

relate to physiological psychology as well as oral and written skills to effectively communicate this knowledge.

Course student learning outcomes: The activities, readings, and assignments in this course should lead to your ability to:

1. demonstrate competency in physiological and neuronal processes involved in physical and psychological phenomena;
2. demonstrate competency in multiple ways by which these processes can be altered;
3. identify and critically evaluate how topics in physiopsychology have been and are being researched;
4. identify and evaluate the interaction between biology and culture;
5. apply physiopsychological concepts and theories to everyday life and personal experiences;
6. communicate competence by presenting your knowledge in an oral presentation to a live audience; and,
7. creatively represent the anatomy of the brain.

Psychology department student learning outcomes:

- Outcome #1, part a – Critical thought & proficiency in scientific foundation of psychology: Critical evaluation of research
- Outcome #3 – Proficiency in basic technical writing skills
- Outcome #5 – Knowledge of diverse perspectives

Instructional methods: This course will include three hours of class time with instructor per week, containing lecture, quizzes, activities, guided discussion, videos, peer instruction, oral presentations, and small group work. Outside of class (4-6 hours per week), students will be engaged with Blackboard, assigned readings, literary research, creative manipulation of food, oral presentation preparation, and writing.

Evaluation:	<u>pts</u>	<u>%</u>
Participation	100	20
Critical eval discussion	50	10
Final presentation	100	20 (Oral = 30% total; criteria 1.a.)
BYOB	50	10
Tests (50 pts each)	<u>200</u>	40
Total	500	

An A = 450 pts and above// B = 400-449 pts// C = 350-399 pts// D = 300-349 pts// F = 299 pts and below

An incomplete grade (I) for the course will be assigned ONLY if three conditions have been met: (1) you have completed 75% of course work with a grade of "C" or better; (2) documented evidence is submitted to substantiate the fact that course completion was prevented (e.g. medical or family emergency); and (3) student and instructor agree on terms of completion.

General grading policies and expectations

- * You are expected to attend and participate in all classes. An absence at any time does not relieve you of *your* responsibility for obtaining from a classmate material covered in class, assignments, changes, or adhering to announced deadlines.
- * You are responsible for keeping up with emails to your UAF account as well as announcements, assignments, discussions, and activities in Blackboard.
- * Final grades are based upon total points accumulated. There will be no curving or rounding at any time.
- * Subjective assessment will be based on your "participation" in the course – examples include attendance, preparation, quality of work handed in, depth of thought, creativity, progress of test scores, use of resources outside the classroom (writing center, Blackboard, my office hours, library, internet, etc), participation in classroom discussion (engage, lead, listen, inquire, challenge, respect, etc), engagement in/commitment to course, initiative, frequency/timeliness of assignments, amount of extra credit attempted.

(1) **CONTENT** acquisition:

At least once per week, a mini-quiz will be administered. Mini-quizzes may be at the very beginning, in the middle of, or at the end of a class period. They will count 3-5 points each and will cover material from the previous or current lecture and/or assigned readings for that particular day. These quizzes will not be returned to you. Since you have 10 points of buffer and plenty of extra credit opportunities, *questions will not be repeated and no make-ups will be given for any reason, including excused absences or arriving late to class.*

(2) **APPLICATION** of concepts and theories:

(a) (25 pts maximum) Apply the information you learn to everyday life. From each of 5 different chapters or lectures (your choice), choose one theory or concept from that chapter and provide an example of how it is portrayed in a news article, news report, movie scene, personal experience, etc. Each description is worth up to 5 points (score depends on quality, thoughtfulness, and effort). These will be returned to you with feedback. You may turn in as many as you like (the top 5 grades will count), BUT no more than one concept will be accepted in any particular week, and none will be accepted after 11:50am Friday Dec 3.

* **Format** – Typed, ~½ page ea, see Blackboard/Course Documents for examples:

- (i) identify the theory or concept and the associated chapter or lecture;
- (ii) briefly define/describe the theory or concept (underline or bold the concept);
- (iii) provide an example of how it is portrayed in a personal experience (e.g., a news article, news report, book, movie scene, interaction with others, witness to an event, etc); and,
- (iv) describe your reaction to or reflection of the experience.

(b) Other homework to meet this purpose may be assigned in class during the semester. Participation points and due dates for these activities will vary.

(3) **PROCESSING** the material:

(a) You will turn in brief essays that will be assigned in class during the semester. These assignments will address topics such as current research and role of culture. Points and due dates for these activities will vary.

(b) You will participate in Blackboard Discussions regarding topics presented by your classmates. You will make at least two substantive contributions to 8 discussions. Criteria for evaluation of your contribution will be discussed in class. Each set of contributions is worth 5 pts. (40 pts)

(4) **CLASSROOM** participation: Activities in class will vary throughout the semester. They will pertain to the current chapter. You are expected to be prepared for class each day and ready to participate in these activities. Hence, it is imperative that you have reading assignments completed PRIOR to attending each class period. Participation points for these activities will vary. Again, since you have 10 points of buffer and plenty of extra credit opportunities, *no make-up opportunities for in-class activities will be provided for any reason, including excused absences or arriving late to class.*

* Two assignments (worth 5 points each toward participation) will NOT be announced in class:

- (1) Print one page from the Blackboard site for this class (just so I know you were able to access the site), write your name in lower left corner of the print-out, then fold it in half, and turn it in to me no later than Sept 24; and,
- (2) Stop by my office *during office hours* any time between now and Oct 29 (the earlier – the better!), introduce yourself, tell me why you are taking the class and what topic interests and/or confuses you the most. If your schedule does not allow you to come during office hours, you may try to schedule a time with me at least 24 hours in advance.

Critical Evaluation Discussion (50 pts) (Oral criteria 1.b.)

- * You will lead a discussion in class on recent published research in the field of biopsychology during the weeks of Oct 4-Oct 22. You will need to sign up for a date by Sept 24.
- * You will choose a Hot Topic in the field. Find four sources that address the research on this topic, at least 2 of which are deemed credible. Get creative in where you look (printed media, podcasts, blogs, photo essays, videos, etc).
- * Prepare a brief presentation of what you found. Address the following in your presentation: how the topic relates to biopsychology, why the topic caught your attention, similarities and discrepancies across the 4 sources, three red flags or sources of concern (see list of questions posted in Blackboard that are commonly used to critically evaluate research), and two questions to ask of your audience (provocative questions about the topic that would get them thinking and spark a discussion).
- * Prior to presenting, secure a classmate to capture the post-presentation discussion.
- * After the discussion, submit one question to me within 24 hours for me to post on Blackboard Discussion Board.
- * Presentation criteria: 5 to 5:30 minutes of presentation plus 3-5 minutes of guided discussion, organized with a clear introduction-body-conclusion, includes a segment of one source (e.g., audio clip from podcast), meets oral competency criteria and represents a level of expertise on this topic (see rubric posted in Blackboard). You are not required to use power point for this presentation, but you must present some form of visual media. **(Oral criteria 1.d. & 1.e.)**
- * You will receive feedback from me and from your classmates on your presentation. Grading rubric is included at the end of this syllabus and posted in blackboard for you.

Final Presentation (100 pts) (Oral criteria 1.b.)

- * Keeping the same topic addressed in your critical evaluation discussion, pull more resources together into a presentation on the status of the research on this topic. Presentations will occur between Nov 15-Dec 1. You will need to sign up for a date by Oct 27.
- * Your resource list now includes your original 4 sources, post-presentation discussion, Blackboard discussion, lectures, and course readings. You will need to now find 2 primary sources (original research journal articles) on your topic.
- * Prepare a 8-10 min presentation that summarizes the current thinking on this topic, considering your own views, scientific views, and the lay public's views.
- * Presentation criteria: formal power point presentation format with a clear introduction-body-conclusion; time-frame must include an opportunity at some point for your audience to ask questions; appropriate attire; and meets oral competency criteria and represents a level of expertise on this topic (see rubric posted in Blackboard). **(Oral criteria 1.c. & 1.d. & 1.e.)**
- * You are expected to incorporate peer and instructor feedback from your first presentation as well as feedback from staff at the UAF Speaking Center. **(Oral criteria 1.b.)** Grading rubric is included at the end of this syllabus and posted in blackboard for you.

PSY 335 – Oral Presentation Rubric

___ **Length**

Start: _____

Stop: _____

Name:

Topic:

Date of presentation:

___ **Content** – addresses criteria of assignment

Comments:

___ **Delivery**

PRESENTATION

___ Format: intro-body-conclusion

___ Visual aids: method & items used:

___ Organization

___ Flow

___ Captivating/intriguing

___ Creativity

___ Professional (spelling, errors)

___ Choice of resources

PRESENTER

___ Attire

___ Poise

___ Clarity

___ Management of questions

___ Command of knowledge

___ Command of presentation/environment

___ Eye contact/connection with audience

___ Movement

___ **Use of feedback** – changes and improvements over last presentation

___ **Peer feedback**

___ number completed

___ thoughtful & constructive feedback: none somewhat mostly all

TOTAL

BASIC GUIDELINES FOR MY GRADING OF PAPERS

An “A” grade indicates originality, independent work/thought, a thorough mastery of the subject, and completion of more work than is required; it is an honor grade (http://www.uaf.edu/catalog/catalog_11-12/academics/regs1.html#Grading_System). “Excellent” 90%-100%

“A” work demonstrates creative thinking—the writer has gone beyond the scope of the assignment and made it his/her own in some way (e.g., by showing some unusual insight or coming to a conclusion that is novel). This work would show understanding, application, analysis, synthesis, and would be at the level of critical evaluation. An “A” product clearly shows that the student has discovered something through the act of

Much of the above was drawn from colleagues, UAF Catalog, and <http://writing.fsu.edu/fyw/tguide>