class: Tuesday, September 20, (not before).

P. CE: e8. INTERVIEW ASSIGNMENT: (See Instructions on Side 2.) **TEAM#** ___; **Sec#** ___ [___/300pts.]

YOUR NAME (PRINT): _____ **ID#** _____
(last) (first)

CONTACT NAME (last/first; PRINT): _____

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. 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:** Your team is your home-base within the *Strub Collegium*. It is your primary source for Study-Buddies. Members must immediately exchange contact info and also discuss The Borg. The 2 persons you interview are your CONTACTS. Connect soonest. Since some students drop out, be responsive to an approach by another student. Be prepared to facilitate new Team Members and Contacts and Study-Buddies after Day 1.
2. **The interview must be live** - not by phone, email, texting, or skyping. **Arrange a time and a suitable place** for a sociable, in-person, face-to-face meeting, perhaps over a cup of coffee.
3. **The Interview:** For Questions 1-8, conduct the interview in a warm and friendly way. Make it really informal. 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 Borg.) Have fun, for petesake! **Note: Question #9 should be done later, in private.** Protect confidentiality. Respect privacy. Write thoughtfully. Make it a pleasure for me to read.
4. **1st Interview:** #1 interviews→#2; 2→3; 3→4; 4→5; 5→6; 6→1. **Side 1 Due Sept. 18, submitted in class.**
5. **2nd Interview:** #1 interviews→#3; 2→4; 3→5; 4→6; 5→1; 6→2. **Side 1 Due Sept. 27, submitted in class.**
6.
 - a. **PRINT** clearly; or,
 - b. **Re-construct as a Word.doc. and print out.**
 - c. **Submit only Side One, in class: Sept. 18; Sept. 27, as per above.** (See Schedule, Sec. I)

--**Note: Activate Deborgalization Protocols:** My purpose in arranging this early assignment is to strengthen the *Strub Collegium* by giving you several close Contacts – some of whom may even know about the Borg! 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. Your team can help to discuss course requirements and to determine what you missed in case of an absence.

*P.S. Feel free to ask **anyone** in the class to be a Study Buddy, (and of course, feel free to decline, politely.)*

(BR - continued from p. 13)

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 what you can skim, and you will see that you can skip most of the many 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. Reading this book could have a huge, life-long impact upon you. It will also help you learn how to read-and-enjoy a nonfiction nontextbook, and feel educated.*)

(Sec. K, Step 8, from p. 9)

The 1-Page Outline: A mere skeleton – a SCAFFOLD of retrieval-cues to guide rehearsal:

Go to your *ebook* in Launchpad. Copy/paste all the Module's headers and sub-headers into a new document; embed the terms and concepts within as **cue-words** or bullet-points. Edit to shorten – the shorter the better. Editing/shortening means you are functioning thoughtfully. Thinking about what to select and how to shorten is VERY helpful to remembering. **Important to make it pretty, and super-concise.** *Why pretty and why 1 page?* Because it's easier for your brain to remember the **look** of it – like a photograph. It will thus enhance the **overall coherence of the topic** of the Module – just like the M.I. Lastly, if still too long after shortening, adjust font size to make it fit 1 page.

Strub Receipt: CE: e4. STUDY SKILLS WORKSHOP EVALUATION [_____/pts.]
[Downloadable – bring one to each workshop]

[PRINT]

NAME (last/first) _____ Sec. # _____

ID # _____

Title of Workshop: _____

Workshop Instructor: _____

DATE-STAMP BY INSTRUCTOR here → _____

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

...because (comments helpful to me, but optional):

SUBMISSION – For all credit and bonus details, see Sec. M, p. 11.

1. The Package:

- a. Attach ALL receipts, in chronological order, with a strong staple in upper-left corner; no paper clips!**
- b. Number the pages - in the lower right-hand corner.**
- c. Add: Write on front page at the top, (and fill in the blank): **This Package Contains _____ Pages.****

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

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

PRINT NAME

(last/first): _____ **Sec. #** _____

Student I.D.#: _____

[_____ /200pts]

Instructions (See Sec L):

1. **MODULE #** → Neatly, fill in **ALL** the Module Numbers assigned *since the last Term Test* → @100pts. _____
2. **For each Module:** Put an X in each box corresponding to the Steps completed. (P.S. Ungraded. I promise!)
3. **#12 TOTALS:** ADD up the Xs in each column; **#13, ADD:** All the Totals in #12. **Accuracy** → @ 100pts. _____
4. **4 Submission Dates – In Class: Oct. 5; Nov. 21; Feb. 1; Mar. 22.** (See Schedule, Sec.I)

MODULE # →															
Steps: (Sec. K)															
1. Big Pic.															
2. Preview															
3. LO Summary															
4. Read Mod.															
5. Teach. Rev.															
6. Self-talk Rev.															
7. TE															
8. LC															
9. PQ															
10. Create M.I.															
11. Post-class															
#12. TOTALS															
#13. ADD UP all the Totals in #12 =		-	-	-	-	-	-	-	-	-	-	-	-	-	-

P.S. 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; they can cause confusion. *When you rely mainly on familiarity, some distractors may seem correct.* **Steps 5-10 aim to minimize the distractor effect and reduce your mental confusion. With overlearning/deep processing of the material, the question will automatically evoke the answer in your mind even before you read all the alternatives!! Easy!**

Q. CE: e9. MONITOR YOUR ENGAGEMENT PROGRESS – PERCENTILE RANK (%R)

When grades are posted, keep a record of all the grade components.

1. Copy On Graph (p. 20):

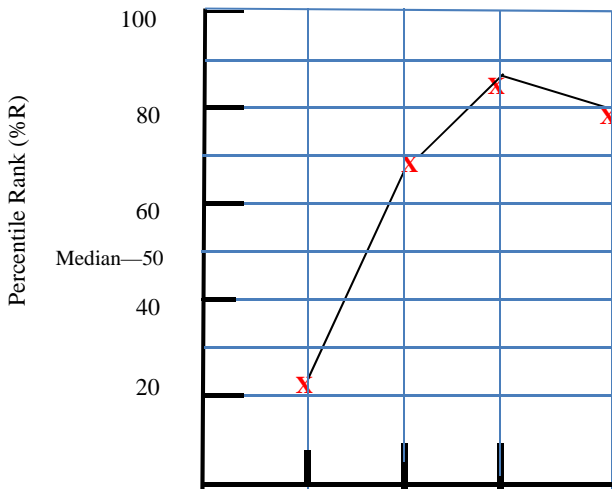
- a) Date
- b) Your total points
- c) Anchor’s total points
- d) **Your percentile rank (%R).**

2. Calculate: Your *projected* grade out of 16%: **Your pts/Anchor pts x 16%**. Record on graph.

- 3. a) **Plot:** %R on graph provided – p. 20 (*downloadable*)
- b) **Connect** data points with a **ruler**, not free-hand. **Must Be Neat.** (*See sample drawing below.*)

3. Submit in class Nov. 27 and March 29 (*See Schedule, Sec. I*) - @ up to 200 pts. each.

Sample – Alex’s Graph#1: Note how at first, Alex’s CE rank was better than only 22% of the class, but then she got scared and started working harder, with more regular discipline – avidly collecting points until she ended the term better than approximately 80% of the class. Alex understood that in my course, CE performance generally predicts Final Exam Grade ($r=.77$), i.e., a higher CE → a higher FE.



Engagement Points

Posting Dates:

2018: Graph #1 -

- 1. Sept. 20
 - 2. Oct. 4
 - 3. Nov. 1
 - 4. Nov. 20
- submit in class Nov. 27

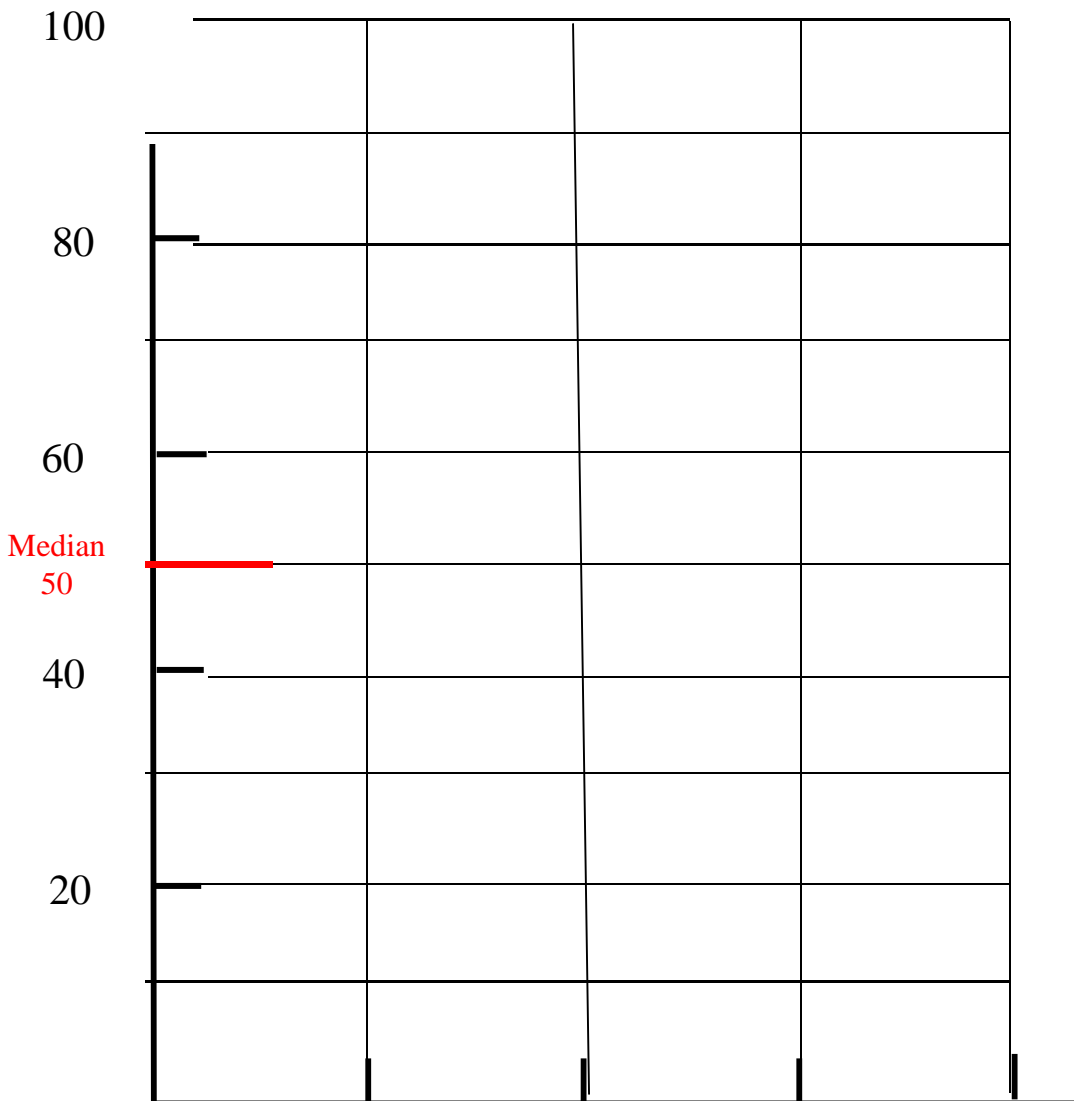
2019: Graph #2 -

- 1. Jan. 17
 - 2. Feb. 5
 - 3. Mar. 7
 - 4. Mar. 26
- submit in class Mar. 27

*Errors in my grade postings?
RSVP immediately by email!*

a) Date:	<u>Sept. 20</u>	<u>Oct. 4</u>	<u>Nov. 1</u>	<u>Nov. 20</u>
d) %R:	<u>22</u>	<u>69</u>	<u>85</u>	<u>79</u>

Percentile Rank (%R)



a) Date: _____

b) Your Pts.: _____

c) Anchor Pts.: _____

d) %R: _____

e) Projected Grade @ 16%: _____

f) Plot: %R (Use ruler): See sample, p. 19

Prof. H. Strub: P.S. Are your data points accurate? Check.