Memo

To: Lynne Ford, Associate Provost for Curriculum and Academic Administration  
From: Cynthia May, Professor and Mark Hurd, Associate Professor, Psychology, 2012-2013 Co-Chairs, Department Curriculum Committee  
CC: Thomas Ross, Department of Psychology, Chair; Daniel Greenberg and Yiorgos Vassilandonakis, 2012-2013 Co-Chairs, College-wide Curriculum Committee  
Date: April 10, 2013

Re: New course proposals

The Department of Psychology has met and would like to propose two new courses: PSYC 374 – Sins of Memory, and PSYC 461 – Advanced Personality Psychology with Lab. PSYC 374 will create an upper level course for students with interests in human memory and cognition, and will provide an important alternative for our BS (and BA students) who are required to take three (or two) electives above PSYC 351. PSYC 461 will create a capstone laboratory experience for our psychology majors who have an interest in personality and social psychology, and will provide an important alternative for BS students who are required to take at least one upper level laboratory course.

We note that the paperwork for each of these courses was submitted earlier in this semester, but apparently did not make its way through the system. We are therefore resubmitting the proposals now.
FACULTY CURRICULUM COMMITTEE CHANGE/DELETE PROGRAM FORM

Contact Name: Cindi May    Email: mayc@cofc.edu    Phone: 953 6735

Department and School Name: Psychology    Name and Acronym of Program: PSYC

Date (Semester/Year) changed/deleted program will take effect: Fall 2013

I. CATEGORY OF REVIEW (Check all that apply)

☐ Terminate Program (check one): ☐ Degree    ☐ Major    ☐ Emphasis (concentration/track)
(if checked, skip section II, IV, V, and VII below)

☒ Change Request (attach details):

☐ Add existing course or courses to requirements or electives
☒ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
☐ Delete courses from requirements or electives
☐ Add new emphasis (check one): ☐ concentration    ☐ track    Total # of hours:
(note: any emphasis involving more than 18 credit hours will also require CHE approval)

☐ Interdisciplinary (attach evidence of compliance with guidelines and acknowledgement from relevant departments. Guidelines can be found: http://currcomm.cofc.edu/guidelines-interdisc/index.php)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes here; if a new emphasis—please provide the details here.

The proposal is to add an advanced course in human memory (PSYC 374) to the psychology curriculum. The course will provide students with an opportunity to pursue interests in cognitive psychology at an advanced level, and to satisfy a major requirement with an upper level cognitive course.

III. RATIONALE or JUSTIFICATION For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

This course provides students with an opportunity to gain an advanced understanding of issues related to human memory, and an opportunity to explore human cognition in a course above the 351 level. We have recently altered our curriculum so that students now must complete two (BA students) or 3 (BS students) courses above the 351 level. Currently, the offerings for advanced cognitive courses are extremely limited, and there is no course related to human memory. The addition of this course will allow students interested in cognitive psychology the opportunity to continue exploration of this field at an advanced level. This course has previously been taught as a special topics course (PSYC 410), and thus this course is a formal implementation of that course.
**IV. CURRICULUM**

A. Provide the complete curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program.

B. Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog. Attach the completed COURSE FORM and a sample syllabus for each new course.

**V. STUDENT LEARNING OUTCOMES and ASSESSMENT**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Students will gain expertise in issues of human memory. They will understand what factors influence memory functioning and performance, and will understand the theories about how and why they do so. Note: This aligns with APA Goal 1 of knowledge base in psychology.

   Students will complete three in-class exams and a cumulative final exam. The in-class exams will be administered throughout the semester, and the final will be given at the end of the term. Students are expected to earn, on average, at least 70% of the available points on these assessments.

2. Students will develop skills for summarizing, evaluating, and critiquing research in the primary literature. Students will demonstrate effective oral presentation skills. Note: This goal aligns with APA Goals 2 and 3 of research methods and critical thinking skills, and with Goal 7 of communication skills.

   Each semester students will read and discuss research from the primary literature on a weekly basis. They will also be responsible for giving at least one oral presentation that reviews scientific research, and for leading class discussion on the issues related to that research. Students are expected to earn, on average, at least 70% of the available points on this assignment.

3. Students will learn how to apply their understanding of the scientific research about memory to evaluate popular claims about memory performance and improvement. Students will demonstrate effective written communication skills. Note: This goal aligns with APA Goal 4 of application and Goal 7 of communication skills.

   Each semester students will conduct a critical review of a popular depiction of human memory (e.g., from a book, movie), and will evaluate the ways in which the depiction of memory accurately captures the principles of human memory demonstrated in rigorous research. Students are expected to earn, on average, at least 70% of the available points on this assignment.

4. Students will learn to think critically and scientifically about every memory problems, and will learn how to generate solutions for those problems. Students will demonstrate effective written communication skills. This goal aligns with APA Goals 2 and 3 of research methods and critical thinking skills, and with Goal 7 of communication skills.

   Each semester students will write a research proposal. The proposal will follow a modified APA format, with an introduction, methods section, and projected results and discussion. Students will include a literature review. Students are expected to earn, on average, at least 70% of the available points on this assignment.
VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

No impact is expected.

VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

No new costs are expected for this course.

VIII. APPROVAL and SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 4/10/13

2. Signature of Academic Dean:

   [Signature]

   Date: 4/10/13

3. Signature of Provost:

   [Signature]

   Date: 8/15/13

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Budget Committee Chair:

   [Signature]

   Date: 

6. Signature of Academic Planning Committee Chair:

   [Signature]

   Date: 

7. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the
  committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Cindi May    Phone: 953 6735    Email: mayc@cofc.edu

Department or Program: Psychology    School: HSS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course provides students with an opportunity to gain an advanced understanding of issues related to human memory,
and an opportunity to explore human cognition in a course above the 351 level. We have recently altered our curriculum
so that students now must complete two (BA students) or 3 (BS students) courses above the 351 level. Currently, the
offerings for advanced cognitive courses are extremely limited, and there is no course related to human memory. The
addition of this course will allow students interested in cognitive psychology the opportunity to continue exploration of this
field at an advanced level. This course has previously been taught as a special topics course (PSYC 410), and thus this course
is a formal implementation of that course.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other
programs and courses. If another program requires the course, you must submit their written acknowledgement with
this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include
a list of similar courses in other departments and explain any overlap.

This course will not affect any other department or program.
F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Psychology  School: HSS  Subject Acronym: PSYC  Course Number: 374

Credit hours:  3 lecture __ lab __ seminar __ independent study
Contact hours:  3 lecture __ lab __ seminar __ independent study

Course title:  Sins of Memory

Course description (maximum 50 words, exactly as it appears in the catalog):
This course provides an in-depth exploration of classic and current issues in human memory, examining both behavioral and neuropsychological approaches to data and theory. Examples of topics covered in this course include autobiographical and eyewitness memory, false memories, memory updating, techniques for improving memory, memory development, and prospective memory.

Restrictions (pre-requisites, co-requisites, majors only, etc.):  (1) PSYC 103,
(2) [PSYC 211 AND PSYC 220] or PSYC 250,
(3) PSYC 215

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable?  □ yes  X no  If yes, how many total credit hours may the student earn?  ____

Is there an activity, lab, or other fee associated with this course?  □ yes  X no

Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  X no
If so, which course?  ____________  Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
There are no new costs associated with this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will gain expertise in issues of human memory. They will understand what factors influence memory functioning and performance, and will understand the theories about how and</td>
<td>Students will complete three in-class exams and a cumulative final exam. The in-class exams will be administered throughout the semester, and the final will be given at the end of the term. Students are expected to earn, on average, at least</td>
</tr>
</tbody>
</table>
why they do so. Note: This aligns with APA Goal 1 of knowledge base in psychology.

70% of the available points on these assessments.

<table>
<thead>
<tr>
<th>2. Students will develop skills for summarizing, evaluating, and critiquing research in the primary literature. Students will demonstrate effective oral presentation skills. This goal aligns with APA Goals 2 and 3 of research methods and critical thinking skills, and with Goal 7 of communication skills.</th>
<th>Each semester students will read and discuss research from the primary literature on a weekly basis. They will also be responsible for giving at least one oral presentation that reviews scientific research, and for leading class discussion on the issues related to that research. Students are expected to earn, on average, at least 70% of the available points on this assignment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Students will learn how to apply their understanding of the scientific research about memory to evaluate popular claims about memory performance and improvement. Students will demonstrate effective written communication skills. Note: This goal aligns with APA Goal 4 of application and Goal 7 of communication skills.</th>
<th>Each semester students will conduct a critical review of a popular depiction of human memory (e.g., from a book, movie), and will evaluate the ways in which the depiction of memory accurately captures the principles of human memory demonstrated in rigorous research. Students are expected to earn, on average, at least 70% of the available points on this assignment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Students will learn to think critically and scientifically about every memory problems, and will learn how to generate solutions for those problems. Students will demonstrate effective written communication skills. This goal aligns with APA Goals 2 and 3 of research methods and critical thinking skills, and with Goal 7 of communication skills.</th>
<th>Each semester students will write a research proposal. The proposal will follow a modified APA format, with an introduction, methods section, and projected results and discussion. Students will include a literature review. Students are expected to earn, on average, at least 70% of the available points on this assignment.</th>
</tr>
</thead>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course serves to reinforce and extend experimental and content related knowledge in the field of cognitive psychology. This course also provides an opportunity for students to engage in the process of scientific inquiry by designing their own research project.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

Yes, this course will be added to the list of courses numbered 351 above and will serve as one elective that students can use to fulfill part of the requirement for both the BA and BA in Psychology.

J. CHECKLIST.

X I have completed all relevant parts of the form.

X I have attached a cover letter that describes my request and lists all the documents I am submitting.

X (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 4/10/13

2. Signature of Academic Dean:

   [Signature]
   Date: 4-10-13

3. Signature of Provost:

   [Signature]
   Date: 8/15/13
4. Signature of Curriculum Committee Chair:

_________________________________________ Date: ____________________

5. Signature of Faculty Senate Secretary:

_________________________________________ Date: ____________________

Date Approved by Faculty Senate: ____________________
Course information
Dr. Cindi May
Office: 55 Coming Street, Rm. 103;
Email: mayc@cofc.edu
Phone: 953-6735
Office hours: Wed: 1:00 – 2:30, Thurs: 8:00-9:00, or by appointment

Required Readings
Memory: Foundations and Applications – Schwartz (paperback)
Memory: How it works and how to improve it - Higbee (paperback)
Seven Sins of Memory – Schacter (paperback)
Articles (Oaks & Portal: https://secure.sagepub.com/schwartz/study/intro.htm)

Course Overview
This course provides an in-depth exploration of classic and current issues in human memory, examining both behavioral and neuropsychological approaches to data and theory. Examples of topics covered in this course include autobiographical and eyewitness memory, false memories, memory updating, techniques for improving memory, memory development, and prospective memory.

Educational Goals
There are four educational goals for this course:

(1) A primary goal in this course is to develop expertise in issues of human memory - to understand what factors influence memory functioning and performance, and the theories about how and why they do so. Note: This goal aligns with APA Goal 1 of knowledge base in psychology.

(2) You will also develop skills for summarizing, evaluating, and critiquing research in the primary literature. Note: This goal aligns with APA Goals 2 and 3 of research methods and critical thinking skills.

(3) You will learn how to apply your scientific understanding of memory to evaluate popular claims about memory performance and improvement. Note: This goal aligns with APA Goal 4 of application.

(4) A final aim in this course is to enhance your ability to think critically and scientifically about everyday cognitive problems (e.g., how can I study more effectively so that I have greater comprehension and recall?) so that you can begin to generate solutions for these problems. This goal aligns with APA Goals 2 and 3 of research methods and critical thinking skills.
Course Requirements

These five course requirements are designed to address the educational goals listed above. (a) assigned readings (b) journal article presentations (c) research proposal (d) tests/final exam (e) research to application: book review

Readings

Students should come to class ready to DISCUSS the readings in class. Student participation is mandatory. In the assignments listed below, you should read the text for each section before the first day that the section will be discussed in class. Please pay careful attention to the assignments, as you will not always read the chapters from a given book in sequential order, and most assignments include readings from multiple sources. Note that some journal articles will be found at your text portal and others will be posted on Oaks.

Your portal (e.g., articles, quizzes, flashcard, web links) for your main text (Schwartz) can be found at: https://secure.sagepub.com/schwartz/study/intro.htm

Journal Article Presentation

Each student will be responsible for presenting overviews of two different assigned journal articles. Students should prepare questions about the article *in advance,* and give these to classmates at least one class period before the presentation. Presenters will provide an overview of the theory, methodology, and results for each article, and will be responsible for leading a discussion that ties the article to related topics in the course.

Research Proposal

All students will learn how to research a topic using peer-reviewed journal articles, how to summarize that research, and how to construct logical, effective arguments about behavior on the basis of empirical research. Students will write a proposal for a new memory experiment. The proposal will be written in APA format, and will include a title page, abstract, introduction, proposed methods, and anticipated results. All papers are due November 20th at the start of class. Hard copies must be submitted; no electronic copies will be accepted. See Rubric at end of syllabus for more information. Papers will be penalized ten points for each day they are late.

Tests/Final Exam

There will be three tests in this course, plus a final cumulative exam. The dates for the tests are listed in the reading assignments below; the final exam will be held on the date and time designated by the college. Students are responsible for knowing test and exam dates, and for completing the tests on the assigned dates.

Book Review

Two popular books about memory (Higbee and Schacter) are included in the assigned readings. In addition to reading the assigned chapters throughout the semester, students will select one of these two books and evaluate its merits on the basis of the current scientific evidence. Your review should
highlight both the strengths and limitations of the book, and should be two typed pages, double spaced.

## Policies

### Classroom Courtesy

In my class I want each student to feel welcome to express his or her views, while showing respect to others. Treat others as you would like to be treated. You can disagree with a student (or with me!) but please do so politely – comment on ideas rather than the person.

Remember that electronic devices (cell phones, iPods, PDAs, computers) can be a great source of distraction. All cell phones, PDAs, MP3 players should be turned OFF during class and stowed out of view during class. Absolutely no texting during class. Laptops may be used ONLY for note taking. If you use your laptop for any other purpose during class you will not be permitted to bring it to class for the rest of the semester. Use of any electronic device during an exam will result in a zero score on the exam.

### Absence Policy

Class attendance is mandatory. This is an upper level course, and a significant portion of the class time will be spent discussing issues of human memory. Attendance will be taken, and your attendance will influence your class participation grade. I reserve the right to drop students who have excessive absences.

**IF YOU ARE SICK OR HAVE AN EMERGENCY ON A TEST DAY, YOU MUST DOCUMENT YOUR ABSENCE BY TAKING THE FOLLOWING STEPS:**

- Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms.
- Any questions should come directly to either Constance Nelson or Evelyn Nadel.
- They do have the forms online at: [http://www.cofe.edu/studentaffairs/general_info/absence](http://www.cofe.edu/studentaffairs/general_info/absence) and they also can be faxed to their office at 953-2290.
- Students will need documentation for health, personal or emergency situations.

**Only students who provide approved documentation may take a make-up exam. All make-up exams will be administered on READING DAY – no exceptions.**

### Athletes

If you are an athlete and know that you will be out of town for an exam, you must notify me at LEAST ONE WEEK before the exam so that we can make appropriate arrangements for you to take it.

### Disability Services

If you are a student who uses SNAP services and would like special arrangements (e.g., extra time or separate testing room), please see me at your earliest convenience so that we can make appropriate arrangements. I am happy to accommodate students in any way feasible, but you must
provide documentation of your need and give me your SNAP envelope at least one week prior to each exam.

Grading

Your final grade will be determined by the total number of points you have earned at the end of the semester. The number of points for each assignment is listed below, along with the total number of points needed to earn each letter grade.

### Assignment  Total Possible Points

**In-class tests**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>100</td>
</tr>
<tr>
<td>Test 2</td>
<td>100</td>
</tr>
<tr>
<td>Test 3</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total from all in-course tests**  300

**Research Presentations**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade for each presentation</td>
<td>50</td>
</tr>
</tbody>
</table>

**Total from Presentations**  100

**Research Proposal**  100

**Book Review**  50

**Cumulative Final Exam**  150

**TOTAL POINTS FOR THE COURSE**  700

Grading Scale:

- 92%-100% = A
- 90%-91.9% = A-
- 88%-89.9% = B+
- 82%-87.9% = B
- 80%-81.9% = B-
- 78%-79.9% = C+
- 72%-77.9% = C
- 70%-71.9% = C-
- 62%-67.9% = D
Student Support

Office Hours

It is my goal to provide each student with all of the assistance that s/he needs to succeed in this course. Many students struggle with intellectual, medical, and personal challenges each semester, and the only way I can assist you is if you come and discuss your situation with me. Do not wait until the end of the semester to address a problem – seek help while it can benefit you most. My regular hours are posted at the top of the syllabus, along with my office location and my email. If you absolutely cannot make it to my office hours, email me or phone me to set up another appointment. I will make every effort to meet with you at a mutually convenient time.

Study Guides

Study guides for each section are posted on Oaks. These study guides provide questions in essay format. DO NOT simply write out the answers to these questions and then study the answers! Read through the questions on these study guides before you read your assignments so that you have a sense of what you need to know as you read/study. Then put the guide away and study the information. After you have studied for the test, use the guide to quiz yourself. CLOSE all your books and notes, and then attempt to answer the essay questions from memory. If you cannot answer each question completely, you need to spend more time learning the material. These questions will not necessarily be on the test – they were developed to help you learn the material.

Optional Assistance

Please note that your online resources include multiple choice questions for each chapter. Testing yourself is a highly effective way to study, as it gives you practice with the test format and allows you to evaluate your knowledge (what you do and do not know). **I strongly recommend that every student complete every online quiz.** These are optional, but participation should enhance course performance.
# Assignments

<table>
<thead>
<tr>
<th><strong>TUESDAY</strong></th>
<th></th>
<th><strong>THURSDAY</strong></th>
</tr>
</thead>
</table>
| **I. Introduction** | 8/21 | Chap 1 in Schwartz  
Chapter 1 & 2 in Higbee  
Optional: Quiz 1 |
| **II. Memory and the Brain**  
Chap 2 in Schwartz  
Aug 30 |
| **III. Working Memory**  
Schacter: Chaps 1 & 2;  
Sept 6  
Portal: Cowan (2010) |
| Portal: Nee et al. (2008) | 9/11 | IV. Prospective memory  
9/13 |
| **TEST 1** | TUESDAY | SEPT 18  
V. Episodic memory  
Chap 4 Schwartz  
Optional: Quiz 4 |
| Schacter Chaps 3-5  
Sept 27  
Oaks: Pashler et al. (2009)  
Chap 4 & 5 in Higbee |
| **VI. Autobiographical Memory**  
Chapter 7 in Schwartz  
Optional: Quiz 7 | 10/02 | Portal: Kensinger (2007)  
Oct 4 |
| **VII. Memory Distortions**  
Chapter 8 in Schwartz  
Chapters 3-6 in Schacter  
Oct 11  
Oaks: Newman & Lindsay (2009)  
Oct 18  
Portal: Wright et al. (2009) |
| **TEST 2** | TUESDAY | OCT 23  
VIII. Implicit Memory  
Memory Disorders  
Chapter 10 in Schwartz  
Optional: Quiz 10 |
| Oaks: HM Paper  
Chapter 11 in Schwartz  
Optional: Quiz 11 |
Nov 8 |
| Chapter 12 in Schwartz  
Nov 15  
Oaks: Shimamura et al. (1995) |
| **RESEARCH PROPOSAL** | NOV 29TH | THANKSGIVING  
NOV 22 |
| X. Memory Improvement  
Chapter 13 in Schwartz;  
Optional: Quiz 13 | | **TEST 3**  
THURSDAY, Nov 29 |
| Higbee Chaps 6-8  

**CUMULATIVE FINAL EXAM -- Thursday, Dec 6th, 12:00 pm**
Guidelines for the Research Paper

You are to write a research proposal in which you design a new memory experiment. Your paper will be written in APA style and will include a title page, abstract, introduction, method section, and anticipated results. The paper should also include a complete reference section, and any relevant tables or figures (for materials or anticipated results). The introduction should provide a literature review and a rationale for the proposed experiment. Enough detail should be provided in the methods section so that a reader could produce the experiment exactly. All variables must be operationally defined, and all necessary details for experimental execution should be included. The anticipated results should include tables/figures as relevant. The research, idea formulation, and experimental design must all be your own. Research proposals should be 8-15 pages in length, with one inch margins, 12 point font, and double spacing throughout.

MSOffice 2010 users beware: Do NOT include an “extra” space in between paragraphs.

Be sure to review my “Top 10 List of Writing Issues” on the next page before you start. It will help you prevent many errors in your paper. Also, consider the helpful tools listed below.

Tools that may be useful in researching and writing:

- PsychInfo (online database available at CofC Library website)
- PsychArticles (online database available at CofC Library website)
- Psychology and Behavioral Sciences (online database at CofC Library website)
- Writing With Style: APA Style Made Easy, by Szuchman
- The Psychology Student Writer’s Manual -- put out by APA in paperback
- Handout from the Writing Lab at CofC

FORMATTING GUIDELINES

- Papers should include 8-15 pages of content, double spaced, 12 pt font, APA format.
- Grammar matters.
- You should also include a cover page with your name, course section, and topic.
- You should include a reference section that lists all sources in APA format.
- All papers must be stapled. Automatic 5 point penalty if your paper is not stapled.
- Hard copies must be turned in to the professor – emailed versions are not acceptable. Please save an electronic version of your paper until your final grade has been submitted at the end of the semester.

GRADING RUBRIC

- Introduction: Breadth of literature review, strength of theoretical framework, clarity of rationale, introduction to your study 25 pts
- Methods: Level of detail, clarity of information, strength of design 25 pts
- Proposed results: Organization, clarity, feasibility, tables/figures 20 pts
- Discussion of implications: Organization, clarity, connection to broader literature, implications, application 20 pts
- APA format 10 pts
Any student who plagiarizes his/her paper will receive an automatic 0 for the assignment, and may face additional penalties. Students should be familiar with the College’s policy on plagiarism and the Honor Code. Any suspected violations of the Honor Code may be brought before the Honor Board. You should summarize the research IN YOUR OWN WORDS, giving credit for other authors’ ideas, theories, paradigms, data, and terminology. DO NOT USE DIRECT QUOTES UNLESS ABSOLUTELY NECESSARY. You should summarize the research from other scientists, giving them credit for their work, but using your own words to describe their methodology and findings. Do not copy sentence structure, paragraph structure, or paper structure. “Writing” your paper means reading, understanding, and relaying back what you have learned in your own words.

Plagiarism includes, but is not limited to, the following examples:

- Plagiarism includes the literal repetition without acknowledgment of the writings of another author. All significant phrases, clauses, or passages taken directly from source material with quotation marks and acknowledgement are instances of plagiarism.
- Plagiarism includes borrowing without acknowledgment another writer’s general plan in the creation of one’s own plan.
- Plagiarism includes borrowing another’s ideas and representing them as one’s own. To paraphrase the thought of another writer without acknowledgment is to plagiarize.
- Plagiarism includes allowing any other person or organization to prepare work which one then submits as his or her own.
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Rhonda Swickert
Phone: 953-5046
Email: swickertr@cofc.edu
School: HSS
Department or Program: Psychology

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☐ Add an existing course to requirements or electives
  ☒ Add a new course to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives
  ☐ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called "concentration" on the transcript.)

☐ Terminate Program (fill out C, F, G, and H)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

This course provides students interested in the study of personality an opportunity to learn experimental techniques in this area of Psychology. I want to add Psyc 461 Advanced Personality Psychology with Lab to the course offerings of the Advanced Lab module in our curriculum (Psyc 46x). As such, it will serve as an additional class that Bachelor of Science students can take to fulfill the laboratory requirement for the major.

D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.
### E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of the research designs and techniques that personality psychologists use to study behavior</td>
<td>Each semester students in Psyc 461 will provide written analyses and summaries of empirical studies in the field of Personality psychology. Students are expected to earn, on average, at least 70% of the available points on this assignment.</td>
</tr>
<tr>
<td>Students will demonstrate effective written communication skills</td>
<td>Every year, empirical papers will be scored using a rubric developed by the Psychology department (See attached). Students are expected to earn, on average, at least 70% of the available points on this assignment.</td>
</tr>
<tr>
<td>Students will demonstrate effective oral presentation skills</td>
<td>Each semester students in Psyc 461 will present an oral summary of one of the studies that were conducted during the class. Students are expected to earn, on average, at least 70% of the available points on this assignment.</td>
</tr>
</tbody>
</table>

**Additional Outcomes or Comments:**

### F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please describe the effect on all programs that will be impacted; if you are adding or changing a minor, please explain any overlap with existing programs at the College.

No impact is expected.
G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

No new costs are expected for this course as we already teach a survey course in this area of psychology. So, no new library resources will be required. Additionally, the psychology department already has a devoted classroom that is used to teach advanced labs in other major content areas of psychology (e.g., Advanced Social Psychology with Laboratory).

H. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

I. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 4/10/13

2. Signature of Academic Dean:

   [Signature]

   Date: 4/10/13

3. Signature of Provost:

   [Signature]

   Date: 8/15/13

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Budget Committee Chair:

   [Signature]
6. Signature of Academic Planning Committee Chair:

_________________________________________________________________________ Date: __________________________

7. Signature of Faculty Senate Secretary:

_________________________________________________________________________ Date: __________________________

Date Approved by Faculty Senate: __________________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Rhonda Swickert Phone: 953-5046 Email: swickertr@cofc.edu
Department or Program: Psychology School: Humanities and Social Sciences

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course provides students interested in the study of personality an opportunity to learn experimental techniques in this area of Psychology. It will serve as an additional class that Bachelor of Science students can take to fulfill the laboratory requirement for the major.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will not affect any other department or program.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course number:

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Psychology School: HSS Subject Acronym: PSYC Course Number: 461

Credit hours: 3 lecture with lab __ seminar __ independent study
Contact hours: 3 lecture with lab __ seminar __ independent study

Course title: Advanced Personality Psychology with Lab

Course description (maximum 50 words, exactly as it appears in the catalog):

This capstone course provides an in-depth examination of various theories and practices in the area of personality psychology. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: personality and cognition, personality traits, and personality, stress, and coping.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PSYC 103, PSYC 211, PSYC 220, PSYC 222, and junior or senior status. Students make take PSYC 250 in lieu of PSYC 211 and 220.

Cross-listing, if any (submit approval from relevant department): N/A

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? ☒ yes, LAB FEE of $50 will be assessed ☐ no
Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? _________ Note: You must deactivate the course by submitting an additional Course Form.
G. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No new costs are expected for this course as we already teach a survey course in this area of psychology. So, no new library resources will be required. Additionally, the psychology department already has a devoted classroom that is used to teach advanced labs in other major content areas of psychology (e.g., Advanced Social Psychology with Laboratory).

H. **STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of the research designs and techniques that personality psychologists use to study behavior</td>
<td>Each semester students in Psyc 461 will provide written analyses and summaries of empirical studies in the field of Personality psychology. Students are expected to earn, on average, at least 70% of the available points on this assignment.</td>
</tr>
<tr>
<td>Students will demonstrate effective written communication skills</td>
<td>Every year, empirical papers will be scored using a rubric developed by the Psychology department (See attached). Students are expected to earn, on average, at least 70% of the available points on this assignment.</td>
</tr>
<tr>
<td>Students will demonstrate effective oral presentation skills</td>
<td>Each semester students in Psyc 461 will present an oral summary of one of the studies that were conducted during the class. Students are expected to earn, on average, at least 70% of the available points on this assignment.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course serves to reinforce experimental, statistical, and content related knowledge in the field of Personality psychology. This course also provides an opportunity for students to apply these skills by conducting research in a supportive educational environment.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

Yes. This course will be added to the Advanced laboratory requirement for the Bachelor of Science degree in Psychology (Psyc 46x).

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature]
Date: 4/10/13

2. Signature of Academic Dean:

[Signature]
Date: 4/10/13

3. Signature of Provost:

[Signature]
Date: 8/15/13

4. Signature of Curriculum Committee Chair:

[Signature]
Date: 

5. Signature of Faculty Senate Secretary:

[Signature]
Date: 

Date Approved by Faculty Senate: 

Page 4 of 4
<table>
<thead>
<tr>
<th>Category</th>
<th>3 – Above Standards</th>
<th>2 – Meets Standards</th>
<th>1 – Approaching Standards</th>
<th>0 – Below Standards</th>
<th>Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Formatting</td>
<td>Title effectively summarizes study, and APA style in title page and body of paper is consistently followed.</td>
<td>Title effectively summarizes study, and APA style in title page and body of paper is generally followed, meaning there are 2 or fewer major errors.</td>
<td>Title does not effectively summarize study but APA style in title page and body of paper is generally followed, meaning there are 2 or fewer major errors.</td>
<td>Title does not effectively summarize study, and APA style in title page and body of paper is not consistently followed, meaning there are 3 or more major errors.</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>Research question, method, results, and implications are clearly discussed.</td>
<td>Research question, method, results, and implications are discussed, but writing could be clearer.</td>
<td>Only 3 of the 4 key features (Research question, method, results, and implications) are discussed, and writing could be clearer.</td>
<td>Fewer than 3 of the 4 key features (Research question, method, results, and implications) are discussed, and writing is unclear.</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>The literature reviewed is appropriate and correctly referenced and the hypothesis/goal is clearly presented.</td>
<td>The literature reviewed is adequate and usually correctly referenced and the hypothesis/goal is clearly presented.</td>
<td>The literature reviewed is adequate and usually correctly referenced or the hypothesis/goal is clearly presented.</td>
<td>The literature reviewed is inadequate and the hypothesis/goal is not clearly presented.</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Clear and very detailed description of the sample’s characteristics, the materials used in the study, and the procedure</td>
<td>Clear description of the sample’s characteristics, the materials used in the study, and the procedure; however, sections could use more detail.</td>
<td>Unclear description of one of the major features of the methodology (sample, materials, procedure)</td>
<td>Unclear description of more than one of the major features of the methodology (sample, materials, procedure)</td>
<td></td>
</tr>
<tr>
<td>Results and Discussion</td>
<td>Correct presentation of the statistical information and clear statement of whether the findings of the study support the hypothesis</td>
<td>Generally presents the statistical information correctly and indicates whether findings of the study support the hypothesis.</td>
<td>Generally presents the statistical information correctly and indicates whether findings of the study support the hypothesis, but writing could be clearer.</td>
<td>Unclear presentation of statistical information and/or failure to indicate whether findings of the study support the hypothesis.</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>Scientific referencing style accurate, only 1 error in references cited</td>
<td>Scientific referencing style usually accurate, only 2 to 3 errors in references cited</td>
<td>Scientific referencing style could be improved, 4-5 errors in references cited.</td>
<td>Scientific referencing style is not appropriate, more than 6 errors.</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Personality Psychology with Lab - Psyc 461

Instructor: Dr. Rhonda Swickert
Office: 55 Coming, rm. 101  Phone: 953-5046
E-mail: swickert@cofc.edu  Office Hours:

Prerequisites: Psyc 103 (or equivalent), Psyc 211 and Psyc 220 or Psyc 250, and Psyc 222

Course Description and Goals: This course will expose you to an in-depth analysis of two important areas of study within personality psychology: Personality and Cognition, Personality and Stress Perception. In addition, you will gain experience in conducting research in these topical areas of personality psychology. Regarding this research experience, emphasis will be placed on research design, collection of data, data analysis, empirical report writing, and the oral presentation of empirical findings.


Major Course Objectives

- Students will know and be able to discuss major theories of Personality
- Students will demonstrate knowledge of the research designs and techniques that personality psychologists use to study behavior
- Students will be proficient in the applications of statistical techniques that personality psychologists use to analyze data
- Students will demonstrate effective communication skills and oral presentation skills

Course Outline
* These dates are tentative and may be subject to change by the instructor.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Personality and Cognition, Reading Empirical Literature</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Priming and Personality, Quasi-experimental designs</td>
<td>1-4</td>
</tr>
<tr>
<td>26</td>
<td>Student Literature Reports</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ethical Standards in Experimentation &amp; Quasi-experimental Study Proposal</td>
<td>5, 6</td>
</tr>
<tr>
<td>9</td>
<td>Quasi-experimental Study Proposal: Materials Development</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Quasi-experimental Study Data Collection</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Statistics and Data Analysis &amp; APA Empirical Writing Style</td>
<td>7, 8</td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Big Five, Stress and Coping</td>
<td>9-11</td>
</tr>
<tr>
<td>8</td>
<td>Student Literature Reports</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Correlational Study Proposal</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Correlational Study Proposal: Materials Development</td>
<td></td>
</tr>
</tbody>
</table>
DATE   TOPIC

29  Correlational Study Data Collection

April
5  Correlational Study Data Collection
12  Correlational Study: Data Analysis & PowerPoint Review
19  Research Presentations

Attendance and Participation Policy

Students are expected to come to, and participate fully in, all classes. However, if a student is absent from class s/he is still responsible for all content presented during the missed class period. If the absence occurs on a project planning day or a data analysis day, then all work must be made up individually. If a student misses 2 or more classes, the professor has the option of dropping that student from the course. Finally, points will be awarded for attendance and participation. There will be 2 points available for each class period for a total of 24 points. To receive these 2 points you must be in class on time (12:15 p.m.) and you must participate in classroom discussion.

Personality Psychology Projects

You will be asked to complete two projects throughout the semester. You will be allowed to work with others on these projects. Project descriptions will be handed out in class. These descriptions will give detailed instructions on how to complete each project. During the semester you will be assigned the following projects:

- Project I: Quasi-experimental Study
- Project II: Correlational Study

Each project is worth 10 points for a total of 20 points possible.

Reading Questions and Classroom Discussion

Throughout the semester I will assign questions over the readings. You will need to review your assigned readings to complete these questions. This work is designed to facilitate your reading of the classroom material and to prepare you for classroom discussion of the material. During class you will be given additional questions over the readings which you will complete in groups. You will be able to refer to your homework when working on these assignments. Students will receive a grade for both their individual work and their group's work. This work is worth a total of 40 points.

Student Literature Report

Students will be required to identify and review for the class, one empirical paper for each of the two projects. In your review, be sure to address the following:

- What was the research question(s) that was addressed in this paper?
- What was the hypothesis of the study?
• What were the procedures of the study?
• What were the findings of the study?
• What are the implications of this work?
• How could this study be extended?

You will have 10 minutes to present your review to the class. Please prepare a written summary of your presentation to hand into me. This assignment is worth 20 points.

**Empirical Papers**

In this class you will be required to provide a written summary for each of the studies (quasi-experimental and correlational) that you will conduct. Although the projects often are a collaborative effort, each student is responsible for submitting her/his own empirical paper summarizing the work that was conducted. The paper must be written according to APA publication guidelines. Each of the two papers is worth 40 points. The following is a listing of due dates for each study:

**Quasi-experimental Study**

- Present Proposal Idea and Pre-writing
  - February 2
- Work on Introduction and Method Sections
  - March 1
- Work on Results and Discussion Sections
  - March 1
- and Visit Writing Lab¹
- Final Paper Due
  - March 15

**Correlational Study**

- Develop Proposal Idea
  - March 15 and 22
- Work on Introduction and Method Sections
  - March 22
- Work on Results and Discussion Sections
  - April 12
- Classroom Presentation of Study
  - April 19
- Final Paper Due
  - April 19

**Skill Building: Research Presentations**

You will be learning a variety of new skills in this class. During this semester I would like to focus on learning how to present information as an oral PowerPoint presentation.

PowerPoint Presentation: Presentations will be made in teams of 5-6. Each team will be required to give a PowerPoint presentation to the class lasting no longer than 20 minutes. You will be graded on two major criteria: Content of the presentation (80%) and creativity of the presentation (20%). Regarding the content of the presentation, you should provide a succinct review of your experiment. Be sure to discuss the theoretical underpinnings of the study, the methodology and results of the study, and provide a comprehensive discussion of the findings. Regarding the creativity of the presentation, you are encouraged to present the information in a creative and effective format. Specifically, try to utilize different mediums to present the information (e.g., a short video-tape segment, pictures, graphs, web sites, etc.). This presentation is worth 10 points.

¹I am requiring all students visit the writing lab to get feedback on the first empirical paper. You should visit the lab sometime between the dates of March 1 and March 15 as the final version of the first paper is due on March 1. This visit to the writing lab and the incorporation of the feedback received is worth 5 points.
Extra-credit

You are required to visit the Writing Lab to obtain feedback on your first APA paper assignment. However, for the second paper you may visit the lab to earn extra-credit points. Specifically, you will receive 2 extra-credit points for this visit.

A Note on Electronic Devices

You may not use cell phones during the class period. Rather, they must be turned to silent (not vibrate) and placed inside of your bag out of view during class. If you must have a cell phone on for an emergency purpose it is your responsibility to notify me prior to class. This same policy also extends to laptop computers – they are not to be used during class. Violation of these policies could result in your removal from the course.

Grade Distribution

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical Papers</td>
<td>80</td>
<td>A</td>
<td>184 – 199</td>
</tr>
<tr>
<td>Projects</td>
<td>20</td>
<td>A-</td>
<td>179 – 183</td>
</tr>
<tr>
<td>Attendance</td>
<td>24</td>
<td>B+</td>
<td>174 – 178</td>
</tr>
<tr>
<td>Student Lit Review</td>
<td>20</td>
<td>B</td>
<td>164 – 173</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10</td>
<td>B-</td>
<td>159 – 163</td>
</tr>
<tr>
<td>Writing Lab Visit</td>
<td>5</td>
<td>C+</td>
<td>154 – 158</td>
</tr>
<tr>
<td>Reading Questions</td>
<td>40</td>
<td>C</td>
<td>144 – 153</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>139 – 143</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+</td>
<td>134 – 138</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>124 – 133</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
<td>119 – 123</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>118 or less</td>
</tr>
</tbody>
</table>
Psyc 461: Readings in
Advanced Personality Psychology with Lab


