



INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS

Honors B104 Psychology as a Social Science

Fall Semester, 2010

Instructor: Dr. Drew Appleby (aka Dr. A), Director of Undergraduate Studies in Psychology
 Office and Office Hours: LD 120C, 8:00 to 9:00 a.m. on Tuesday
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Class Number → Time → Day → Room: 22102 → 10:30 to 11:45 → Wednesday → SL 055

Credit: Three semester hours

Text: Fall 2010 edition of *Introductory Psychology: Applications of Theories and Concepts* by Kremer, Brown, and Buccini

Course Description

Students develop the fundamental critical thinking skills required in the non-Honors section of this class (i.e., to remember, understand, and apply) as they are introduced to the following areas of psychology: personality, learning, human development, stress, abnormal psychology, psychotherapy, research methods, intelligence, social psychology, and industrial/organizational psychology. They also engage in three higher-order critical thinking skills (i.e., to analyze, evaluate, and create) as they collaborate to publish a cyber-book whose topic is the crucial role critical thinking will play in their educational and occupational success.

The Three Most Important Principles of Undergraduate Learning (PULs) for Students to Achieve in Honors B104

1. The faculty at IUPUI have worked hard since 2002 to create a statement of the knowledge and skills we want all our undergraduate students to develop and strengthen while they are at IUPUI, and we have named this statement our Principles of Undergraduate Learning (go to <http://www.iport.iupui.edu/selfstudy/tl/puls/> for a complete description of the PULs). We now want to insure that all our students have sufficient opportunities to strengthen all the PULs. Therefore, a sampling plan has been developed to help faculty, students, parents, the public, and our accrediting association actually see that IUPUI is a place where students are learning these things. Our faculty have been asked to engage in the following three steps to accomplish this sampling plan.
 - a. Identify the three PULs you believe are most important for your students to accomplish in your course.
 - b. Designate one of these PULs as the one that you emphasize most in your course (Major Emphasis), designate another as the one to which you give second most emphasis (Moderate Emphasis), and designate the third as the one to which you give third most emphasis (Minor Emphasis).
 - c. Use either existing assignments or create new methods to collect data to determine how successfully your students have accomplished these PULs by the end of your course.
2. The strategies I will use in this class to accomplish these three assessment tasks appear in the following table. I will use the data I collect during these tasks to modify Honors B104 in ways that will enable its future students to achieve its three most important PULs even more successfully.

IUPUI's Principles of Undergraduate Learning (PUL)	Corresponding IUPUI Psychology Department Student Learning Objective (SLO)	What will you do to accomplish this PUL in this class, and what scores will your instructor use to assess how well you have accomplished it?
<u>Major Emphasis</u> Critical Thinking	To remember, understand, apply, analyze, evaluate, and create	You will write six critical thinking projects and a chapter for the cyber-book. The scores you earn on these assignments will be used to assess how well you have accomplished this PUL.

<p><u>Moderate Emphasis</u></p> <p>Intellectual Depth, Breadth, and Adaptiveness</p>	<p>To show substantial knowledge and understanding of a field of study</p>	<p>You will take five exams in this course, each of which will cover two major topics in psychology. The scores you earn on these exams will be used to assess how well you have accomplished this PUL.</p>
<p><u>Minor Emphasis</u></p> <p>Understanding Society and Culture</p>	<p>Collaborate civilly and effectively as a member of a diverse group to accomplish a complex task</p>	<p>The quality and quantity of your contributions to the production of the collaborative cyber-book will be evaluated by both your instructor and your peers. The scores you earn on these evaluations will be used to assess how well you have accomplished this PUL.</p>

Learning Outcomes of this Class

This Honors section of B104 is designed to expand and enrich the experience you will receive in the non-Honors section of the class, which is linked to this class and in which you are also enrolled. You will accomplish all the learning outcomes of the non-Honors section (see its syllabus) plus the following additional four outcomes that are more suited to the higher levels of academic ability, motivation, and interpersonal skills of Honors students.

- to **analyze** complex psychological concepts, theories, methods by separating them into their component parts and investigating their organizational relationships (e.g., exploring Freud’s theory by breaking it down into its component parts {id, ego, and superego} and learning how these parts interact to produce human personality)
- to **evaluate** psychological information by using valid criteria and methods to judge its value for a particular purpose (e.g., using the concepts of reliability, validity, and standardization to determine the usefulness of a particular psychological test in the measurement of a specific aspect of personality)
- to **create** psychological information by combining separate pieces of information into innovative and useful wholes (e.g., using the results of many psychological studies to come to conclusions about the relationship between children’s level of aggressive behavior and the amount of televised violence they watch)
- to **collaborate** with your fellow Honors students on a complex task whose success will depend upon (1) the ability to identify, and utilize, and value the unique skills and talents of each student and (2) the willingness to exhibit these skills and talents in a responsible, productive, creative, and timely manner.

Methods Designed to Enable You to Accomplish These Outcomes:

The teaching methods used in both the Honors and the non-Honors sections of your class have been designed to enable you to perform well on the six computerized multiple-choice and essay tests. The methods used during the Honors sections will also enable you to do the following:

- to explore the psychological topics in your textbook more deeply—by analyzing and evaluating them and using your creative skills to synthesize them into innovative and useful ideas, hypotheses, and conclusions
- to learn about psychological topics not covered in your textbook
- to explore psychological topics in a manner that cannot be measured fully and accurately by multiple-choice questions alone
- to understand how you will be required to use six critical thinking skills in (a) your college major and (b) your proposed career and the negative consequences you would experience if you were unable to use these skills in both of these contexts.

The three principle methods that will be employed to produce these outcomes in the Honors section of B104 are (1) active learning tasks, (2) critical thinking projects, and (3) a collaborative project that will result in the creation of a cyber-book written and published by the class. These three methods are described below.

Active Learning Tasks

Active learning takes place when students engage in “hands-on” and “minds-on” activities in the classroom (e.g., demonstrations, discussions, collaborative projects, peer reviewing, games, problem solving, writing assignments, and interactive lectures). We will engage in as many of these types of learning strategies as we can in this class because the opportunity to engage in active learning has been found to have a variety of positive effects in addition to increased learning and retention of material (e.g., it also increases communication and interpersonal skills). Come to this class prepared and ready to learn actively. **Warning:** You may be accustomed to a passive learning environment in which teachers give you information, ask you to remember it, and then require you to recall it on tests. If this is the case, prepare to change your style of learning so you can get the most from this class.

Critical Thinking Projects

- You will write six critical thinking projects (CTPs) worth a maximum of 10 points each.
- You may drop your lowest non-zero CTP score, so the total possible CTP points will be 50.
- You will submit these CTPs at the beginning of the class on the days designated on the Daily Class Schedule contained in this syllabus. Please note that 20% of your grade on each CTP is determined by the timeliness of its submission.
- Each CTP will conclude with the answers to the following four questions: (1) What was the primary critical-thinking skill you used in this project, (2) What is the definition of this skill (in your own words)? (3) How did you use this skill to successfully complete this CTP? (4) How can you generalize this skill—by giving a specific example not used in your CTP—to help you in situations outside or after this class (e.g., in your other classes, your personal/social life, or your future career). These questions will require

you to think critically about your critical-thinking skills. This is a reflective activity, which is one of the life-long learning skills possessed by a well-educated person.

- Your six CTPs must include at least one example of each of the six critical-thinking skills described later in this syllabus. It will be your responsibility to be sure that you do this.
- This syllabus contains your instructor's model of critical thinking and a sample of a well-written CTP. Please use the format of the sample CTP when you create your own CTPs.
- All CTPs must be word-processed on one side of one sheet of 8 1/2 x 11 paper. Use wide margins and small font if necessary.
- Each CTP will be worth a maximum of 10 points, which will be awarded on the basis of the following criteria:
 1. 2 points for timely submission (Did you submit it at the beginning of the class during which it was due?)
 2. 1 point for correct format (Does your CTP use exactly the same format as the sample contained in this syllabus?)
 3. 1 point for completeness (Does your CTP answer all the parts of a multiple-part question?)
 4. 1 point for correctness (Is the information in your CTP accurate and correct?)
 5. 2 points for the use of relevant and accurate course material to support your answer (Did you use appropriate information from the text or class to support what you wrote or did you rely on "common sense" or personal opinion?)
 6. 2 points for comprehension of the critical-thinking skill used in the CTP (Were you able to clearly articulate how your thought processes resemble those given in the model of critical thinking contained in this syllabus?)
 7. 1 point for writing skill (Does it contain fewer than two grammatical, punctuational, spelling, or capitalization errors?)

The Collaborative Cyber-Book

You and your classmates will write a collaborative book titled *Critical Thinking in College and Beyond*. Each of you will write a short autobiographical section and a chapter for this book. The autobiography will contain a recent photograph and will

- reveal who you are on the basis of your past history, current situation, and future plans;
- identify your major, and
- identify the career you plan to enter.

The introduction to the chapter will be a paragraph that includes the following information.

- the identification of your major (e.g., psychology) and a definition of this academic area quoted from a scholarly source (e.g., "the scientific study of behavior and mental processes")
- the identification of your career destination (e.g., psychiatric nurse) and the definition of this career quoted from a scholarly source (e.g., "the specialty of nursing that cares for people of all ages with mental illness").
- explanations of why you have decided to choose this major and this career, which refer back to the information you included in your introduction.
- an introduction of the concept of critical thinking (including the identification of the six critical thinking skills) and a statement about the value of these skills in your major and career.

The next six sections of the chapter will address the six critical thinking skills in order (i.e., remember, comprehend, apply, analyze, evaluate, and create). Each section will contain the following four paragraphs

- a definition of its targeted critical thinking skill paraphrased from a scholarly source and a real-life example of this skill to reinforce your readers' understanding of the value of this skill in their own lives,
- a detailed description of a particular type of assignment you will complete in one of the classes in your major that will require you to use this critical thinking skill (Be sure to define any terms that your readers who are not majoring in your area might not understand and cite the source from which you obtained this assignment.)
- a detailed description of a particular task you will perform in your occupation that will require you to use this critical thinking skill, how this skill will enable you to accomplish this task successfully, and a specific negative consequence of the inability to use the targeted critical thinking skill in your career. Be sure to define any terms that your readers who are not familiar with your occupation might not understand and cite the source from which you obtained this information.
- a detailed and complete explanation of how the assignment in your major will prepare you to successfully accomplish the task in your occupation

The conclusion of your chapter will contain two paragraphs that contain

- a brief description of how the critical thinking skills you develop in your major will enable you to perform successfully in your career and
- a thoughtful discussion of what you have learned as a result of writing your chapter

The purpose of this book is to explain how the critical thinking skills you can develop while you are pursuing your major in college will also be the skills that are crucial to success in the occupation you plan to enter after your formal education ends. A minimum of ten scholarly references will be required. At least two references in the chapter must be interviews, one with a faculty member in your major and the other with a person who is employed in the occupation to which you aspire. The book will be written in APA style format, created as a webpage, and must be complete and internet-accessible on the final day of class. It will be the responsibility of the class to determine the book's production schedule and the delegation of responsibilities for the various aspects of the book (e.g., project management, editing, graphic design, webpage construction, etc.). This assignment will be worth a maximum of 50 points based on (1) the timeliness of its submission, (2) the quality of its content, (3) the degree to which it resembles a professionally written book chapter, and (4) the quality of the scholarly sources you used to gather information for it. Scholarly sources on the internet are those that end in .edu, .org, and .gov. Do not use internet sources that end in .com or .net. Scholarly written sources do not include dictionaries or encyclopedias. I strongly urge you to use your textbooks as scholarly sources.

The URLs for previous editions of this book are:

<http://www.psynt.iupui.edu/dappleby/main.html>

http://www.psych.iupui.edu/Users/dappleby/B104Honors/2002_book/index.html

<http://psychology.iupui.edu/B104/Honors/2004/>

<http://www.psychology.iupui.edu/b104/honors/2005/>

<http://www.psych.iupui.edu/users/dappleby/b104honors/2006/index.htm>

<http://www.psych.iupui.edu/users/dappleby/B104Honors/2007/index.htm>

<http://www.psych.iupui.edu/users/dappleby/B104Honors/2008/MyWebSites/>

<http://www.psych.iupui.edu/users/dappleby/B104Honors/2009/MyWebSites/>

Collaboration Points (The Merit Pay System)

The class will divide itself into four work teams based on the interests and skills of the class members. These work teams and their duties are identified on page 10 of this syllabus. The 50 collaboration points will be assigned on the basis of the quality and quantity of teamwork exhibited by each member of a work team using the set of criteria provided in this syllabus. The instructor will use the results of the Merit Pay Distribution Sheet that will be completed by the instructor and by each member of a work team for every other member of the same work team. These teamwork evaluations will be performed twice, once at midterm and again at the end of the semester. The results of the midterm evaluations will be used as developmental feedback. That is, these results will not be used to determine grades, but rather to provide students with feedback about their performance during the first half of the class, which they should use to maintain or improve their performance during the second half of the class. Students will submit a short report to the instructor that will describe how they will use this developmental feedback during the second half of the course to improve or maintain the quality of their contributions to the collaborative book project. The quality of this report will be used by the instructor when he makes his second merit pay rating.

The formula for determining collaboration points will be as follows:

- The mean of each student's merit points awarded by the other members of her/his work team and the instructor will be determined.
- The highest mean merit points earned will be considered 100% and will earn 50 collaboration points.
- All other students' mean merit points will be divided by the highest mean merit points to determine their percentage.
- The number of collaboration points earned by each student will be determined by multiplying 50 by her/his percentage.
- For example, if the highest mean number of merit dollars earned by a member of your team was \$1340 and your mean was \$1150, then your percentage would be 86% ($\$1150 / \1340), and the number of collaboration points you would earn would be 43, which is 86% of 50 possible points.

How Your Final Grade Will Be Determined

The total number of points possible in this class (470) is based on the summation of the following subtotals:

250 = 5 tests worth 50 points each

75 = 15 in-class activities worth 5 points each

10 = for completing the Research Participation Requirement

50 = 6 CTPs worth 10 points each (minus your lowest non-zero CTP score)

50 = chapter in the collaboratively written book

65 = 50 points for quality of collaboration plus 15 points for a short feedback report

500 = Total points

Your final grade in this class will be determined with the following distribution:

A+ = 100% of the total points (500 or above)

A = 93% of the total points (465 → 499)

A- = 90% of the total points (450 → 464)

B+ = 87% of the total points (435 → 449)

B = 83% of the total points (415 → 434)

B- = 80% of the total points (400 → 414)

C+ = 77% of the total points (385 → 399)

C = 73% of the total points (365 → 384)

C- = 70% of the total points (350 → 364)

D = 67% of the total points (335 → 349)

D+ = 63% of the total points (315 → 334)

D- = 60% of the total points (300 → 314)

F = less than 60% of the total points (0 → 299)

Daily Class Schedule

<u>Date</u>	<u>Assignment Due and/or In-Class Activities</u>
January 14	Develop an Understanding of the Nature and Purpose of the Class Become Aware of the Names, Majors, Career Goals, Skills, and Passions of the Members of the Class
January 21	Due → Critical Thinking Project 1 Discussion of the Cyber-Book the Class Will Write and the Nature of the Work Groups That Will Produce It
January 28	Due → Critical Thinking Project 2 Depth Perception Cues
February 4	Due → Critical Thinking Project 3 <u>Field Trip</u> to the Eiteljorg Museum of American Indian and Western Art
February 11	Due → Critical Thinking Project 4 Children's Books and Gender Roles
February 18	Due → Critical Thinking Project 5 The Stressful Lives of College Students
February 25	Due → Critical Thinking Project 6 A Discussion of Book-Chapter Topics and Format & Book-Production Duties and Deadlines
March 4	Book Chapter Topics, Book-Production Work Groups, and Book-Production Deadlines Finalized PowerPoint on How to Cite References in APA Style
March 11	Strategic Reports from the Work Groups Demonstration of O*NET to Investigate Critical Thinking Skills Required for Various Occupations
March 18	<u>No class</u> → Spring Break! Send me a postcard from Margaritaville.
March 25	Demonstration of How www.indyethnicfood.com Can Help Us Schedule Our End-of-Semester Celebration Lunch
April 1	TBA
April 8	TBA
April 15	TBA
April 22	TBA
April 29	Due → Completed Book Accessible Online Evaluate the class
Final Week	Celebration Lunch at an Exotic Ethnic Restaurant This event must be scheduled far in advance to maximize the number of class members who can participate.

CTPs are due at the beginning of class on the day they are scheduled.

This schedule is subject to change in the event of complications or unanticipated obstacles.

YOUR INSTRUCTOR'S MODEL OF CRITICAL THINKING

- A. **THE DEFINITION OF CRITICAL THINKING:** Critical thinking refers to the use of the following cognitive **skills** to reach intelligent decisions about what to believe and how to act.
- B. **THE SKILLS OF A CRITICAL THINKER**
1. **REMEMBER**
 - a. definition → the ability to **retain** specific information in an accurate manner
 - b. required tasks → to remember facts, principles, and steps in sequences.
 - c. in psychology → to acquire and retain specific psychological terms, definitions, facts, principles, and sequences
 - d. questions it helps → "Who, what, where, and when?"
 - e. sample question → What is the definition of psychology?
 2. **UNDERSTAND**
 - a. definition → the ability to **comprehend** the meaning of material
 - b. required tasks → to explain, translate, or interpret to a new form or symbol system
 - c. in psychology → to grasp the meanings of basic psychological principles, concepts, methods, and theories
 - d. questions it helps to answer → "How and why does this happen?"
 - e. sample question → Why is psychology known as the **science** of behavior and mental processes?
 3. **APPLY**
 - a. definition → the ability to use learned material to **solve** problems
 - b. required task → to use concepts, principles, and theories to find solutions to problems
 - c. in psychology → to use psychological principles and methods to change behaviors and mental processes
 - d. questions it helps to answer → "How can this problem be solved?"
 - e. sample question → How can parents use extinction to decrease tantrums in their children?
 4. **ANALYZE**
 - a. definition → the ability to **separate** complicated wholes into their parts and organizational relationships
 - b. required tasks → to divide complex concepts into their component parts and explain their relationship to one another
 - c. in psychology → to divide psychological concepts, theories, and methods into their component parts and relationships
 - d. questions it helps to answer → "Of what is this complex whole composed? How are its parts related to one another?"
 - e. sample question → Describe Freud's three major parts of the personality, and explain how they interact.
 5. **EVALUATE**
 - a. definition → the ability to **judge** the value of material for a given purpose
 - b. required tasks → make judgments, rate ideas, and accept or reject materials based on valid criteria
 - c. in psychology → to identify and use valid criteria and methods during the processes of assessment, diagnosis, and research in order to distinguish between fact and fiction, education and propaganda, relevant and irrelevant information, and rational and irrational beliefs about psychology
 - d. questions it helps to answer → "Determine the validity of a principle, theory, or method."
 - e. sample question → Use the criteria discussed in class (reliability, validity, and standardization) to determine the usefulness of a particular psychological test to measure a certain personality characteristic.
 6. **CREATE**
 - a. definition → the ability to **synthesize** separate parts into new, useful or artistic wholes
 - b. required task → to combine previously learned material in order to produce new ideas
 - c. in psychology → to produce unique and creative psychological ideas, solutions, hypotheses, and theories
 - d. questions it helps to answer → "What new ideas or conclusions can you reach on the basis of what you have learned?"
 - e. sample question → Use the results of empirical research described in your text to answer the question: "Does watching violent television cause children to behave more aggressively?"

The definition included in this model of critical thinking is the instructor's work. The skills of a critical thinker are based on the results of the instructor's empirical research, classroom experience, and Anderson and Krathwohl's (2001) revision of Bloom, Englehart, Furst, and Krathwohl's original taxonomy of the cognitive domain of educational objectives.

Reference

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Critical Thinking Projects

1. Project yourself into the future. You are an IUPUI graduate, and you have a job. Identify your job, and briefly explain what it will require you to do. Give a specific example of how your job will require you to use each of the six skills of a critical thinker. Explain a specific negative consequence if you were unable to use each of these critical thinking skills on your job. (Although you will discuss all six skills, be sure you choose only one—the primary one you used to answer the entire question—for the "Critical Thinking Skill" section of your CTP.) Hint: You may want to consult *O*NET* or the *Occupational Outlook Handbook* to identify the specific tasks your profession will require.
2. Identify and explain a specific characteristic (i.e., a behavior or mental process) that sets you apart from the majority of other people (e.g., I am extremely generous, which leads me to give more money than I should to good causes.). Suppose you were curious about how you acquired this characteristic, and you went to five different psychologists, each of whom represents a different approach to explaining human personality (i.e., psychoanalytic, behaviorist, cognitive, humanistic, and biological). What would be their answers to the following two questions? (1) How did I acquire or develop this characteristic? (2) Why do you believe I acquired or developed this characteristic? Finally, describe how you use this characteristics to your advantage.
3. A psychologist who is an expert in operant conditioning has been hired by IUPUI to help its faculty increase their teaching effectiveness, and her first step is to survey students to determine how they feel about their instructors' teaching methods. As one of the participants in her survey, you have been asked to prepare a brief report in which you define the following four operant conditioning techniques in your own words, and then use these terms to describe the specific methods that each of your instructors use effectively, ineffectively, or not at all: (1) positive reinforcement, (2) negative reinforcement, (3) shaping, and (4) punishment. Complete your report with suggestions about these methods you would like your instructors to read so they can help you learn more effectively in their classes.
4. Define the terms crisis and commitment in your own words and use your definitions to explain Marcia's four identity status types. Choose four aspects of your identity that are in various stages of progress and/or completion (e.g., major choice, career choice, religious beliefs, political beliefs, interpersonal/romantic relationships, etc.), and use Marcia's concepts to describe your status in regard to each of these aspects, once again using your definitions of the terms conflict and commitment in your answers. Be sure you use all four of the statuses in your answer. How comfortable do you feel with the two commitments you have made from an intellectual (not emotional) perspective?
5. Explain the last seriously stressful situation you have experienced. Use specific information from the textbook to describe the coping mechanisms you used to deal with this situation, evaluate how successful these methods were in helping you to cope with this situation, and explain at least two other methods that can help you to improve your ability to cope with similar types of stressful situations in the future.
6. Reflect upon a person you know whose behaviors or mental processes cause you and/or others to consider her/him to be odd, strange, or abnormal. How will you use the specific information presented in your textbook about mood disorders, somatoform disorders, anxiety disorders, schizophrenia, dissociative disorders, or personality disorders to (1) understand this person's behavior or mental processes better and (2) treat her/him in a more humane and understanding manner in the future?

AN EXAMPLE OF A WELL-WRITTEN CRITICAL-THINKING PROJECT

Critical-Thinking Project 4: Create

David Britske
Honors B104
Dr. Appleby
September 1, 2010

QUESTION

What is the biological approach to psychological disorders? Describe three major components of this approach, and provide examples of each that were discussed in connection with depression and schizophrenia.

ANSWER

The biological approach explains psychological disorders in terms of human anatomy and physiology (e.g., genetics, brain structure, and brain chemistry). This approach assumes that psychological disorders can be traced to physical factors. People who favor this approach say that depression and schizophrenia are much like physical diseases because they have biological causes, symptoms, and treatments. The three major components in the biological approach's explanation of depression and schizophrenia are genetic factors, brain structure, and brain chemistry.

Genetic factors influence the likelihood of an individual developing a mood disorder such as depression. Our textbook authors state that when one member of an identical twin pair is diagnosed as having major depression, the other member stands a 65% chance of exhibiting depression. Neurotransmitters in the brain are determined genetically, and they carry messages between the neurons in the brain and other parts of the body. Levels of two neurotransmitters, serotonin and norepinephrine, are associated with mood disorders. A lack of one or both of these neurotransmitters can cause depression, and manic episodes are caused by a large quantity of these two neurotransmitters in the body. There seem to be two types of depression, one that is biological and one that is psychological. Biological depression can be treated with medication, while psychological depression is not susceptible to drugs. Genetics also plays a large role in schizophrenic disorders. Our textbook authors state that a person with a relative who has schizophrenia has an 8% greater risk of developing the disorder. There is no simple genetic explanation for schizophrenia, and genetic transmission does not account for all of the causes of schizophrenia.

The structure of the brain seems to be different in schizophrenics. Using brain-scanning techniques, researchers have discovered differences in the brains of normal individuals and those with disorder (e.g., the ventricles of a schizophrenic's brain are larger). Therefore, they must take up some of the place where the brain actually should be found. Our textbook authors state that it is not yet clear how these large ventricles are associated with abnormal thoughts, emotions, and social interactions.

The brain chemistry of normal and schizophrenic people is different. The neurotransmitter dopamine seems to be more active in persons with the disorder. One possibility is that dopamine is more abundant in schizophrenics and over exaggerates the symptoms of the disorder. We could all have the chance of becoming schizophrenic; it could be that the excess dopamine is the only difference.

CRITICAL THINKING SKILL

- a. I used the critical-thinking skill to create to answer this question.
- b. Creating requires a person to form new and imaginative ideas or products by combining separate things in original ways.
- c. During this process, it becomes possible to compare and contrast concepts and ideas and to produce new hypotheses. I brought the components of the biological approach together to understand the causes of these psychological disorders. The question did not ask specifically to compare the different approaches, yet this is the only approach that uses organic and molecular reasons for the cause of the disorders. Therefore, the biological approach is unique in the way it handles the situations it faces.
- d. Being a biology major (and hopefully a future physician), I am intrigued by the effects of neurotransmitters in psychological disorders, and I plan to use my ability to create to unlock the mysteries behind these disorders. My hypothesis is that some genes may cause different changes in the body that cause our chemistry to be altered, and the chemicals that alter our behaviors and thoughts could have been released years before the symptoms appear and could have altered us in some way. Yet, when the individual is examined these chemicals could be gone from our systems and never detected by tests that are administered.

A Brief Guide to Citing References in APA Style

How to cite a reference in the *BODY* of your paper

References are cited in the body of your paper to give appropriate credit to the person or persons whose ideas or words you are using to support what you have written. If you do not give others this credit, you are telling your readers that these words and ideas are your own. If you do this, you are guilty of plagiarism, which is a very serious academic offense.

If you use a direct quotation from an original source, give the author(s) credit for her/his/their words as follows. Include the number of the page on which the quote appears so that your readers can find it easily. “Although behaviorism does not have as many loyal followers as it did during the 1950s and 1960s, it is still a viable force in modern psychology” (Jones & Epps, 1998, p. 78).

If you paraphrase from an original source—but do not quote it word-for-word—give the author(s) credit for her/his/their idea(s) as follows. Behaviorism continues to be an important school of psychology according to Jones and Williams (1998).

If you cite a primary source you read about in a secondary source (e.g., a journal article described in a book), cite the primary source (the journal article) as follows and include the secondary source (the book) in the reference section. According to Bliss & Klapper (as cited in Thompson & Bailey, 2004), internships are valued highly by perspective employers.

How to cite a reference in the *REFERENCE SECTION* of your paper

References are cited in the reference section of your paper to enable your readers to identify and retrieve the original sources of information you used to support what you wrote in your paper. Whenever you write a reference in the reference section of your paper, ask yourself the following question: If I was reading this paper, would this citation contain enough information to allow me to locate and retrieve this source if I wanted to read it in its complete and original form?

Books (examples 23-40 on pages 248-255)*

Jones, K. C., & Smith, D. W. (2003). *Behaviorism today: A new look at an old school*. Lexington, KY: Smith and French.

Books with No Author or with a Corporate or Group Author (examples 24, 26, and 29 on pages 248-250)

American Psychological Association. (2001). *Ethics of professional psychologists*. Washington, DC: Author.

Periodicals (e.g., journals, magazines, and newsletters) (examples 1-22 on pages 239-247)

Zone, H. P. (2000). The effects of punishment on the behavior of pigeons. *Journal of Comparative Psychology*, 4, 345-347.

Online Sources (examples 71-95 on pages 268-281)

British Psychological Association. (n.d.). *Twenty-five alternative careers for creative psychologists*. Retrieved September 1, 2001, from <http://www.britpsych.org.edu/psychcareers>

Documents of Limited Circulation (e.g., class syllabi and handouts) (example 62 on page 264)

Jeschke, M. E. (1998). *Ten study skills college students should develop*. (Available from Drew Appleby, Indiana University-Purdue University Indianapolis Psychology Department, 402 North Blackford Street, Indianapolis, IN 46202-3275)

Secondary Sources (example 22 on page 247)

Secondary sources are sources in which one author writes about the work of another author. For example, if the author of your textbook writes about the results of research that has been published by another author, your textbook is the secondary source and the journal in which the original research was published is the primary source. If you want to cite information from a primary source that you have read about in a secondary source, then cite this information in the following manner in the body of your paper and include a reference to the secondary source in your reference section.

Fallon and Johnson’s study (as cited in Mullins, Joseph, & Shapiro, 2005) proved that operant conditioning is effective.

Personal Communications (page 214)

Personal communications (e.g., personal or telephone conversations, e-mail messages, lectures, and discussion groups) with an individual are cited in the body of your text in the following manner.

According to S. A. Johnson (personal communication, February 15, 2005), psychologists are often hired by private industry. (Please note that personal communications are not included in the reference section because they are not retrievable.)

* The numbers in parenthesis after each type of source refer to the reference example(s) and their page number(s) in the 5th edition of the *Publication Manual of the American Psychological Association*.

Honors B104 “Merit Pay” Instructions

A significant portion of the work in the Honors section of B104 is done as a team. As your instructor, it is my responsibility to evaluate the quality and quantity of each student’s contribution to the team as part of the grading process. To do this as fairly and accurately as possible, I need the input of each team member regarding the quality and the quantity of all her/his teammates’ work. The following method will allow me to gain this input, and is based on a work team size of four students. Please note that fewer or more students will result in different calculations.

Imagine you are the supervisor of this team and that I—as your supervisor—have given you a \$3,000 budget line to reward the members of your team for their work on team projects. This money will be added to their regular salary as a merit pay bonus in their paychecks. It is your responsibility to distribute this \$3,000 among your three teammates in a fashion that reflects the quality and quantity of their work. If you believe all your teammates worked equally hard, produced work of equal quality, and/or increased the morale of the team in the same manner, then you should give each of them a \$1,000 merit pay bonus. If you believe that some of them worked harder, produced work of higher quality, and/or increased the morale of the team more successfully than others, then you should give them more than \$1,000 in merit pay. If you do this, you must then give some of your other teammates—whom you believe did not work as hard, who produced lower quality work, and/or who decreased the morale of the team—less than \$1,000 in merit pay.

There are many factors to consider when you assign merit pay to your teammates, and it is important to consider these factors in an accurate and objective manner. You will complete and send a Collaboration Worksheet to the other members of your work team on Oncourse (and provide a hard copy to the instructor), which will provide your raters with an accurate description of your contributions to the team project. You will use the information from this sheet—and your observations of your teammates’ contributions to the team project—to complete a copy of the Teamwork Rating Form for each of your teammates at midterm and then again at the end of the semester. You will then use the total teamwork points you awarded to each of your teammates as a guide to determine their merit pay by filling in the lines at the bottom of this page. You will then submit this page (with all your Teamwork Rating Forms stapled to it) to the instructor. You should consider punctual and faithful class attendance to be especially important when you rate your teammates. In the world of work, those who do not show up for work or who are often late for work are considered to be liabilities to workplace morale because they force their teammates to work harder than they should and/or force them to waste time before they can begin a task. Also consider that employees who cheerfully volunteer to accept tasks or lead projects are more often rewarded with merit pay than those who refuse to do more than what they consider to be their “fair share.”

The following list will contain the names of all the member of your work team. Give each of them a merit pay bonus that ranges from \$0 to \$3,000. Do not assign a bonus to yourself—leave your salary line blank. The only restriction on your merit pay distribution is that the total must add up to exactly \$3,000 because \$3,000 is the total I have given you to distribute as merit pay.

This exercise serves three purposes. The first is to provide you with feedback at midterm that will enable you to maintain or increase your successful collaborative behaviors during the second half of the semester. The second is to provide me with a valuable piece of information about each member of the class I can use when I determine her/his final grade. The third is to provide you with an opportunity to perform a task you will be required to do if you plan to assume a position of leadership in a company or organization. According to the U.S. Department of Labor (1991), the successfully employed American in the 21st century must be able to (1) exercise leadership, (2) manage staff, (3) budget funds, and (4) evaluate the performance of others. This task will enable you to practice these four crucial occupational skills.

- | | |
|-------------|--|
| 1. Jennifer | \$ _____ |
| 2. Larry | \$ _____ |
| 3. Heather | \$ _____ |
| 4. Carl | \$ _____ |
| Total | \$ _____ (This line <u>must</u> be \$3,000.) |

U.S. Department of Labor: The Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: Author.

Honors B104 Cyber-Book Project Work Teams and Their Duties

A. Project Management Team

1. identify the skills and interests of class members
2. identify and assign tasks
3. create task sequences and deadlines
4. keep records
5. lead meetings
6. keep the teams and their members on-task and the project on-schedule
7. schedule catering and supervise clean-up

B. Technology Team

1. select a software program to create the webpage that will contain the cyber-book
2. create the webpage
3. enter written, graphic, and musical content into the webpage
4. put the completed project online

C. Written Content Team

1. gather written work from all class members
2. provide all class members with feedback about the quality of their written work
3. insure the quality of all written work
4. oversee APA-style quality
5. provide the Technology Team with the written content of the cyber-book

D. Graphics and Audio Content Team

1. obtain or create images for the cyber-book
2. obtain or create music for the cyber-book
3. provide class members with musical choices to accompany their chapters
4. provide the Technology Team with the graphic and audio content of the cyber-book

Teamwork Rating Form

Ratee's Name: _____

Your Name: _____

How often did the Ratee . . .

Attend team meetings
Always 5 4 3 2 1 0 Never

Attend team meetings on-time
Always 5 4 3 2 1 0 Never

Meet deadlines
Always 5 4 3 2 1 0 Never

Produce high quality work
Always 5 4 3 2 1 0 Never

Willingly accept a leadership role
Always 5 4 3 2 1 0 Never

Do her/his fair share of the work
Always 5 4 3 2 1 0 Never

Do more than her/his fair share of work
Always 5 4 3 2 1 0 Never

Volunteer to help other team members
Always 5 4 3 2 1 0 Never

Cheerfully volunteer for non-preferred tasks
Always 5 4 3 2 1 0 Never

Improve the morale of the team
Always 5 4 3 2 1 0 Never

Produce conflict in the team and/or cause the morale of the team to decrease
Never 5 4 3 2 1 0 Always

Total Teamwork Points = _____

Collaboration Worksheet

Replace the Xs with your responses.

Your Name: X

Days Absent: X

Days Late: X

Number of times you brought food for the class: X

List and briefly describe the tasks you created and volunteered to perform.

1. I volunteered to create a set of deadlines for the creation of our book chapter. (This is an example of a task. Please erase and enter your task.)
2. X
3. X
4. X
5. X
6. X

List and briefly describe the tasks created by others you volunteered to perform.

1. When Dr. Appleby requested volunteers to proofread the chapter, I volunteered and carried out the task. (This is an example of a task. Please erase and enter your task.)
2. X
3. X
4. X
5. X
6. X

List and briefly describe any ways in which your actions in this class have contributed to the successful completion of its collaborative projects other than those you listed in the above two lists.

1. X
2. X
3. X
4. X
5. X
6. X

PLAGIARISM

WHAT IT IS, HOW YOU CAN AVOID IT, AND WHY IT IS WRONG

A. WHAT IS PLAGIARISM?

1. Definition: "Presenting someone else's ideas as your own, whether deliberately or accidentally" (Fowler, 1986, p. 501).
2. Plagiarism is derived from the Latin word *plagiarius*, which means kidnapper.
3. Forms of plagiarism
 - a. "The use of another's writing without proper use of quotations marks. Do not, under any circumstances, copy onto your paper a direct quotation without providing quotation marks and crediting the source" (Lester, 1967, p. 47).
 - b. "The borrowing of a word or phrase, the use of an idea, or the paraphrasing of material if that phrase, idea, or material is not properly introduced and documented. Also included in plagiarism is the mere rearrangement of phrases from the original into a new pattern" (Lester, 1967, p. 47).
 - c. It is also plagiarism to "take, buy, or receive a paper written by someone else and present it as your own" (Corder & Ruszkiewicz, 1985, p. 633).
 - d. Another form of academic dishonesty that is related to plagiarism is collusion which is defined as "collaboration with someone else in producing work you claim to be entirely your own" (Corder & Ruszkiewicz, 1985, p. 633).

B. HOW CAN PLAGIARISM BE AVOIDED?

1. Acknowledge all borrowed material by introducing or following the quotation or paraphrase with the name of the authority from whom it was taken.
2. Enclose all direct quotations (i.e., when you use the exact words the author you are quoting from) within quotation marks.
3. Make certain that all paraphrased material is written in your own style and language.
4. Provide a reference for every source you cite in your paper (except for personal communications and primary sources you read about in secondary sources) in the reference section at the end of your paper.
5. Be certain that all written work you submit is your own. You may (and in some cases should) ask others to review your work, but "any changes, deletions, rearrangements, or corrections should be your own work" (Corder & Ruszkiewicz, 1985, p. 633).

C. WHY IS PLAGIARISM WRONG?

1. It is considered to be a criminal offense (i.e., the theft of intellectual property) and can result in fines and/or imprisonment.
2. It is academically dishonest and can lead to serious sanctions from the university.
3. It undermines the academic integrity and ethical atmosphere of the university.
4. It violates the mission of higher education to emphasize a respect for knowledge.
5. It involves a passive learning process that obstructs the acquisition and understanding of meaningful academic material.
6. It stalls or retards intellectual, moral, and social development.
7. It is contrary to the concept of critical thinking.
8. It promotes feelings of lowered self-esteem in those who believe they must practice it to survive academically.
9. It produces alumni whose inferior knowledge, abilities, and moral standards tarnish the public image of the college and lower the perceived value of an IUPUI degree in the eyes of those who evaluate current IUPUI students who are seeking employment or admission into graduate school.
10. It violates the code of ethics of the American Psychological Association.

References

- Corder, J. W., & Ruszkiewicz, J. J. (1985). *Handbook of current English*. Glenview, IL: Scott, Foresman.
- Fowler, H. R. (1986). *The Little, Brown handbook*. Boston: Little, Brown and Company.
- Lester, J. D. (1967). *Writing research papers: A complete guide*. Glenview, IL: Scott, Foresman.

EXAMPLES OF ACADEMICALLY DISHONEST BEHAVIORS AND THEIR UNFORTUNATE CONSEQUENCES

The following stories are true, and all four occurred in my psychology classes. I include them in my syllabus so you can understand what academically dishonest behaviors are and how engaging in these behaviors can have extremely negative consequences.

MISREPRESENTATION

As I was passing out the mid-term exam, a student entered the room in an agitated state and asked if she could speak to me privately. When we adjourned to the hall, she told me her mother had called her the previous night to tell her that she and her father had decided to separate and that he had moved out of the house. This upset her very much, and she spent the night crying rather than studying. I excused her from the test. She took her test two days later, and I asked her how she was handling her parents' separation. She said she felt better, but that it still weighed heavily on her mind and it made it very difficult for her to concentrate on her studies. I suggested that she visit our counseling center, and she said she would if she felt the situation was becoming too overwhelming. Approximately two weeks later, her mother called me because she was concerned about the D her daughter was receiving in my class at midterm. I explained how I had determined the grade and then, in my most diplomatic manner, suggested to her that her daughter's below-average performance may have been caused by the recent change in her parents' marital status. There was a momentary silence from the other end of the phone, and finally her mother asked me what I was talking about. I explained what her daughter had told me. After another pause, her mother informed me that she and her husband were getting along just fine, and that he would be very surprised to discover that they had decided to split up and were living separately when he came home that night for the special dinner she was preparing for their 23rd wedding anniversary.

CHEATING

One of my students came to my office two days before the final exam to tell me she was positive that the young woman who always sat next to her had been cheating from her multiple-choice answer sheet during the entire semester. I was shocked by her story, told her I would have a difficult time prosecuting the alleged cheater without any hard evidence, and asked her if she would come back to my office the next day after I had time to think about the situation. She consented. The next day I asked her if she would be willing to take the final exam an hour before it was officially scheduled (at which time I would grade it for her) and then take it again with the class at the regular time, but this time answer all the questions wrong. She consented again, and the cheater ended up with a score of 3 out of 100 on the final exam and a D (one point below a C) for her final grade in the course. Justice was further served by the fact that the cheater was transferring to another college and needed at least a C in the course for it to transfer.

PLAGIARISM

I once allowed my Introductory Psychology students to write short papers for extra credit, but I decided to no longer return them to students because of the following incident that taught me two things. First, returned papers can be "recycled" by other students and second, when students plagiarize their peers' papers, they learn nothing. A young man submitted a particularly impressive paper, and I asked him if I could make a copy of it to use it as an example of a well-written paper. Its only flaws were two minor typographical errors. He was flattered by my request and gave his permission readily. I made a copy, returned the original paper to him, and put the copy in my files. Two weeks later I received a paper from another student that caught my attention for two reasons. First, it was exceptionally well done, and this student was failing the course. Second, it contained two very odd misspellings. The paper was handwritten, and the two spelling errors were "hte" and "ot." While continuing to read the paper, I suddenly solved the mystery by comparing the paper with the copy of the excellent paper from my files. To my absolute disbelief, I discovered that the second student had not only copied the paper word-for-word, but also literally letter-for-letter (i.e., typographical errors and all!). This incident made it crystal clear to me that when students plagiarize, they learn nothing from the material they are copying because they are processing the material in such a shallow manner that they don't realize the words they are copying are not real words.

MISUSE OF MATERIALS

Several students reported that articles from the list of recommended readings had been ripped out of the journals in our library. I gave our librarian a copy of the list and asked her to assess the extent of the damage. A week later she called to tell me that, to her horror, she had discovered a total of 37 journals that had been mutilated in this manner. I announced the librarian's findings in my classes the next day and, to my surprise, a member of my Honors class came to my office and freely admitted that she had torn out the articles. When I asked her why she had done this, she said she was only taking what was rightfully hers because her tuition money was used to buy library materials. She appeared to be without remorse and completely unable—or unwilling—to grasp the ideas that these materials were also owned by all the university's students and that she was violating the rights of the entire student body by depriving them access to these articles. Her response was, "There's plenty of other stuff they can read in the library." I consulted with our librarian, and our decision was to impose a fine upon the student that would cover the cost of replacing the damaged journals. The total cost was \$550 (an average of \$15 per journal). The student received a bill from the Bursar's Office for this amount and was informed that she would be allowed to register for her next semester's classes only after they had received full payment.

YOUR INSTRUCTOR'S AUTOBIOGRAPHY

I was born in England (where my father was stationed with the United States Army and my mother was in the Royal Air Force) six months after the end of World War II. We moved to the United States six weeks later, and my father became a dental student at the University of Iowa. Upon graduation, he was invited to become a faculty member of the University of Iowa Dental School. He later became the chairperson of its Prosthetics Department and remained on the faculty until he retired. My mother assumed the equally challenging role of raising my brother (Gary) and me.

My early education was uneventful, and I managed to graduate from high school in 1965 without any notable distinctions or disturbances. I was a mediocre basketball player, drove a 1930 Model A Ford, and had many friends. I attended Simpson College (a small liberal arts college in Iowa), became a member of Sigma Alpha Epsilon fraternity, and followed in my father's professional footsteps by beginning my studies as a biology major in preparation for dental school. Although I continued to hold my father and his profession in high esteem, I gradually realized that I did not relish the thought of spending my career with my fingers moistened by the saliva of strangers. I changed my major to psychology after falling head-over-heels in love with the subject when I took a required introductory psychology class. Not long after this academic romance began, I married Peg, the other love of my life. My grades improved dramatically because of my two new loves, and I managed to distinguish myself sufficiently to be admitted to the graduate program in psychology at Iowa State University in 1969. I was mentored in graduate school by experienced graduate students and caring faculty whose support and encouragement, in addition to that of Peg and Lisa (who was born in 1970), motivated me to attain an M.S. in personality psychology in 1971 and a Ph.D. in experimental psychology in 1972. Although I taught briefly at both my alma maters, my first full-time teaching position began in Indianapolis at Marian College in 1972, and I remained there for the next 27 years. The two major events in my life during my Marian years were the birth of my second daughter (Karen) in 1976 and my appointment to chairman of Marian's Psychology Department in 1978. I accepted the position of Director of Undergraduate Studies in the Indiana University–Purdue University Indianapolis Psychology Department in 1999. My primary duties in this position are to build community within the department; to teach "transition" classes (those designed to help freshmen succeed in their new environment and to enable seniors to prepare for graduate school and careers); and to oversee the advising, mentoring, and assessment activities in the department.

I work hard to maintain my identity as a professional psychologist. I belong to both Division One (General Psychology) and Division Two (The Society for the Teaching of Psychology or STP) of the American Psychological Association (APA), I review manuscripts for a professional journal (*Teaching of Psychology*) and perform research on the teaching/learning process and report the results of my research in journals, books, and at professional conferences. I love to collaborate with students, and I have co-authored many papers with students who have presented them at professional conferences. I have written three editions of the study guide to accompany an introductory psychology text written by my friend and colleague, Dr. Margaret Matlin. I also created Project Syllabus for STP, and I serve as the director of its online Mentoring Service. These types of professional activities enabled me to be elected as a Fellow of APA in Division Two in 1992, Division One in 2002, and the Midwestern Psychological Association in 2009 "in recognition of outstanding and unusual contributions to the science and profession of psychology," to be chosen as the Outstanding Psychology Teacher in a Four-Year College or University by STP in 1993, to be selected to serve as a consulting editor to *Teaching of Psychology* in 1996, to be invited by APA to present the 1998 G. Stanley Hall Lecture on the Teaching of Psychology, and to be included in *Who's Who in American Education*, *Who's Who Among American Teachers*, and *Who's Who in America*. I was also the recipient of the Marian College Teaching Excellence and Campus Leadership Award in 1993, IUPUI Chancellor's Teaching Excellence Award in 2003, The IUPUI School of Science Teaching Award in 2007, and I received the Alumni Achievement Award from my alma mater (Simpson College) in 2005. I was also invited to write an autobiographical chapter in an online book titled *The Teaching of Psychology in Autobiography: Perspectives from Exemplary Psychology Teachers*, which can be accessed at <http://www.teachpsych.org/resources/e-books/tia2005/tia2005.php>. My most recent honors came during the 2008 APA convention when the National Council of Psi Chi (the national honor society in psychology) invited me to present the Frederick Howell Distinguished Psi Chi Lecture and also named me as a Distinguished Member of Psi Chi. This honor has been bestowed upon only 30 psychologists since its inception in 1970 and is awarded "for outstanding contributions to the field of psychology and for devoted and conscientious efforts toward achieving the purpose of Psi Chi." Previous recipients of this award include B. F. Skinner, Albert Bandura, Rollo May, J. P. Guilford, Jerome Bruner, Neal Miller, Robert Sternberg, Robert Cialdini, Joseph Wolpe, Elizabeth Loftus, and Philip Zimbardo.

I enjoy working with individual students and student organizations. I have been the faculty advisor to the student newspaper, the yearbook, the Photography Club, the Booster Club, the Psychology Club, Psi Chi, five senior classes, the Indian and Pakistani Student Association, the Crew Team and approximately 80 psychology majors each year. These activities, coupled with *The Handbook of Psychology* I wrote, led me to be named the Outstanding Academic Adviser of the Great Lakes Region of the National Academic Advising Association in 1988, to be the charter recipient of the Marian College Mentor of the Year Award in 1996, to receive IUPUI's Alvin Bynum Mentor Award in 2007, to be named the IUPUI School of Science's Academic Advisor of the Year in 2002, and to receive the IUPUI Psychology Department's Faculty Mentor of the Year Award in 2000 and its annual Academic Advisor of the Year Award three times. I have also been chosen as a mentor by 289 senior IUPUI psychology majors since 2002, 120 of whom indicated that I have "influenced the whole course of their lives."

I have a variety of interests other than teaching. Photography has been my lifelong hobby, and I have won contests, judged competitions, and exhibited my work in Indianapolis and Chicago. I keep my literary persona alive by writing haiku poetry, and my poetry has been published in local, national, and international haiku magazines. My literary career peaked several years ago when I was chosen to be the guest editor of an issue of *Modern Haiku*, the leading English-language haiku magazine. I combine my love of exercise and mornings by getting up at 2:45 every morning and walking three to four miles with Peg and Myk, our Australian shepherd. I exercise is because I love to cook and eat. If I didn't walk, I would probably weigh 300 pounds! I have combined my love of cooking and writing by creating the multiple-choice questions for the instructor's manuals that accompany *Professional Cooking* and *Professional Baking*, which are textbooks used in culinary arts schools around the world. I am also the co-creator of www.indyethnicfood.com, a website that contains comprehensive lists of all the international and American regional restaurants, markets, and festivals in Indianapolis, and the students in my Student-Athlete Learning Community have created a college-student-friendly cookbook that can be accessed online at www.psych.iupui.edu/ChefD. Although I possess absolutely no musical talent, I thoroughly enjoy listening to both live and recorded music, and my musical tastes are very eclectic (e.g., reggae, hip-hop, world, Cajun/zydeco, jazz, blues, new age, classical, and plain old rock and roll). Every Friday night you will find Peg and me in search of live music and the most exotic food that Indianapolis can provide.

If I could choose to do anything in the world, I would choose to do exactly what I do now. The pleasure I derive from watching my students develop from shy, hesitant freshmen, to confident seniors, and finally to competent professional colleagues is the greatest reward I could ever hope to receive.

IUPUI's Principles of Undergraduate Learning

The Principles of Undergraduate Learning (PULs) are the essential ingredients of the undergraduate educational experience at Indiana University-Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree. The highlighted outcomes of the PULs given below are those that will be targeted in this class.

Core Communication and Quantitative Skills

Definition: The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

Outcomes: Core communication and quantitative skills are demonstrated-by the student's ability to

1. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats;
2. comprehend, interpret, and analyze ideas and facts;
3. communicate effectively in a range of settings;
4. identify and propose solutions for problems using quantitative tools and reasoning;
5. make effective use of information resources and technology.

Critical Thinking

Definition: The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

Outcomes:

The process of critical thinking begins with the ability of students to

1. remember and
2. understand, but it is truly realized when the student demonstrates the ability to
3. apply,
4. analyze,
5. evaluate, and
6. create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

Integration and Application of Knowledge

Definition: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Outcomes: Integration and application of knowledge are demonstrated by the student's ability to

1. enhance their personal lives;
2. meet professional standards and competencies;
3. further the goals of society; and
4. work across traditional course and disciplinary boundaries.

Intellectual Depth, Breadth, and Adaptiveness

Definition: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

Outcomes: Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to

1. show substantial knowledge and understanding of at least one field of study;
2. compare and contrast approaches to knowledge in different disciplines;
3. modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

Definition: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

Outcomes: Understanding society and culture is demonstrated by the student's ability to

1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
2. analyze and understand the interconnectedness of global and local communities; and
3. operate with civility in a complex world.

Values and Ethics

Definition: The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

Outcomes: A sense of values and ethics is demonstrated by the student's ability to

1. make informed and principled choices and to foresee consequences of these choices;
2. explore, understand, and cultivate an appreciation for beauty and art;
3. understand ethical principles within diverse cultural, social, environmental and personal settings.