

**Senior Seminar in Psychology**  
**Psy 4800-80**

Winter Dec. 13, 2021 –Jan. 21, 2022

Credits: 3

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Virtual Office Hours by appointment

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**Required Text:**

Hock, Roger, (2013). Forty Studies That Changed Psychology 7<sup>th</sup> Edition. Prentice Hall.

***Important:** Many students believe that an online course is less demanding than a face-to-face course. I am sure by now you all know this is definitely not the case! Online classes require intrinsic motivation, self-discipline and dedication. You must do a lot of reading on your own and keep up with the assignments since no one will be reviewing the material with you in person. Online classes also require active participation unlike some face-to-face classes where you can sit in the back row and get by without getting involved. Also remember this is a short time period that we are working in making it that much more important to stay on top of the readings, postings and assignments.*

*Online courses are demanding. I anticipate, however, that if you put in the time and effort you will find it a rewarding experience. On a positive note: online classes are much more flexible and I think can be a lot more fun because they are so interactive!*

**Contacting me:**

Please feel free to email with your questions. When contacting me always include in the subject line **psy 4800-80**– I will then give the message priority in responding to you. Please do not post messages to me in Blackboard as I do not regularly check the message section.

I am usually online every day except for weekends, –so please be patient! Do not send me emails at midnight and become anxious when you don't here from me by 6 am! I like to sleep at night and do not keep my phone under my pillow! (You should not either!

☺) I hold “normal” working hours – and I will get to each email in turn.

### Student learning outcomes:

At the completion of this course students will be able to:

- a) Show familiarity with the most well-known empirical research findings.
- b) Articulate an understanding of the ethical considerations of major psychological studies.
- c) Clearly express their knowledge in written form.
- d) Begin to be able to think about an original theoretical model for psychology, often a variant or an application of existing theoretical models
- e) Write a professional resume
- f) Create professional level presentations

### Course Expectations:

- a. This is an *intense reading* course. You are expected to stay on top of your reading!
- b. You are expected to watch, or explore any links given.
- c. You are expected to master the material; if anything is unclear please contact me!
- d. Assignment dates are given in the course outline. ***There are no exceptions.*** Late work will be penalized by a full letter grade.

### Supporting Services:

- 1) *Me*: I will be happy to clarify the material for you. I can also arrange telephone office hours.
- 2) *Each other*

### Topical outline of the course content:

<u>Due Date</u>	<u>Topic</u>
12 13	Welcome! Explore the website, work out any issues, carefully read the syllabus.
12 14	Make sure you have the textbook. Email if there is any issue. Make an appointment with Career Development to work on your resume. You will do this in Handshake at their website. Your contact person in Career Development is Alex (Corsillo) Humphries. You must show me proof of your appointment. And yes, it is a virtual appointment. 😊 Presentation assignments posted.
12 15	Review the Linked in video. Create a LinkedIn account and link with me under Kate Makarec
12 16	Make sure you have a working copy of power point. Review my videos on a) using power point and

b) on how to create a presentation for this class.

12 17 Draft of Presentation 1 due by midnight. It is a draft, not a finished product!

Just making sure you do not procrastinate.

12 20 Presentation 1 due by midnight.

12 22 Posting for Chapter 1: Biology and Human Behavior

12 23 Posting for Chapter 2: Perception and Consciousness

12 27 Posting for Chapter 3: Learning and Conditioning

12 28 Posting for Chapter 4: Intelligence, Cognition, and Memory

12 30 Posting for Chapter 5: Human Development

1 3 Presentation 2 due by midnight.

1 4 Posting for Chapter 6: Emotion and Motivation

1 5 Posting for Chapter 7: Personality

1 7 Posting for Chapter 8: Psychopathology

1 10 Posting for Chapter 9: Psychotherapy

1 11 Posting for Chapter 10: Social Psychology

10 14 Resume due in Handshake

01 15 Final thoughts (discussion board)

01 17 Winter session ends

Note 1: You can always post ahead, you just cannot post late!

Note 2: If you have left your appointment with Alex too late and he cannot meet with you before the end of class, it is your fault, not his. Do not email me and tell me you cannot get an appointment until after the deadline. This is your responsibility alone and no one else's'. So make your appointment now!

### **Grading and other methods for assessing student academic performance:**

#### ***Earning your grade:***

1. Presentations. These are largely derived from your textbook reading but in order to earn a grade of A you must put in a little bit extra, that is go beyond the textbook. You will have two presentations. 20% each, 40% total
2. Participation: responses in Q&A 30%
3. LinkedIn 10%
4. Career related:
  - i. Career Counseling appointment 10%
  - ii. Resume 10%

## Grading Rubrics

Presentations. The art of presenting well is a valuable skill. And when you present to others it forces you to really evaluate what is important, that is, what do you really need to tell someone so that they understand the topic.

You will be creating 2 presentations using PowerPoint (you all have access via WPU) and posting these to the Discussion Board. You will be recording your power point – that is talking us through it. If anyone has an issue with this (e.g., you do not have a microphone on your computer / phone) you will need to write your full text of the presentation in the notes section underneath each PowerPoint slide.

Each power point can be as simple as 7 or 8 slides. The first is your introduction slide – who are you and the study you are presenting. The second slide is the proper citation for the study you are presenting. The third slide is the basic background information (including background research and the hypothesis in question) and can include information about the researcher(s). The fourth slide is the methods section, then the fifth slide is the results. The sixth slide it is the discussion, critique and further research slide. At this point it would be good to give your personal evaluation of the research and the impact of this study on Psychology. And finally, the last slide is your citations. This is a good overall format for most studies but will not fit for all (For example Anna Freud). For papers that do not fit the format it is ok to be more creative; the key point is to carefully and fully cover all the material.

You will find a lot of valuable information for your presentation in your textbook. I also recommend using Wikipedia (yes while it is not perfect, and I would not trust it for current politics, is it a reliable source for science, see Giles, J. Internet encyclopaedias go head to head. *Nature* **438**, 900–901 (2005). <https://doi.org/10.1038/438900a>). You may use other internet sources but please be careful, trustworthy sources have .org, .edu, and .gov extensions. Use blogs at your own risk! You will need to fact check anything you read in a blog or many other online sources. If you cite a source with erroneous information, the error is yours and your grade will be docked accordingly. Of course, you may use library sources! ☺

Presentations are about 10-15 minutes long. The thing that is important is that you accurately and completely convey the information about the study. There is no predetermined number of slides required; I have seen excellent presentations that meet all requirements that were only 5 slides long. Most presentations however range from 7-12 slides typically.

You will be evaluated upon three basic elements:

- a. Visuals: That is the visual appeal of your presentation. Some things I am looking for: Too many words on screen? Hope not! Did you use images when possible? Do the images complement your talk or are they irrelevant to what you are saying? Is it visually appealing? (15%)
- b. Presentation style: Easy to listen to? Well-rehearsed? Did you infuse it with a bit (not too much!) personality? It is ok to add humor. (15%)
- c. Content: The main event! Accurate, concise, explanatory? Complete story? Please follow the format in the textbook, that is:
  - Introductory slide with your name, the cute name of the research and the actual citation. The second slide should always be the full citation of the original study. This is important to contextualize the information. We do not live in a vacuum and the research questions and the method in which they were conducted was determined in large part by the zeitgeist in which the researchers lived.
  - Background information
  - Method
  - Results
  - Discussion
  - Critique
  - Further research
  - Don't forget to include your citations as your last slide

Your opinion matters and your thoughts on the study are important, but you must clearly and fully explain the study first! In order to allow your audience to think independently they need all the information. Give them the full account, then give us your thoughts on it. (70%)

Note, in order to earn a grade of A on your presentations, you need to go beyond your textbook. Some examples: using the original article instead of the summary in the book, thus giving us more details about the methodology or more original results. There are some excellent YouTube videos of some of these classic studies, feel free to include short videos into your presentation. (Videos should not replace your explanation of things however!)

The basic presentation rubric:

<b>Visual effectiveness</b>	<b>Presentation style</b>	<b>Presentation Content</b>
Error free (grammar, punctuation, etc.). Visually organized (things that should be lined up do, no extra spacing or errors in spacing) Visually appealing; images matching the theme of the presentation. Images as much as possible. Text as little as possible. Use what you need but skip the extra text – don't simply write everything on each slide.	Organizational flow; grammar; clearly spoken (or well written in notes); well-rehearsed.	Introduced self and topic appropriately. Accuracy of presentation; relevant biographical information given, comprehensiveness relating to scholarly contributions, well explained. Research well and fully explained. Further research from text include. Your assessment of the study or the study's impact included.
15%	15%	70%

Late submissions will be penalized by one letter grade. Submitting late hurts your peers who need to see your presentation to complete their reviews.

Presentation feedback (30%):

Feedback is how we learn and grow. You need to review each other's presentations and provide each other with feedback. What was good about it? What could be done better? What can be tried differently – perhaps it was not good or bad, but maybe another way to explain something or adding a different example could be helpful. Be thoughtful in the feedback you give to your colleagues; it will help them develop; it will also help you think metacognitively about your presentation which will be useful to you in your career.

For each presentation try to say one thing you really thought the presenter did a good job with, and explain why you thought this. Also for each presenter, give one thing about the presentation you thought could be done better or differently, again, explain why you thought this.

The same three components I use to grade your presentations are what you should use when reviewing them. That is:

- b. Visual effects: Is it simple, easy to see? Is it visually appealing? Does the motif fit the topic? (This last one is not always applicable – motifs do not need to be used, but if they are does it make sense? Does it add to the presentation?)
- c. Presentation style: Basic delivery. Was it presented in a clear, organized manner? Did it have a little something extra that made it your own? Did the person put in the effort, practice it a bit so it came off smoothly? Were there any spelling errors? Grammar issues?
- d. Content: This is, in the end, is the most important. Did they cover what was supposed to be covered in a clear manner. Did you understand what they were telling you? Did it make sense? Was the content error free? Give your peers feedback on their presentation, not just that “It was good.” Really think about it and help your peers grow and develop their presentation skills.

Once your personal presentation has been reviewed by your peers, go over what they have told you about your presentation. Did they have a question about it or a thoughtful comment? Respond to them! Did many of them tell you that you talked too quickly? Slow down for your second presentation! Use the feedback your peers give you to improve .

Career related rubric:

i. Linked In (10%)

This has become an important career networking and job site. Many employers will be looking for you there so put your best foot forward! To find out more about LinkedIn please watch the following video:

[https://www.youtube.com/watch?v=YWp6AN00D\\_c](https://www.youtube.com/watch?v=YWp6AN00D_c)

ii.

- a. Completed on time.
- b. Includes a professional picture, that is, a straight on head shot.
- c. Includes a very basic description about yourself.
- d. Do not include personal information such as phone numbers and address information.

iii. Appointment made on time (through handshake) 10%

iv. Approved resume uploaded to handshake 10%

**Handshake:**

Handshake is a job listing site which you have access to now and for a period after you graduate. Take advantage to this! Also, to help launch you successfully into the next stage of your lives, take advantage of the Career Development Center’s expertise! The

Center can help with resumes, cover letters, interview skills, networking, and so much more but we only have so much time in this class so all I can do is make you aware of this service. I strongly recommend that you reach out to them to avail yourself of their services. It is in your best interests to post your resume in Handshake; there are employers specifically looking for WPU graduates there!

**About the exams:** Just kidding – there are no exams or tests!

### **Teaching Methods:**

This course is a purely on-line course. In order to do well in this course, you will need to be very responsible and self-motivated. If you do not keep up with the readings and postings you will quickly fall far behind. On-line classes require you to be more self-disciplined than traditional lecture classes.

The course syllabus can be found on blackboard: <http://bb.wpunj.edu> and all course material can be found here. Please take the time to explore our website.

### **Class Policies**

Respect: Even in an online environment, mutual respect is necessary for productive learning. This involves making the environment as user-friendly as possible. Please do not post disparaging or panicked messages in the discussion board as this takes away from our collective learning experience.

### **Personal responsibility**

You are expected to take personal responsibility for your learning in this class. This is done by: reading all required material, completing assignments, and being a team player. If you do not understand something, you need to take the initiative and contact me. I am always happy to talk to students and am often able suggest additional resources to support your learning efforts if needed. You can find me during virtual office hours as posted, via email or you may set up another time to talk with me over the phone. You do not need to have a major problem or question to contact me.

**Academic Integrity:** All students are expected to abide by the University's policy on Academic Honesty which is outlined on the WPUNJ website: <https://www.wpunj.edu/human-resources/faculty-and-professional-staff-handbook/academic-integrity-policy-for-students.html>

Cheating, plagiarism, collusion and lying are serious violations and students should understand fully what constitutes each. Students' work is routinely checked to ensure that this policy is enforced. If you are unsure about any definitions or have questions, please ask before you take a chance!

Counseling, Health and Wellness: WPU offers support, even over winter. Here is their website if you need it:

<https://www.wpunj.edu/health-wellness/>



Having said all the above, I would like to welcome you to the course. The sheer diversity of psychology has always fascinated me! I hope that you are now at the point in your understanding that you can share my enthusiasm for the breadth of Psychology.

Thank you for taking you last Psychology course with me!