



**INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS**

## **B103 Introduction to a Major in Psychology**

**Spring 2011**

**Class Number: 23407**

**Instructor:** Dr. Drew Appleby (aka Dr. A), Professor of Psychology and Associate Dean of the Honors College  
Office: LD 120C, Office hours: 11:00 to 12:00 on Tuesdays  
E-mail: dappleby@iupui.edu (Do not email me through Oncourse.)

**Class Time → Day → Room:** 12:00 to 1:15 → Tuesday → SL 012

**Course Credit:** One semester hour

**Texts:** *The Savvy Psychology Major* (4<sup>th</sup> edition) by Drew Appleby (available from the bookstore)  
*The Publication Manual of the American Psychological Association* (6<sup>th</sup> edition) (available from the bookstore)  
*The IUPUI Bulletin* under which you were admitted to the School of Science (available from the IUPUI Web site)

**Equipment:** Stapler

### **Course Description**

This course will enable psychology majors to understand themselves, their major, their future careers, and the complex interactions that exist among these three crucial domains.

I discovered quite a bit about myself by writing the ten papers required for this course. After spending the last two years of my undergraduate career bouncing from major to major and guessing at what career I wanted to pursue based on salary and the amount of required schooling, B103 finally forced me to do some serious self reflection and to honestly evaluate my true interests and goals. I am now confident that I am in a major that is appropriate for me and that I am getting very close to successfully deciding what type of graduate program I will pursue. B103 scared me, stressed me out, and made me a better, more complete person all at the same time. I have realized over the last few months that the reason I was floundering around with no direction was because I was hoping everything would just magically fall into place. Through some serious soul searching, caused mainly by the stress of having to make certain decisions in order to successfully write my papers, I learned I have never had to truly fight for anything in my life before and now the time has come for me to make a plan and aggressively go after and fight for the things I want for my future. I have also realized I am capable of achieving anything I want if I plan ahead and try hard enough. B103 was by far the best course I have ever taken in terms of the value it holds for my future. It feels good to be savvy instead of floundering with no direction, and that feeling is due solely to this course.

Sara Snyder, successful B103 student

### **B103 Spring 2011 Teaching Assistants**

Andrew Vore – Lead TA	andvore@indiana.edu	317-517-6459
Samantha Casendino	scasendi@iupui.edu	317-370-6445
Sara Snyder	Snyder27@iupui.edu	574-315-4659
Missy Hammersley	mjhammer@umail.iu.edu	317-403-3789
Heather Alexander	hkrodenb@iupui.edu	317-695-9425

LeAnne Eddington	leddingt@umail.iu.edu	317-372-6501
Lauren Bouchard	lbouchar@iupui.edu	317-525-9997
Carlos Ramirez	getsbetterlater@gmail.com	317-250-0207
Samantha Przybysz	sprzybys@iupui.edu	574-323-5117
Erica Myers	emdickey@iupui.edu	317-224-9156
Shannon Brunton	smbrunto@iupui.edu	812-272-6531
Julia Harris	harrisju@indiana.edu	317-313-4247

### The Three Most Important Principles of Undergraduate Learning (PULs) for Students to Achieve in B103

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 have had a period of time since 2002 for faculty and students to become comfortable with this statement. Some faculty have implemented the PULs, and we have some good examples of how they have done so. Now we want to become more systematic by insuring that all our students have sufficient opportunities to strengthen all the PULs during their education at IUPUI. 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 in their classes to accomplish this sampling plan.
  - a. Identify the three the 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 class.
2. The strategies I use in B103 to accomplish these three assessment tasks appear in the table below. I use the data I collect during these tasks to modify B103 in ways that will enable future enrollees to achieve its three most important PULs more successfully.

IUPUI's Principle of Undergraduate Learning (PUL)	Corresponding Psychology Department Student Learning Objective(s) (SLO)	What assignments will you engage in during B103 to accomplish this/these SLO(s), and how will I assess how well you have accomplished it/them?
<u>Major Emphasis</u>  Integration and Application of Knowledge	<ul style="list-style-type: none"> <li>• Develop self-awareness by identifying personal strengths, weaknesses, values, and goals</li> <li>• Develop a realistic plan to pursue a career in psychology or a psychology-related field</li> </ul>	<ul style="list-style-type: none"> <li>• The ten papers you will write in B103 will require you to address these two SLOs directly.</li> <li>• I will use the <b>Completion and Correctness Scores</b> you earn on your papers to assess how well you accomplished these SLOs.</li> <li>• See page 6 of this syllabus for the explanation of how these scores will be awarded and page 19 for the B103 Paper Evaluation Form on which your scores will be recorded.</li> </ul>
<u>Moderate Emphasis</u>  Language and Visual Communication Skills	<ul style="list-style-type: none"> <li>• Develop effective writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• You will follow the rules provided in the 6<sup>th</sup> edition of the <i>Publication Manual of the American Psychological Association</i> to write your ten papers.</li> <li>• I will use the <b>APA Style Scores</b> you earn on your papers to assess how well you accomplished this SLO.</li> <li>• See items 1 to 20 on the B103 Paper Evaluation Form on page 19 of this syllabus to identify the specific rules of APA style that will be used to determine these scores.</li> </ul>
<u>Minor Emphasis</u>  Understanding Society and Culture	<ul style="list-style-type: none"> <li>• Collaborate civilly and effectively as a member of a diverse group to accomplish a complex task</li> </ul>	<ul style="list-style-type: none"> <li>• You will collaborate with members of your class on several tasks (i.e., your COR report, your COR collaboration report, outside-of-class meetings with your TA, your ability to use your TA's feedback to increase the quality of your papers, the timeliness of your communications with your TA, and your class attendance).</li> <li>• I will combine your scores on these tasks into a <b>Collaboration Score</b> to assess how well you accomplished this SLO.</li> <li>• See the B103 COR Report Evaluation Form on page 22 that contains the criteria that will be used to determine your COR report score, page 7 that contains a description of your two outside-of-class meetings with your TA, page 6 that contains an explanation of how your feedback points will be determined, page 7 that contains a description of how your communication timeliness score will be determined, and page 4 that contains a description of how you will earn your attendance points.</li> </ul>

### What Did Your Instructor Learn From the Process of Assessing the Above Three PULs Last Semester, and How He Will Use What He Learned to Improve the Accomplishment of These PULs This Semester?

The University's procedure for determining if the three most important PULs of each class are accomplished is to ask instructors to rate each of their student's ability to accomplish each of these PULs at the end of the semester using the following four levels: Very

Effective, Effective, Somewhat Effective, and Not Effective. I created these ratings by assessing the assignments related to each PUL separately at the end of the semester with the following scale.

- 86.6% or higher = Very Effective
- 76.6% to 86.5% = Effective
- 66.6% to 76.5% = Somewhat Effective
- lower than 66.6% = Ineffective

The following table contains the data from the 45 students who completed B103 in the last two semesters (i.e., Spring 2010 and Fall 2010) with a grade other than a Withdrawal, an Incomplete, an FN, or an FNN.

The Psychology Department SLO or SLOs That Correspond to the University's PUL Assessed in This Class	Mean % of Total Possible Points Earned on PUL-Related Assignments for the Past Two Semesters	% of Students Receiving Each of the Effectiveness Ratings Spring 2010 / Fall 2010 / Spring 2011
Collaborating civilly and effectively as a member of a diverse group to accomplish a complex task	94.23% = Spring 2010 91.67% = Fall 2010 ??.??% = Spring 2011	95% / 88% / ?% = Very Effective 0% / 8% / ?% = Effective 0% / 0% / ?% = Somewhat Effective 5% / 4% / ?% = Ineffective 21 / 24 / ?% = Total Students
Developing self-awareness and career-planning skills	80.21% = Spring 2010 85.52% = Fall 2010 ??.??% = Spring 2011	43% / 46% / ?% = Very Effective 38% / 50% / ?% = Effective 5% / 4% / ?% = Somewhat Effective 14% / 0% / ?% = Ineffective 21 / 24 / ?% = Total Students
Developing effective writing skills	66.98% = Spring 2010 75.42% = Fall 2010 ??.??% = Spring 2011	43% / 33% / ?% = Very Effective 24% / 42% / ?% = Effective 5% / 17% / ?% = Somewhat Effective 29% / 8% / ?% = Ineffective 21 / 24 / ?% = Total Students

The data in the above table indicate three things to me.

1. All but one (i.e., 96%) of my Fall 2010 students collaborated civilly and effectively as members of diverse groups to accomplish complex tasks in a Very Effective or Effective manner, and the average percentage that all my students earned on the assignments used to measure this PUL was 91.67%. These percentages were slightly lower than for Spring 2010, but the fact that both are higher than 90% leads me to believe that no changes are necessary in B103 this semester in regard to the components of the course designed to promote civil and effective collaboration (i.e., the COR reports, the COR collaboration report, the outside-of-class TA meetings, the feedback TAs provide to students to increase the quality of their papers, the timeliness with which students communicate with their TAs, and class attendance).
2. All but one (i.e., 96%) of my Fall 2010 students engaged in the development of self-awareness and career-planning skills in either a Very Effective or an Effective manner. The average percentage that all my students earned on the assignments used to measure this PUL was 85.52%. This percentage was comfortably high—and higher than for Spring 2010—which leads me to believe that no changes are necessary in B103 this semester in regard to the components of the course designed to promote self-awareness and career-planning skills (i.e., the completion and correctness scores of the ten papers each student writes).
3. While a strong majority (18 of 24 or 75%) of my students received ratings of either Very Effective or Effective in regard to their ability to write in American Psychological Association (APA) style, 4 of them (17%) were rated as Somewhat Effective, and 2 (8%) were rated as Ineffective in this ability. The average percentage that all my students earned on the assignments used to measure this PUL in Fall 2010 was 75.42%, which was 8.44% higher than the mean percentage for Spring 2010 (66.98%). I attribute this increase to the following five changes I made to my Fall 2010 B103 class.
  - a. Two class periods were dedicated to teaching APA style in Spring 2010. This increased to three class periods in Fall 2010.
  - b. The *Purdue University OWL APA Style Resource Web Site* was added in Fall 2010 as a topic for one of the Campus Opportunity or Resource Reports that groups of students present at the beginning of each class.
  - c. The *IUPUI Writing Center* was added in Fall 2010 as a topic for one of the Campus Opportunity or Resource Reports.
  - d. In addition to grading the papers of a small group of students, all Teaching Assistants (TAs) carry out a specific duty in B103. In Fall 2010, I created a new duty by assigning one TA—known as the APA-style TA—the duty of creating and distributing materials on Oncourse that were specifically designed to help my students master APA style.
  - e. A period of approximately 10 minutes at the end of each class was designated in Spring 2010 as “family time” when TAs met with the students whose papers they grade to provide them with feedback on the quality of content and style of their papers. I made a concerted effort to increase the time that is available for these meetings to 15 minutes in Fall 2010, which provided approximately one more hour of APA-style instruction during Fall 2010 than in Spring 2010.

I will continue to implement these five changes in my class this semester, and I will initiate one more change in order to further increase the APA-style writing ability of my students. This change will take the form of the presentation of several brief APA-style Citation Teaching Modules (CTMs) on how to cite particular types of sources (e.g., online sources and personal communications) in the body and the reference sections of the 10 papers my students write. These modules are designed to be time-sensitive in nature because each will target a specific type of source my students must cite in the papers they will submit during the next class period. I will collect the same data on my students' ability to write in APA style again this semester as I have during the past two semesters

and, at the end of this semester, I will collect and compile these data and add them to the data in the above table to determine if the CTMs increased my students' ability to write more competently in APA style. This continual process of (1) assessment, (2) changes based on the assessment data collected, and (3) the collection of more data to determine if my changes were successful defines the sequential method I use to ensure that my courses enable my students to develop the knowledge, skills, and characteristics that are the stated learning outcomes of both my courses and IUPUI's Principles of Undergraduate Learning.

### **B103 Is Actually a Research Class**

Research is the scientist's systematic and organized method of asking questions and finding answers to these questions.

- Research is systematic and organized because its successful completion requires a researcher to follow a set of specific procedures and steps in a specific order.
- Research is focused on asking questions that are relevant, useful, and important. Research has no purpose without a question.
- Research is focused on finding answers. Whether it is the answer to a formal experimental question (e.g., Can I accept my hypothesis?) or a less formal, but equally important personal question (e.g., What career should I prepare to enter?), research is successful only when answers are found. Sometimes the answer is no, but no is still a valuable and informative answer.

Research can be either pure basic or applied.

- Pure basic research is experimentation designed to acquire new knowledge without looking for long-term benefits other than the advancement of knowledge.
- Applied research is original work undertaken to acquire new knowledge with a specific application in mind, such as discovering a career that fits your unique set of interests, skills, and values and then developing a plan to enter and thrive in this career.

When research is defined in this manner, it should become obvious that what you will be doing in this class is applied research because it is systematic, organized, focused on the question of what career path is the most appropriate for you, and carefully planned so you can determine the answer to this very crucial question. Research is not always performed in a well-controlled laboratory. Sometimes research is performed in the classroom, on the Internet, in the library, during an informational interview, or on an internship or practicum. Please use the time you spend in B103 to perform research that is of great importance to you (i.e., the research that will help you to identify a career that will best fit your skills and values, create yourself in the image of a successful person in that career, and then develop a realistic strategy that will enable you to enter this career). One of the most important student learning outcomes of the IUPUI Psychology Department is to enable psychology majors to **“Develop realistic ideas about how to pursue careers in psychology and related fields.”** B103 was created to help you accomplish this outcome. (The information in this section about the basic aspects of research and the difference between pure and applied research comes from a Web site titled *Taming the Research Beast* by Lynn Henrichsen, Michael Smith, and David Baker who are faculty members of the Brigham Young University Department of Linguistics. You can access this site at <http://linguistics.byu.edu/faculty/henrichsen/ResearchMethods/index.html>.

### **In-Class Activities**

Class periods will consist of a variety of activities for which you will prepare by completing assignments outside of class. These activities include quizzes, oral reports given by your fellow classmates, presentations by the instructor, guest speakers, discussions, meetings with TAs, and field trips.

### **Eight “Bottom Line” Behaviors for Success in B103**

You will perform well in this class if you behave in the following ways. It is important for you to understand that these behaviors are not only important to succeed in this class, but they are also the behaviors that employers and graduate school faculty value in their employees and students and use during their applicant evaluation processes.

1. Work hard.
2. Follow directions.
3. Submit assignments when they are due.
4. Communicate in a timely manner with your TA.
5. Act in an academically honest and ethical manner.
6. Come to class, come to class on time, and stay for the entire class period.
7. Collaborate effectively and civilly with your instructor, your TA, and your fellow students.
8. Use the feedback provided by your instructor and your TA to improve the quality of your work.

### **Attendance**

Woody Allen said, “80% of life is showing up.” He was right. If you are employed, your supervisor expects you to come to work on time and to stay until your workday ends. Similarly, I cannot teach you—and you cannot learn from me—if you do not come to class, come to class late, or leave before the class is over. One of your TA's responsibilities in this class is to keep track of your attendance, and s/he will award you ½ point for each class during which you arrive on time and an additional ½ point for each class during which you remain until the class ends. Although these points may not appear to be of much value, please understand that they constitute 15 points of your final grade. These points will begin on the second day of class, after you have become aware of this policy.

### **Creating and Maintaining a Civil Classroom Atmosphere**

It is the responsibility of college faculty to create and maintain a civil classroom atmosphere in which their students treat each other with mutual respect. One crucial outcome of this type of atmosphere is the establishment of a classroom in which attention and energy is focused on teaching and learning, rather than on frustration, conflict, and distrust. Students do not enjoy being taught by teachers who disrespect them, and teachers do not enjoy teaching students whose behavior is disrespectful to them or their fellow students. I

have always treated my students with dignity, respect, and fairness. I do not play favorites, I do not belittle my students, I show up for class on time, and I am prepared to teach when I arrive in the classroom. I hold all my students in high esteem, regardless of how well they perform in my classes, and I communicate this to them through both my words and my actions. I do everything in my power to conduct myself in the manner of a professional educator because I realize that I serve as a role model for many of my students who seek education or psychology as their profession. Two of my most important duties as a college professor are (1) to give my students a clear idea of the types of behaviors that can interfere with the teaching and learning process in my classroom and (2) to make a sincere effort to eliminate these behaviors. Research that my colleagues, my students, and I have conducted over the past 25 years has identified the following set of student behaviors that irritate both instructors and students and, therefore, have a detrimental effect upon my ability to teach and your ability to learn. I want you to know what these behaviors are so you will avoid engaging in them. I also want you to know that if you do decide to engage in these behaviors, I will ask you to stop doing them.

- Allowing your cell phone to ring in class or, worse yet, answering it and engaging in a telephone conversation during class.
- Talking with other students when the instructor or one of your fellow students is attempting to talk about class material.
- Doing things in class other than what is expected (e.g., texting, checking your email, or doing homework for another class).
- Arriving to class late, leaving class early, or packing up your books before the class is over.
- Failing to comprehend and/or follow instructions due to a lack of attention.
- Making distracting noises or movements.
- Sitting in the back of the classroom when there are seats available in the front.
- Behaving as if you are bored by or uninterested in the class material (e.g., slouching in your seat, yawning, or falling asleep).
- Coming to class unprepared on a regular basis (i.e., without completing the assignment that is due).
- Refusing to participate in classroom activities.
- Asking questions that are off the topic being discussed or that have already been answered.
- Treating your fellow students or instructor with disrespect (e.g., with insults, sarcasm, or unpleasant facial expressions).
- Exhibiting academically dishonest behaviors (e.g., cheating, plagiarizing, or helping someone else act dishonestly).

### **The Quizzes**

There will be eleven 10-question multiple-choice quizzes that cover information from the assigned readings. You must be present when the quizzes are given; there are no make-up quizzes. However, if you miss a quiz, you may use the comprehensive final quiz to replace your missing quiz score. The eleventh quiz will be a comprehensive final exam composed of one question from each of the previous quizzes. Your score on the final exam will replace your lowest previous quiz score. If your score on the final exam is lower than any of your previous scores, it will not be counted.

### **Communication Timeliness Score**

Effective collaboration is an important student learning outcome of B103 and is also one of the most valued skills in graduate school and the workforce. Effective collaboration cannot take place without timely communication. The most important person with whom you will collaborate in B103 is your TA, who will assign you a score of 0 to 10 points on the basis of the timeliness of your communications. Please have a conversation with your TA about her/his preferred mode of electronic communication (e.g., email, text, or telephone), and then be sure to reply to every message your TA sends you within a 48 hour period. Your TA will subtract 1 point from your 10 points possible for each of her/his messages you do not return within this period.

### **Out-of-Class Psychology-Related Activities**

You are required to participate in at least two different psychology-related activities (PAs), one of which must be an activity sponsored by the Psychology Department, the Psychology Advising Office, Psychology Club, or Psi Chi. Each of these PAs is worth five points. Examples of these activities include—but are not restricted to—those on the following list. Consult the instructor if you would like to engage in a PA that will help you to become involved in the department, but which is not included in this list. Any PAs over two will be worth one extra credit point each. Evening students can attend those PAs marked with an \*.

- a Psychology Department social gathering (e.g., the annual Open House)
- a Psychology Open Discussion or colloquium
- a Psychology Department Advising Open House\*
- a meeting with a B305 or B311 mentor in the Psychology Resource Center
- a meeting with Mikki Jeschke (our academic and career advisor or one of her career peer advisors), to help you plan your career\*
- a meeting with a senior psychology major to discuss the requirements of the capstone course in which she/he is enrolled\*
- a Psychology Club or Psi Chi meeting or activity (e.g., volunteering at Wheeler Mission)\*
- a psychology class in which you are not enrolled, but which you might be interested in taking in the future\*
- a meeting with a psychology faculty or staff member to gain information for your papers\*
- an advising session with a peer advisor in the Psychology Advising Office\*
- a meeting with an alumna/alumnus of the IUPUI Psychology Department to discuss her/his career\*
- a meeting with a faculty member or graduate student to discuss research collaboration\*
- a meeting with a graduate student to discuss the graduate school application process or the nature of graduate school\*
- an appointment with one of the career counselors in the Office of Academic and Career Planning\*
- a session with a career-related software program (e.g., DISCOVER) in the Office of Academic and Career Planning\*
- volunteering through Experimatrix to participate in a research project\*

- a meeting with a representative of a graduate program to discuss requirements and applications procedures\*
  - an interview with an employer to discuss the requirements for a psychology-related job\*
  - an interview with a person employed in a field you would like to investigate as a career option\*
  - a job fair or career day in which psychology-related occupational opportunities are presented
- A section of the Psychology Activities Documentation Form (included in this syllabus) must be completed for each activity attended, the signature of the person in charge of the activity must be written on the form, and the completed form must be submitted to your TA on the date specified in the Daily Class Schedule.

### What will be the format of your papers?

- Your papers will eventually become the parts of a poster you will create and present during a poster session held on the final day of class, so it is essential that they are only one page long and that they appear professional in both their style and their content.
- Use the exact title from the syllabus, center it at the top of the page, and print it in bold face 20-point Times New Roman font.
- Print the remainder of the page in 10-point Times New Roman font, use ½ inch margins on all four sides, and print the headings in bold face for each question exactly as they are given in the syllabus.
- Use a pen to write your full name in the upper right-hand corner of each of your papers you submit to be graded. (Do not include your name on the papers that appear on your poster.)
- Each of your papers should have at least two new references, which will be cited in APA style in the body of your paper and will also be included in an APA style reference page as the last page on your poster. Please read the page in this syllabus titled *A Brief Guide to Citing References in APA Style*, and use it to create the citations in your papers and reference section. Use *Scot's Quick Guide to Navigating the 6<sup>th</sup> Edition of the APA Publication Manual* to help you locate information in your publication manual.
- Submit a reference page stapled to each of your papers that contains the reference(s) you cited in that paper plus all the references you have cited in all of your previous papers. Place all the references in your reference page in alphabetical order.
- Your references may come from the textbook or the handouts (as either primary or secondary resources) or you may locate them in the library or on the web, but please note that only web sites whose addresses end in .edu, .org, or .gov are acceptable.
- Personal communications and primary sources cited in secondary sources, such as your textbook, are not included in an APA reference section. However, in order for these types of references to count as part of the 20 required references in your 10 papers, you must create two separate sections (with the following centered headings: Personal Communications and Primary Sources) on a separate page that follows your official reference section, and include these references under these section headings. You should also include duplicates of both your official and unofficial reference pages that your TA will grade during class and return to you so you can use this feedback to avoid making similar errors in your next paper's reference pages. **This means you will submit five pages each week, stapled together in the following order: (1) your paper, (2) one copy of your official APA reference page, (3) one copy of your unofficial reference page containing your personal communications and primary sources you read about in secondary sources, (4) a second copy of your official reference page, and (5) a second copy of your unofficial reference page.** Please use the following examples to create your unofficial reference page.

#### Personal Communications

Conversation about careers with Ed Jones, counselor in the Office of Academic and Career Planning (March 5, 2011)  
E-mail message from Dr. Guare about the requirements to enroll in his Capstone Practicum (April 2, 2011)

#### Primary Sources

Study by Smith and Jones (2007) as described by Appleby on page 66 of *The Savvy Psychology Major*  
Kobasa's (1997) theory of personal hardiness as described by Matlin on page 356 of *Introduction to Psychology*

- Proofread your paper carefully and use your word processor's spelling and grammar checker before you submit your papers.

### How many points are the papers, the quizzes, and the poster session worth?

- Each of your 10 papers will be worth 20 points for a total of 200 points
  - APA Style Score (2 points) will be based on the format of your paper (Does it conform to the format instructions given above, and are the citations in your paper and the references in your reference section written in correct APA style?)
  - Content Completeness Score (4 points) will be determined by your ability to answer all of the questions required in your paper in a complete manner. One point will be awarded for each question that is answered completely.
  - Content Correctness Score (4 points) will be determined by your ability to use appropriate information to answer the four questions in your paper in a correct manner. One point will be awarded for each question that is answered correctly.
  - Ethical Compliance Score (4 points) will be determined by the presence of at least one source cited in the answer to each question in your paper to support what you have written in that answer.
  - Duplicate Reference Sections Score (1 point) will be determined by the presence of duplicate copies of both your official and unofficial reference section that your TA will grade and return to you in class.
  - Sufficient Total Reference Score (1 point) will be determined by the presence of at least two new references for each of the papers you have submitted previously (e.g., that number should be at least 10 references for paper #5)
  - Highlighted New Citations Score (1 point) will be determined by the presence of at least two new citations (listed in both your paper and in your reference sections) that have been highlighted in yellow.
  - Verbatim Headings Score (1) will be determined by the presence of questions copied word-for-word from the syllabus.
  - Feedback Score (2) will be determined by your ability to use your instructor's and your TA's feedback on your last graded paper to improve the quality of your current paper. For example, your TA pointed out that you used incorrect font size and did not cite your references correctly on paper #3. If you corrected 90% of these errors in paper #5, your TA will award you

- two “use of feedback” points. If you corrected between 50-89% of these errors in paper #5, your TA will award you one feedback point. If you corrected fewer than 50% of these errors, your TA will not award you any feedback points.
2. Each of your 10 quizzes will be worth 10 points for a total of 100 points.
  3. Your poster and your participation in the poster session will be worth 100 points based on the following criteria. Please see the last page of this syllabus for the B103 Poster Evaluation Form the instructor and several TAs will use to evaluate these criteria.
    - a. 25 points → completeness of your poster (i.e., all 10 sections completed and included)
    - b. 25 points → professional appearance of your poster
    - c. 20 points → 1 point for each reference contained in your official and unofficial communication reference sections
    - d. 10 points → appropriateness and professionalism of your appearance
    - e. 10 points → presence of an “honored guest” you have invited because she or he has supported you during your education and who is genuinely interested in your progress toward your career. Your guest will interact with the other attendees and remain for the full length of the poster session.
    - f. 10 points → quality of your contribution to the catering of the poster session

### How Your Final Grade Will Be Determined

The total number of the points possible in the class will be 500, determined as follows:

- 200 = 10 papers worth 20 points each
- 100 = 10 quizzes worth 10 points each
- 100 = 1 poster session worth 100 points
- 15 = ½ point for attending the 2<sup>nd</sup>-16<sup>th</sup> classes on time and ½ point for staying until each class ends
- 10 = Communication timeliness score (1 point subtracted for each communication with your TA you do not return in 48 hours)
- 10 = 1 COR report worth 10 points
- 10 = 1 COR collaboration report worth 10 points
- 10 = 2 meetings with your TA (one before and one after midterm) worth 5 points each
- 10 = 2 psychology-related activities worth 5 points each
- 10 = 1 stapled set of all the pages that will appear on your poster beginning with a cover page containing your name and title\*
- 10 = 1 completed End-of-Semester-Information Form worth 10 points\*
- 5 = 1 completed Psychology Activities Documentation Form worth 5 points\*
- 5 = 2 Dear TA letters (one for your TA and one for your instructor) worth 5 points\*
- 5 = 1 Dear Dr. A letter worth 5 points\*
- 500 = total points

\* These six documents must be submitted to your TA during the class that meets one week before the poster session so they can be organized and their scores added to the Oncourse grade book in a timely manner. Any of these documents submitted later than this class will be worth half of their original points if they are submitted to your TA before the poster session. No points will be awarded for any of these documents submitted after the poster session.

### Final grades will be determined with the following scale

A+	= 93.3% of the possible points (467 → 500)	C+	= 73.3% of the possible points (367 → 383)
A	= 90% of the possible points (450 → 466)	C	= 70% of the possible points (350 → 366)
A-	= 86.6% of the possible points (433 → 449)	C-	= 66.6% of the possible points (333 → 349)
B+	= 83.3% of the possible points (417 → 432)	D+	= 63.3% of the possible points (317 → 332)
B	= 80% of the possible points (400 → 416)	D	= 60% of the possible points (300 → 316)
B-	= 76.6% of the possible points (384 → 399)	D-	= 56.6% of the possible points (283 → 299)
		F	= fewer than 283 points

### Outside-Class TA Meetings

You are required to meet twice with your TA in the Psychology Resource Center (LD 129), once before midterm and once after midterm. Each of these meetings is worth 5 points.

### What happens if you miss a quiz, fail to submit a paper when it is due, or are not present for the poster session?

- Your score on the 10-point comprehensive final exam will replace your lowest quiz score.
- You may submit one late paper with no penalty if you submit it no later than the next class period. You will lose 50% of your score for your second to ninth late papers if you submit them no later than the next scheduled class period. You will lose 100% of your score for any late paper that is submitted later than the next scheduled class period.
- Unfortunately, you will lose all 100 points if you miss the poster session because it is a one-time event and cannot be repeated.

### A Caution About Personal Disclosure in Your Papers

Several people will read your papers during the course of the semester. Please do not include information about yourself in your papers that you feel uncomfortable sharing with others.

### A Note About the Terms Graduate School or Professional School as Used in This Class

Many psychology majors continue their education in professional schools to become physicians, lawyers, social workers, physical therapists, and occupational therapists. If your career plan requires graduate education in one of these areas, please write about its application procedures, entrance tests, and requirements, rather than pretending you will be going to graduate school in psychology.

### **What to Do if You Decide That Psychology Is Not the Appropriate Major for You as You Write Your Papers**

Although the stated purpose of this class is to enable you to become a more savvy psychology major, there is a possibility that you may decide that psychology is not the most appropriate major for you as you write your papers. This is a perfectly acceptable and healthy outcome of this class. If this occurs, please communicate this situation to the instructor so he can help you use the remainder of the class to become more savvy in your newly chosen major.

### **How the TAs in This Class CREATE Successful B103 Students**

B103 TAs are selected very carefully. Their TA must nominate them, they must formally apply to be a TA, and they must include a very strong written recommendation from their TA in their application. The primary duty of TAs is to help you excel in this class. B103 has had a higher-than-desired DFW rate in the past, and the inclusion of a team of TAs has helped to lower this rate from ~40% to ~13% in the past 10 years. Each TA is responsible for helping the members of a small “family” of students to succeed. They have been instructed to provide help when asked and to seek out students who are performing at less-than-optimal levels to determine the cause of their problems and to help solve them. Please rely on them for help. They were chosen not only for their high academic performance in B103, but also because they have expressed a genuine willingness to help their fellow psychology majors perform well in this class. The six roles that TAs will perform in this class to CREATE success in current B103 students are as follows:

- In their role as counselor, TAs develop an understanding of their student family members (FMs) so they can help them become aware of what they need to know in order to develop and maintain a resource network for themselves. Sometimes FMs need to learn new things about themselves (e.g., that they can no longer procrastinate and expect to perform as well as they have in the past). TAs do their best to develop trusting relationships with their FMs, which permit honest and insightful examinations of any dysfunctional patterns in their behaviors and facilitate the development of more functional behaviors.
- In their role as referral agent, TAs identify their FMs’ problems and their subsequent need for assistance from other sources of help. They develop a plan and then assist their FMs in making effective connections with these sources (e.g., Adaptive Educational Services, the Psychology Advising Office, the Office of Academic and Career Planning, the Writing Center, or STEPS classes in *Microsoft Word*). When necessary, TAs may also facilitate communication among these other helpers to reduce conflict and increase the effectiveness of the resource network. Sometimes these connections can be purely spontaneous, such as when a TA suggests to an FM that an internship is available in the area that the FM has chosen as a career goal.
- In their role as evaluator, TAs assess the quality of the APA style and format of their FMs’ papers and provide them with therapeutic feedback that will enable them to improve the quality of their future papers. Therapeutic feedback identifies a problem, provides a diagnosis, and offers a specific suggestion for improvement (e.g., I was confused by this paragraph because its second half did not seem to flow logically from its first half. You could reduce my confusion by including a transitional sentence between the two halves, dividing it into two separate paragraphs, or by rethinking your logic and rewriting the entire paragraph to increase its internal coherence).
- In their role as advocate, TAs work to make needed assistance available to their FMs. Life can produce demands that are overwhelming to some FMs. In these instances, the TA acts as an advocate to lessen the academic cost of not meeting the demands of the class by consulting with the instructor to explain the causes of an FM’s poor performance to determine if an exception in class policy can be made (e.g., the extension of a deadline).
- In their role as teacher, TAs collaborate with the instructor to provide the training that their FMs need to become proficient APA-style writers. This instruction can take many forms (e.g., pointing out parts of the *APA Style Manual* that cover how to write specific types of references, providing FMs with samples of well-written APA-style assignments, and helping FMs to use formatting options in *Word* that make APA style less difficult). Perhaps the most important thing TAs teach their FMs is the crucial relevance of this class for their future professional success. Without this knowledge, students may take this class simply to satisfy a requirement and therefore “get it out of the way.” With this knowledge, students quickly come to the realization that the hard work required in this class is a valuable investment in their quest for a rewarding and fulfilling professional career.
- In their role as encourager, TAs motivate their FMs to perform up to their optimal level by identifying and reinforcing their successes and providing the support they need to complete this class. This support can take the form of sharing personal stories (e.g., “I got an even lower grade on my first paper than you did!”), enabling FMs to understand the value of the class (e.g., “Before I took this class, I had no idea of what I wanted to do with my life. I now have a goal and a plan to achieve my goal.”), and recognizing the progress that FMs have made (e.g., “It’s amazing how much your APA style has improved in the first three weeks of this class.”). Although less formal and academic than the other five roles, this role is equally important. It is the role in which TAs are able to display their kindness, compassion, and empathy to their FMs.

### **Family Meetings**

The final portion of each class will be devoted to a meeting of TAs with their families to exchange information (e.g., concerns of students, advice from TAs, and the return of duplicate reference sections with feedback) that will increase the quality of future papers.

### **Campus Opportunity or Resource (COR) Reports**

Each TA’s family will volunteer to investigate a campus opportunity and/or resource provided by an IUPUI office or facility (O/F) that provides valuable information or services to psychology majors. See the daily class schedule for a list of these O/Fs. Each team of



COR reporters will present their findings in an in-class report that is accurate, organized, creative, effective in its ability to communicate its contents to the class, and no more than 10 minutes in length. Each report will include a PowerPoint presentation. Each team will make an appointment with the director or representative of their chosen O/F to obtain an interview conducted to answer the following questions. Where is this O/F located? Who is its director? What are its hours? What is its telephone number? What services does it offer? What is the best way for a psychology major to take advantage of the services provided by this O/F? The procedure for the COR reports is as follows:

- Ten minutes before the class period begins, the presenters will project their first PowerPoint slide on the screen. This slide will provide the title of their report (e.g., The Psychology Resource Center) followed by this resource's location, director, telephone number, hours of operation, and/or basic services.
- Each presenter must complete the first two lines of a copy of the B103 COR Evaluation Form that appears in this syllabus and give it to the instructor along with her/his written collaboration report before the COR report begins.
- If the O/F has a brochure or handout, presenters should obtain a copy for each member of the class and distribute them before their presentation begins.
- Each of the next slides will introduce one of the presenters and will include her/his name, hometown, extracurricular activities, hobbies, career aspirations, and the specific role(s) she/he played in the creation of the report. Please make these introductory slides as informative and creative as possible.
- The next slides will contain information about the resource that is the subject of the COR report.
- The final slide will contain suggestions for the audience about how the information presented in the COR report can be included in at least one of their papers.
- Presenters will ask their audience for questions at the conclusion of their COR report.
- All presenters are expected to have a "speaking" part in the COR report in addition to their introduction.
- The family presenting the COR report will post their PowerPoint on OnCourse the day after their report.

COR reports are worth a maximum of 20 points (10 points for the oral report and 10 points for a one-page report describing the collaboration of the presentation team written independently by each member of the team). Refer to the B103 COR Evaluation Form for a description of the four parts of each report. Become familiar with the criteria on this form so you understand how you will be evaluated. COR reports should be scheduled with the designated TA. COR reporters must pick up their graded COR Evaluation Forms from the instructor during the class session in which they presented their COR, and then give their forms to their TA who will pass them on to the TA in charge of scheduling the COR reports who will record the scores in the Oncourse grade book.

### **Catering**

- Food is a community-building tradition in B103. Each family will cater the class when they present their COR report. FMs can earn up to a maximum of five extra credit points each for volunteering to cater a class during which no COR report is scheduled. The number of points earned will be determined by the Catering TA on the basis of the quality of the item each FM provides.
- Plan your family's catering event carefully. The purpose of catering is two-fold. The first purpose is to provide a community-building time during which the class can socialize in an informal atmosphere that is conducive to pleasant social interaction. The second is to foster the development of collaborative skills, which will be practiced and strengthened by organizing and carrying out a catering event. Deciding on a theme (e.g., Mexican, tailgate party, or Thanksgiving) for your event—and providing a coordinated culinary event rather than a hodgepodge of unrelated foods—will strengthen your collaboration skills.
- The entire catering family should arrive 10 minutes before the class begins so they have sufficient time to arrange the food in an attractive and appealing manner. Coming to class late and tossing an unopened bag of potato chips on the table is not catering. Do your best to offer your classmates an inviting array of attractive foods presented in an appealing manner.
- Be sensitive to the fact that many people want to eat in a healthy manner. Provide at least one health-conscious type of food for your classmates who are attempting to prolong their lives by eating a healthy diet.
- Do not forget to bring appropriate paper goods (e.g., plates, cups, napkins, spoons, and forks) so your guests can consume the food you provide in a civilized and sanitary manner.
- Clean-up is an essential part of catering. It is imperative to leave the entire classroom neat and clean for the next class. No one likes to walk into a classroom that looks like the cafeteria after the "Food Fight" scene in the movie *Animal House*. No points for catering will be given if the catering area is not spotlessly clean at the end of the class.

### **The End-of-Semester Information Form and the Psychology Activities Documentation Form**

The End-of-Semester Information Form and the Psychology Activities Documentation Form (which are included in the syllabus) must be submitted to your TA during the class which meets one week prior to the poster session and are worth 10 points each.

### **Dear Dr. A and Dear TA Letters**

- You will write a letter beginning with Dear Dr. A and ending with your name and signature that answers the following questions in separate paragraphs with complete, well supported responses: (a) Are you now a more savvy psychology major than when you started B103? If so, in what ways are you now more savvy? (b) Was the time and effort you put into B103 a good investment in your educational and occupational future? (c) Did I succeed in my attempt to mentor you in this class by providing you with an opportunity to create a systematic strategy to identify, investigate, clarify, and accomplish your career goals? (d) Is there anything else you would like to tell me about your experience in this class?
- You will also write a letter to your TA beginning with her/his name and ending with your name that answers the following questions: (a) How successful was your TA in helping you to succeed in this class? (b) Did your TA succeed in her/his attempt to

mentor you in this class? (c) Is there anything else you would like your TA to know about your experience in this class? You will submit two copies of your Dear TA letter (one for your TA and one for the instructor).

- It is important for you to be honest in these letters. Do not write nice things because you fear that writing something negative will have an adverse effect on your grade. The only way to lose points on this assignment is to make evaluative statements (e.g., “Yes, you served as a mentor for me.” or “No, you did not serve as a mentor for me.”) without providing supporting evidence for your statements. The instructor and the TAs do not read these letters just to feel good; they read them to discover how their students feel about the class and to use this feedback to improve the class in the future. These letters must be submitted to your TA during the class that meets one week prior the poster session and are worth five points each.

### **The Oncourse Grade Book**

Your TA will post your scores in the Oncourse grade book. Check it frequently to insure its accuracy, and tell your TA immediately if you believe it is inaccurate. Both your numerical scores and your current letter grade should be visible in the grade book. If they are not, contact the instructor immediately.

### **Extra Credit**

You may raise your final grade one increment (e.g., from a B to a B+) with extra credit. One way to earn extra credit is to identify errors in any of the materials provided by the instructor in this class (e.g., the syllabus, the textbook, the handouts, or the undergraduate section of the Psychology Department’s Web site). One point will be awarded to the first person who sends the instructor an e-mail message to [dappleby@iupui.edu](mailto:dappleby@iupui.edu) describing such an error. When I respond to your e-mail message, bring a hard copy of my response to class to claim your extra credit. Another way to earn extra credit is to participate in more than the two required psychology-related activities. Each psychology-related activity beyond the required two is worth one extra credit point.

### **How to Handle Problems and Conflicts in this Class**

No matter how hard the instructor and the TAs work to make B103 a positive experience for their students, problems and conflicts sometimes occur. If you experience a problem or conflict in this class, please bring it to the attention of your TA and try to work out a solution with her/him. If that method does not resolve the problem, please bring it to the attention of the Lead TA. If that method does not work, bring it to the attention of the instructor.

### **Minimum Grade You Need to Pass This Course if You Are a Psychology Major**

This class—as well as all other psychology classes taken to fulfill psychology major requirements—must be passed with a grade of C- or higher. This means that a psychology major who earns a final grade of D+ or lower in this class will be required to repeat it.

### **How to Withdraw from this Course**

- Students may withdraw from this course without penalty during the first half of the semester if they secure the approval of their advisor. A grade of W (Withdrawal) will be recorded on the final grade report.
- Students may withdraw from this class during the third quarter of the semester if they secure the approval of their advisor and the instructor of the course. A grade of W or F will be assigned by the instructor and recorded on the final grade report.
- Students may withdraw from this class during the final quarter of the semester if they secure the approval of their advisor, the instructor, and the dean of their school. A grade of W or F will be assigned by the instructor and recorded on the final grade report. Students will be allowed to withdraw from this class during this time only as a result of seriously extenuating circumstances. Written justification from a doctor, member of the clergy, academic advisor, etc. must be presented.

### **How to Receive an Incomplete in this Course**

- A grade of I (Incomplete) in this course will be assigned by the instructor only if all three of the following criteria are met:
  - the student’s work in the course is at least 70% complete (i.e., papers 1 to 7 have been submitted and graded),
  - the student’s work in the course is of passing quality (i.e., not an F when the I is requested), and
  - exceptional circumstances (e.g., a serious injury) prevent the student from completing all the required work in the course
- The instructor and the student will set up a specific date (up to one year) by which all unfinished work must be completed.
- A grade of I that has not been removed within one calendar year of the time it was recorded will be automatically converted to a grade of F by the Registrar’s Office.

### **A Very Helpful Hint**

To increase your chances of success in getting a job or admittance into a graduate or professional degree program of your choice, engage in an internship or research experience before graduating. For more information and guidance on which path is best for you, please contact Mikki Jeschke, Career and Academic Advisor in Psychology at [mjeschke@iupui.edu](mailto:mjeschke@iupui.edu).

### **What Is CAPS and How Can B103 Students Benefit From Its Services?**

The stresses of college life are many and varied, and the non-traditional nature of many IUPUI students only compounds those stresses. If you find that life stressors are interfering with your academic or personal success, please consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS can assist in student adjustment, coping, and academic progress by providing the following services.

- Treatment for clinical symptoms of depression, anxiety, phobias, eating disorders, etc.
- Training in study skills, test-taking strategies, and management of test anxiety

- Education and training in stress management and time management techniques
- Assistance with grief, loss, trauma, recovery, and parenting issues
- Opportunities for exploration of individual identity and clarification of values
- Couples counseling to assist management of relationships
- Evaluation for learning disorders and ADHD (fees are charged for testing)
- Assessment and treatment or referral for substance use issues
- Referrals for psychotropic medications as indicated

CAPS is located in UN 418 and can be contacted by phone (317-274-2548). The CAPS Web site is <http://life.iupui.edu/caps/>

## A ☹ VERY ☹ VERY ☹ VERY ☹ **SCARY** ☹ **WARNING**

Every semester at least two B103 students lose all or a very large portion of the work they have written because of lost disks, stolen computers, unreadable files, or crashed hard drives. Save the files containing your papers in at least two locations to avoid having to retype them from your old hard copies. Save all the old hard copies of your papers to avoid having to re-create your papers from scratch if you lose them completely. Take this warning very seriously. It will save you from a considerable amount of ***aggravation, agitation, agony, alarm, anger, anguish, anxiety, apprehension, concern, consternation, depression, despair, discomfort, dismay, distress, dread, exasperation, fear, foreboding, fright, frustration, fury, gloom, grief, horror, irritation, melancholy, misery, nervousness, pain, panic, rage, sadness, shock, sorrow, stress, suffering, tenseness, terror, torment, trauma, trepidation, and worry***. If you save your papers on your hard drive, three good ways to insure you do not lose them are to: (1) save them on the File Manager available to you on Oncourse, (2) save them on a floppy disk or flash drive, (3) email them to yourself as attachments (and then be sure not to delete them).

### Daily Class Schedule

Complete the assignments in the second column of this table before the class date given in the first column so you can successfully take the quiz, engage in the class activities, and write the paper given in the third column.

Date	Assignment to Be Completed Before this Class	COR Report, Quiz, Class Activities, and Paper Due <u>During</u> This Class
<b>Class #1</b> January 11		<ul style="list-style-type: none"> <li>• TA COR Report → How your TAs will use the CREATE model to help you succeed in B103</li> <li>• Introduction to the class and a presentation of the syllabus</li> <li>• Divide into families and have your first family meeting with your TA syllabus</li> <li>• Begin to sign up for the COR reports</li> </ul>
<b>Class #2</b> January 18	Syllabus pages 15 and 16	<ul style="list-style-type: none"> <li>• Volunteer Catering #1 (Done by the TAs who did not cater the 1<sup>st</sup> class)</li> <li>• Verification of family members and assignment of any new enrollees to families</li> <li>• Continuation of the introduction to the class and clarification of the why and how to cite APA-style references in the body and reference section of your papers</li> <li>• Citation Teaching Module (CTM) #1 = Book with an author</li> </ul>
<b>Class #3</b> January 25	<p><i>The Savvy Psychology Major</i> (SPM) pages iii to 4</p> <p>Oncourse Resource (OR) #1</p> <p>Please go to the bottom of this table for the titles of the ORs.</p>	<ul style="list-style-type: none"> <li>• COR Report #1 → The Writing Center</li> <li>• Quiz #1</li> <li>• The Psychology Department's undergraduate curriculum for a BA or BS in Psychology</li> <li>• Scot Kelly's graduation plan template</li> </ul> <p><b>Paper #1: Becoming a Savvy Psychology Major</b></p> <ol style="list-style-type: none"> <li>1. What four specific questions can a savvy psychology major answer successfully? In what specific way will B103 enable me to answer each of these four questions?</li> <li>2. What is the definition of psychology, and what are psychology's four goals? What parts of this definition and these goals attracted me to psychology as my major?</li> <li>3. What is the definition—in my own words—of each of the six critical thinking skills of a savvy psychology major? Which two of these skills are most difficult for me now at the beginning of B103, and what two specific assignments in B103 can I use to strengthen these skills by the time I complete this class?</li> <li>4. What are the three most important IUPUI Principles of Undergraduate Learning (PULs)—and their corresponding Psychology Department Student Learning Outcomes—that I should accomplish in B103? What will I do in B103 to accomplish them? What specific scores will my instructor use to determine if I have accomplished these three PULs?</li> </ol>
<b>Class #4</b> February 1		<ul style="list-style-type: none"> <li>• COR Report #2 → Purdue's OWL APA Style Resource Web Site (<a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a>)</li> <li>• Feedback about your performance on Paper #1 and suggestions for improving future papers</li> <li>• You may resubmit Paper #1 next week if you have corrected it by using the feedback you</li> </ul>

		<p>received this week from your TA and your instructor. You can regain <u>all</u> the points you lost on your original Paper #1 by submitting a <u>stapled</u> package that includes (1) a cover sheet that explains each of your changes in a bulleted or numbered list, (2) your original Paper #1 with its written feedback, and (3) your new, corrected Paper #1. You must submit <u>all three</u> of these documents <u>stapled in the correct order</u> for your Paper #1 resubmission to be evaluated.</p> <ul style="list-style-type: none"> <li>• CTM #2 = Publication of limited circulation</li> </ul>
<p><b>Class #5</b> February 8</p>	<p>SPM 4 to 23  OR #2  OR #3  OR #4</p>	<ul style="list-style-type: none"> <li>• COR Report #3 → The Psychology Track Concentrations</li> <li>• Quiz #2</li> <li>• Mikki Jeschke, the Psychology Department's Career and Academic Advisor, will explain how B103 students can work with Career Peer Advisors in LD 123 to (1) develop their personal career toolbox (e.g., resumes, cover letters, and interview skills); (2) identify work, internship, and research experiences based on individual career goals; and (3) become familiar with and use print and electronic career exploration tools.</li> <li>• CTM #3 = Primary source cited in a secondary source</li> </ul> <p><b>Paper #2: My Plan to Graduate</b></p> <ol style="list-style-type: none"> <li>1. Use Scot Kelly's graduation plan template to construct a semester-by-semester plan of classes to graduate with a BS or BA in psychology that includes the classes you have taken, those in which you are currently enrolled, and those you plan to take in the future. Be prepared to modify your plan during B103 as you become more aware of the particular classes you will need to prepare for your career so it reflects an even more accurate plan when you display it on your poster during the poster session on the last day of class. (The points you earn for this paper will be determined by the completeness and correctness of your template.)</li> </ol>
<p><b>Class #6</b> February 15</p>	<p>SPM 23 to 38  OR #5</p>	<ul style="list-style-type: none"> <li>• COR Report #4 → Counseling and Psychological Services Office</li> <li>• Quiz #3</li> <li>• Identify your three most important needs that a mentor can help you to fulfill</li> <li>• CTM #4 = Personal communication</li> </ul> <p><b>Paper #3: Strategies to Increase My Academic Success</b></p> <ol style="list-style-type: none"> <li>1. Which two of the first five academic skills described in SPM do I need to strengthen? Explain the specific strategies described in SPM I can use to strengthen them.</li> <li>2. Everyone procrastinates occasionally. Which procrastination style described in SPM portrays me most accurately? Identify and explain the specific strategy described in SPM I can use to decrease this type of procrastination.</li> <li>3. Do I ever engage in classroom behaviors that could potentially irritate my instructors and, if I do, what could be the possible negative effects of these behaviors? How can I stop engaging in these irritating classroom behaviors?</li> <li>4. Which two characteristics of unsuccessful college students do I possess? What specific things must I do to change these characteristics so I can become more academically successful?</li> </ol>
<p><b>Class #7</b> February 22</p>	<p>SPM 38 to 49  OR #6</p>	<ul style="list-style-type: none"> <li>• Volunteer Catering #3</li> <li>• The Graduate School Panel</li> </ul> <p><b>Paper #4: My Mentor(s)</b></p> <ol style="list-style-type: none"> <li>1. Explain, in your own words, the definition of a mentor given in SPM. What are three specific ways a mentor can help me to create myself into the person I want to become?</li> <li>2. Identify and explain three specific pairs of characteristics I want my mentor to possess so s/he can help me attain my educational and career goals.</li> <li>3. Identify a specific person who can mentor me in the future as I strive to accomplish my educational and career goals. Explain why this person exhibits the three pairs of characteristics I desire my mentor to possess. (Be sure to provide your mentor's name. Do not choose family members, friends, or high school teachers as mentors.)</li> <li>4. Identify and explain, in my own words, the stage of separation from original knowledge in which I am operating at this time. Identify and explain the two critical thinking skills I must develop so I can operate at the final stage by the time I graduate?</li> </ol>
<p><b>Class #8</b> March 1</p>	<p>SPM 51 to 67  OR #7 OR #11</p>	<ul style="list-style-type: none"> <li>• COR Report #5 → Psychology Club and Psi Chi</li> <li>• Quiz #4 and Quiz #5</li> <li>• Strategies to increase your ability to write proficiently in APA style.</li> <li>• CTM #5 = Online source</li> </ul> <p><b>Paper #5: Plan A or B: Going to Graduate School</b></p> <ol style="list-style-type: none"> <li>1. Does my chosen profession (please identify it) require a degree past the bachelor's? If yes, what type of degree must I earn, in what type of program must I earn this degree, and is attaining this degree a realistic goal for me in terms of my academic record; my performance on previous standardized tests (e.g., the SAT or ACT); my financial resources; and my social support system?</li> <li>2. What was my score out of 22 when I took <i>The Unvalidated Graduate School Potential Test</i>,</li> </ol>

		<p>and what do my answers to the specific questions for which I earned <u>no</u> points tell me about my potential to become a graduate student who is successful in and enjoys graduate school?</p> <ol style="list-style-type: none"> <li>What are the three most valuable pieces of advice I learned from the graduate school panel? How will I use this information to (1) help me decide if I want to go to graduate school and (2) succeed in graduate school if I decide to go?</li> <li>Would pursuing one of the Psychology Department's four track concentrations be advantageous for me? Why or why not? If I am pursuing a concentration, identify each of the classes my concentration will require me to complete and explain how each of these courses will help me gain the knowledge, skills, and characteristics (KSCs) I will need for my career.</li> </ol>
<b>Class #9</b> March 8	SPM 67 to 84  OR #8	<ul style="list-style-type: none"> <li>COR Report #6 → The Psychology Department's Undergraduate Web Site (<a href="http://www.psych.iupui.edu/Undergraduate/">www.psych.iupui.edu/Undergraduate/</a>)</li> <li>Quiz #6</li> <li>How to avoid the "kisses of death" in the graduate school application process</li> </ul> <p><b>Paper #6: The Graduate School Application Process</b></p> <ol style="list-style-type: none"> <li>What are the nine applicant characteristics valued most by graduate programs? Which of these do I possess now and which must I work on in the future if I want to make a good impression on a graduate admissions committee?</li> <li>What are the behaviors and characteristics of graduate school superstars? Do I possess these characteristics as an undergraduate and, if I do not, what is my specific plan to acquire them so I can become a graduate school superstar?</li> <li>What is the GRE (or the test I must take to qualify for admission into my graduate/professional program), what type(s) of questions does it contain (e.g., multiple-choice or essay), what skills and knowledge does it measure, and how can I prepare for it? When must I take this test, what must I do to register for it, and when must I register so I can take it at the appropriate time?</li> <li>What steps must I take and what documents must I create and request to apply for the graduate/professional school I plan to enter?</li> </ol>
March 15	Spring Break!	
<b>Class #10</b> March 22	SPM 85 to 95	<ul style="list-style-type: none"> <li>COR Report #7 → The Psychology Resource Center</li> <li>Quiz #7</li> <li>A demonstration of how to use O*NET to research the career you would like to enter</li> <li>An exercise to determine your work values (Print and complete OR #12 and bring it to class.)</li> </ul> <p><b>Paper #7: How to Gain Acceptance to Graduate School</b></p> <ol style="list-style-type: none"> <li>What three criteria should I use to choose the people who I will ask to write my letters of recommendation? What are the names of three specific people I will choose on the basis of these criteria and how does each of these three people meet all three of these criteria? (If you cannot name three people at this time who could write you strong letters of recommendation, choose people who you would like to write you strong letters and explain what you will do to help them to know you well enough—and positively enough—to write these letters.)</li> <li>What are the steps of the procedure described in SPM that will enable me to gain strong letters of recommendation?</li> <li>What can students do to guarantee they will not receive strong letters of recommendation? In which of these behaviors do I engage now, and how can I stop doing them in the future?</li> <li>What are the kisses of death in the graduate school application process, and what specific strategies can I use to avoid committing them?</li> </ol>
<b>Class #11</b> March 29	SPM 97 to 114  OR #9	<ul style="list-style-type: none"> <li><b>COR Report #8</b> → The IUPUI School of Science Career Development Services Website (<a href="http://science.iupui.edu/careers/career-development-services">http://science.iupui.edu/careers/career-development-services</a>)</li> <li><b>Quiz #8</b></li> <li>The knowledge, skills, and characteristics you will need to enter the occupation of your choice (Print and bring a copy of OR #9 to class.)</li> </ul> <p><b>Paper #8: Plan A or B: Entering or Remaining in the Workforce</b></p> <ol style="list-style-type: none"> <li>What types of jobs can I obtain with a bachelor's degree in psychology?</li> <li>What career would I like to enter or remain in if I decide to end my formal education with a bachelor's degree? How will this career allow me to remain faithful to my three most important work values?</li> <li>What types of knowledge, skills, and characteristics (KSCs) will I need to enter my new career or advance in my existing career if I decide to stay in it after I graduate? What specific strategies will I use to develop these KSCs? (Be sure you identify your specific career and the specific KSCs you will need for your specific career. Do not list generic KSCs that prepare you for any career.)</li> <li>Which three pieces of advice from successfully employed psychology majors do I need to work on most before I graduate so I can be successfully employed after I graduate?</li> </ol>

<p><b><u>Class #12</u></b> April 5</p>	<p>SPM 114 to 132 OR #10</p>	<ul style="list-style-type: none"> <li>• COR Report #9 → A Comprehensive, Online Resource Designed to Enable Undergraduate Psychology Majors to Identify, Investigate, and Prepare for Psychology-Related Careers (<a href="http://www.psych.iupui.edu/Assets/Undergraduate/CareerOpportunities/A_Comprehensive_Online_Resource.pdf">http://www.psych.iupui.edu/Assets/Undergraduate/CareerOpportunities/A_Comprehensive_Online_Resource.pdf</a>)</li> <li>• Quiz #9</li> <li>• Presentation of a strategy to help you obtain strong letters of recommendation</li> </ul> <p><b>Paper #9: My Dream Resume or Curriculum Vitae</b></p> <ul style="list-style-type: none"> <li>• Create the ‘dream’ resume or curriculum vitae (CV) you want to be able to write at the <u>end</u> of your undergraduate career that will convince an employer or a graduate school admissions committee that you possess the KSCs they value in potential employees or graduate students.</li> <li>• Highlight the entries in your resume or CV you have <u>not</u> yet accomplished, but you know you must accomplish by the time you graduate so you can achieve your career or educational goal. Be sure to start <u>early</u> in the semester on this assignment and to <u>use an expert</u>—such as Mikki Jeschke or one of her very well-trained Peer Career Advisors—to help you with your resume. Do <u>not</u> try to create this very crucial document alone. Use expert help.</li> <li>• The points you earn for this paper will be determined by the completeness and correctness of your resume or CV.</li> </ul>
<p><b><u>Class #13</u></b> April 12</p>	<p>SPM 133 to 140</p>	<ul style="list-style-type: none"> <li>• Volunteer Catering #4</li> <li>• Quiz #10</li> <li>• Field trips to the Psychology Advising Office and the Office of Academic and Career Planning</li> </ul> <p><b>Paper #10: Are My Psychology Major and My Career Plans Still Appropriate for Me?</b></p> <ol style="list-style-type: none"> <li>1. Is psychology still the most appropriate major for me? Why or why not? What are my A and B Plans, and are they still the best choices for me? Why or why not? If my answers are “no” to either or both of these questions, what would be better plans for me now that I have engaged in serious career exploration during B103?</li> <li>2. As a savvy psychology major who is nearing the end of this class, you should now (1) “Know thyself.” by identifying your strengths, weaknesses, values, and goals, (2) “To thine own self be true.” by creating a plan to attain your goals based on your strengths, weaknesses, and values, and (3) “Just do it.” by actually engaging in specific behaviors that will enable you to carry out your plan successfully. Have I used my experience in B103 to engage successfully in <u>each</u> of these three tasks? If your answer is Yes to this question, please explain why you can give this answer. If your answer is No, please explain which of these three tasks you have not yet accomplished at this time and how you will accomplish these tasks in the future to reach your educational and occupational goals.</li> <li>3. Did I have any “awakening” experiences in B103 during which I realized I have been unaware of or was ignoring an important component of my journey to my future career? If so, what was that component, how did I become aware of it, and what am I doing to attain it now?</li> <li>4. The Final Question: What conclusions have I come to about myself, my major, my undergraduate education, my future career, and my life as a result of writing these ten papers? (This is probably the most important question you will answer in B103, so give it some <u>very serious</u> thought. I will be passing this information on to next semester’s B103 students, so be sure to provide them with sincere and valuable wisdom about the effect that B103 can have on their present and future lives.)</li> </ol>
<p><b><u>Class #14</u></b> April 19</p>		<ul style="list-style-type: none"> <li>• COR Report #10 → The Center for Service and Learning</li> <li>• Quiz #11: The Comprehensive Final Exam whose score will replace your lowest quiz score</li> <li>• Eric Snajdr (the School of Science Library liaison) will give a presentation on library resources you can use as you continue your career exploration process.</li> </ul>
<p><b><u>Class #15</u></b> April 26</p>		<ul style="list-style-type: none"> <li>• Volunteer Catering #6</li> <li>• You will give the following completed documents to your TA at the beginning of this class period to receive the <u>full</u> amount of points that each document is worth. You will earn <u>half</u> credit for any of these documents you give to your TA between this class and the poster session. You will receive <u>no</u> credit for any of these documents after the poster session. <ol style="list-style-type: none"> <li>1. Your End-of-Class Information Form (10 points)</li> <li>2. Your Psychology-Related Activities Form (10 points)</li> <li>3. Your Dear Dr. A letter (5 points)</li> <li>4. Two copies of your Dear TA letter (10 points for <u>both</u> copies)</li> <li>5. A stapled package of <u>all</u> the papers that will appear on your poster (10 points)</li> </ol> </li> <li>• Practice for the Poster Session <ol style="list-style-type: none"> <li>1. Bring your poster to class</li> <li>2. Wear what you will wear to the poster session</li> <li>3. Identify your honored guest and her/his interest in your academic and career progress</li> <li>4. Plan the set up, catering, and clean up for the poster session with your classmates</li> </ol> </li> <li>• Completion of the B103 Self-Assessment Exit Survey</li> </ul>

		<ul style="list-style-type: none"> <li>• Completion of the End-of-Semester Class Evaluation Form</li> </ul>
<b><u>Class #16</u></b> May 3		<ul style="list-style-type: none"> <li>• The Poster Session will be from 10:30-12:30 on Tuesday, May 3. Location = TBA.</li> </ul>

- OR #1 IUPUI's Principles of Undergraduate Learning and the Corresponding Psychology Department Student Learning Outcomes
- OR #2 Graduation Requirements section of the Psychology Department Web site
- OR #3 Scot Kelly's Excel Template to Create a Plan to Graduate with a BA or BS in Psychology at IUPUI
- OR #4 The Most Recent Psychology Course Offering Schedule
- OR #5 Characteristics of Successful and Unsuccessful College Students
- OR #6 IUPUI Psychology Department's Faculty Research Table
- OR #7 Taylor-Cooke and Appleby's PowerPoint on the Graduate School Application Process
- OR #8 Taylor-Cooke and Appleby's PowerPoint on the GRE
- OR #9 Knowledge, Skills, and Characteristics Worksheet
- OR #10 Curriculum Vitae Template
- OR #11 The Psychology Primer
- OR #12 What Are Your Work Values?

# A Brief Guide to Citing References in APA Style

## Why and 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 your sources this credit, you are telling your reader 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. Be sure to include the number of the page on which the quote appears so your readers can find it easily.** “Although behaviorism does not have as many followers as it did during the 1950s, it is still a viable force in modern psychology” (Jones & Williams, 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 by Bliss that you read about in a textbook written by Smith), cite the primary source (the journal article) as follows and include the secondary source (the textbook) in the reference section.** According to Bliss (as cited in Smith, 2009), internships are valued by perspective employers.

## Why and 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 original form?

### A Book with one or more human authors

Jones, K. C., & Smith, D. W. (2007). *Behaviorism today: A new look at an old school* (2<sup>nd</sup> ed.). Lexington, KY: Wiley.

### A Book with No Author or with a Corporate or Group Author

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

### A Periodical (e.g., journals, magazines, and newsletters)

Charles, H. P. (2008). The effects of punishment on the behavior of pigeons. *Journal of Comparative Psychology*, 4(2), 345-347.

### An Online Source

British Psychological Association. (n.d.). *Twenty-five alternative careers for creative psychologists*. Retrieved September 1, 2009, from <http://www.britpsych.org/psychcareers>

### A Publication of Limited Circulation (e.g., syllabi and class handouts)

Jensen, M. E. (2006). *Ten study skills that college students should develop*. (Available from Drew Appleby, [dappleby@iupui.edu](mailto:dappleby@iupui.edu))

### A Primary Source Cited in a Secondary Source

Secondary sources are sources in which one author writes about the original work of another author. For example, if the author of your textbook writes about the results of research that has been published in a journal 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 (Jones) that you have read about in a secondary source (Smith), 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. Do not include primary sources that you have only read about (i.e., you did not read the original publication) in your reference section.

A study by Jones (as cited in Smith, 2010) proved that behavior therapy is more effective than psychoanalysis for phobias.

### A Personal Communication

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

According to S. A. Thompson, who is the Director of Graduate Studies in the Indiana State Psychology Department (personal communication, September 15, 2009), psychologists are often hired by private industry as consultants.

(Please note that personal communications are not included in the reference section because they are not retrievable.)



# Scot's Quick Guide to Navigating the 6<sup>th</sup> Edition of the APA Publication Manual

by Scot Kelly

The 6<sup>th</sup> edition of the *APA Publication Manual* has significant usability improvements over previous editions. Nonetheless, without some familiarity or guidance the manual may seem overwhelming. This guide is designed to help you access solutions to your APA style questions quickly.

<b>Formatting Guidelines</b>		
	<b>Turn here for:</b>	
	<b>Examples</b>	<b>Instructions</b>
Title Page	p. 41	pp. 23-25, p. 229
Running head	p. 41	p. 23, p. 229
Abstract	p. 41	pp. 25-27, p. 229
Page Numbers	p. 41	pp. 229-230
Grammar, spelling, and sentence structure		pp. 77-86, pp. 96-100
Quotations (40 words or less)	p. 92	pp. 170-171
Block quotes (more than 40 words)	p. 92	p. 171
Modifying sources (i.e., changing the tense of a word)		pp. 172-173
Working with numbers		pp. 111-114
Scientific abbreviations		pp. 108-110
Tips for ordering your reference page		pp. 181-183
<b>Reference Citations in Text</b>		
One Work by One Author	p. 174, p. 177	For instructions on citing within text, see pp. 174-183
One Work by Two or More Authors	p. 175, p. 177	
Work with No Author	pp. 176-177	
Groups as Authors	p. 176	
Anonymous Author	p. 176	
Citing Direct Quotations	pp. 170-173	
Personal Communications	p. 179	
<b>Citations for the Reference Page</b>		
Journal Article		For instructions and general forms of APA style citations, see pp. 183-192, p. 198, p. 202, p. 211, pp. 214-215
• One Author	pp. 199-200	
• Two Authors	p. 199	
• Three to Five Authors	p. 200	
• More Than Six Authors	p. 198	
Special Section of a Journal	p. 201	
Daily Newspaper Article	p. 200	
Newsletter Article	p. 200	
Magazine Article		
• Author	p. 200	
• No Author	p. 200	
Books		
• Single Author	pp. 203-205	
• Group Author	pp. 205-206	
• Editor, no Author	p. 204	
• No Author or Editor	p. 205	
• Multiple Editions	p. 205	
Publications of Limited Circulation		
• Brochure/Flyer	p. 212	
• Class Handouts	pp. 211-212	
Electronic Media		
• Internet Articles Based on a Print Source	p. 203	
• Article in an Internet Only Journal	pp. 198-200	
• Websites	p. 200	



## B103 Paper Evaluation Form

Author's Name: \_\_\_\_\_ Paper Number: \_\_\_\_\_

TA's Name: \_\_\_\_\_ Date: \_\_\_\_\_

APA Style Requirements	Yes	No	Comments or Suggestions		
<b>Proper Usage and Formal Style</b>					
1. No Wordiness (i.e., Economy of Expression)					
2. No Colloquial, Slang, or Imprecise Language					
3. No Grammar and/or Spelling Errors					
4. No Contractions					
<b>Ethical Compliance and Citation Correctness</b>					
5. A Source Was Cited in Question #1					
6. Above Source Was Cited in Correct APA Style					
7. A Source Was Cited in Question #2					
8. Above Source Was Cited in Correct APA Style					
9. A Source Was Cited in Question #3					
10. Above Source Was Cited in Correct APA Style					
11. A Source Was Cited in Question #4					
12. Above Source Was Cited in Correct APA Style					
<b>Reference Page</b>					
13. Correct Reference Page Format					
14. Correct Authors					
15. Correct Dates					
16. Correct Titles					
17. Correct Retrieval Information					
18. Correct Order of References					
19. Each Reference Matches an In-Text Citation					
20. Complete Running List of All References Cited					
Total APA Yeses and Noes					
APA Style Score*	0	1	2		
Content Completeness Score*	0	1	2	3	4
Ethical Compliance Score (5+7+9+11)*	0	1	2	3	4
Content Correctness Score (Dr. A will score this.)*	0	1	2	3	4
<b>B103 Requirements</b>					
Duplicate Reference Section Submitted	0	1			
Sufficient Total References	0	1			
2 or More New Citations Highlighted in <u>Both</u> the Paper <u>and</u> the Reference Section	0	1			
Paper Headings Are Verbatim from the Syllabus	0	1			
Feedback Points Earned by the Author*	0	1	2		
<b>Late Papers</b>					
1 <sup>st</sup> Late Paper					
2 <sup>nd</sup> to 10 <sup>th</sup> Late Paper (50% penalty)					

**APA Style Score → 2 Points = 16-20 Yeses, 1 Point = 11-15 Yeses, 0 Points = 0-10 Yeses**

\* **Promptly** enter these **five** scores in the Assessment Scores spreadsheet for **each** paper after you receive it back from Dr. A.

## B103 End-of-Semester Information Form

Name: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Class: Sophomore Junior Senior (circle one)

Track Concentration: I/O Addictions Clinical Neuroscience None

Final degree you plan to earn: BA BS Masters PhD Other \_\_\_\_\_

Area of specialization of final degree if Masters or Ph.D. \_\_\_\_\_

Plan A: \_\_\_\_\_

Plan B: \_\_\_\_\_

Subject of COR Report: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_

Chosen Mentor: \_\_\_\_\_

TA: \_\_\_\_\_

### Psychology-Related Activities

- 1.
- 2.

Extra Credit (Identify as completely as possible.) Do not include any extra points you received on your papers.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Circle the final grade you expect in B103: A+ A A- B+ B B- C+ C C- D+ D F

# B103 Psychology Activities Documentation Form

**Your Name:** \_\_\_\_\_

Event and Date: \_\_\_\_\_

Type of Participation: \_\_\_\_\_

Signature of Event Representative: \_\_\_\_\_

Event and Date: \_\_\_\_\_

Type of Participation: \_\_\_\_\_

Signature of Event Representative: \_\_\_\_\_

Event and Date: \_\_\_\_\_

Type of Participation: \_\_\_\_\_

Signature of Event Representative: \_\_\_\_\_

Event and Date: \_\_\_\_\_

Type of Participation: \_\_\_\_\_

Signature of Event Representative: \_\_\_\_\_

Event and Date: \_\_\_\_\_

Type of Participation: \_\_\_\_\_

Signature of Event Representative: \_\_\_\_\_

Event and Date: \_\_\_\_\_

Type of Participation: \_\_\_\_\_

Signature of Event Representative: \_\_\_\_\_

Event and Date: \_\_\_\_\_

Type of Participation: \_\_\_\_\_

Signature of Event Representative: \_\_\_\_\_

Event and Date: \_\_\_\_\_

Type of Participation: \_\_\_\_\_

Signature of Event Representative: \_\_\_\_\_

## B103 COR Report Evaluation Form

Presenter's Name: \_\_\_\_\_ Date: \_\_\_\_\_

COR Title: \_\_\_\_\_

Before the COR report begins, each presenter will give the instructor (1) a copy of this page with the top two lines filled in and (2) a one-page summary of the collaborative methods her/his team used to create their COR report stapled to this page. This summary will be written in the same format as the ten papers required in this class, and will include the title and date of the COR report and the names of the presenters plus the following five sections: (1) **Collaboration methods** (e.g., via Oncourse or a face-to-face meeting), (2) **Specific tasks into which the report was divided** (e.g., interview of the subject of the report, creation of the PowerPoint, etc.), (3) **How these tasks were completed and who completed them**, (4) **How these tasks were practiced prior to the report**, and (5) **The skills the presenters strengthened as they collaborated on the report**. Two points will be awarded for the successful completion of each of the above five sections of this report.

\_\_\_\_\_ 10 points    \_\_\_\_\_ 8 points    \_\_\_\_\_ 6 points    \_\_\_\_\_ 4 points    \_\_\_\_\_ 2 point    \_\_\_\_\_ 0 points

### Did the presenter do the following before the presentation?

Complete the first three lines of this form and give it to the instructor?

\_\_\_\_\_ Yes (one point)    No (zero points)

Introduce her/himself fully to the audience?

\_\_\_\_\_ Yes (one point)    No (zero points)

Present a creative PowerPoint slide of personal information?

\_\_\_\_\_ Yes (one point)    No (zero points)

Explain the role she/he played in the creation of the report?

\_\_\_\_\_ Yes (one point)    No (zero points)

### Did the presenter do the following during the presentation?

Speak in a clear and understandable manner?

\_\_\_\_\_ Yes (one point)    No (zero points)

Contribute her/his "fair share" to the presentation of the report?

\_\_\_\_\_ Yes (one point)    No (zero points)

Present information in an accurate, creative, and interesting manner to the audience and the instructor?

\_\_\_\_\_ Yes (one point)    No (zero points)

Provide suggestions for how the audience can include information from the COR in one of their papers?

\_\_\_\_\_ Yes (one point)    No (zero points)

Answer two questions from the audience effectively?

\_\_\_\_\_ Yes (one point)    No (zero points)

Stay within the presentation time limit (no more than 10 minutes)?

\_\_\_\_\_ Yes (one point)    No (zero points)

\_\_\_\_\_ **Total Points (20 points possible)**

# B103 Poster Evaluation Form

Student's Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

1. **Completeness of poster** (25 points possible)

0 5 10 15 20 25 (0 = no poster, 25 = totally complete poster)

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. **Professional appearance of poster** (25 points possible)

0 5 10 15 20 25 (0 = unprofessional, 25 = highly professional)

Comments \_\_\_\_\_  
\_\_\_\_\_

3. **Number of References in Official and Unofficial Reference Sections** (20 points possible)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Comments \_\_\_\_\_  
\_\_\_\_\_

4. **Appropriateness and professionalism of student's appearance** (10 points possible)

0 1 2 3 4 5 6 7 8 9 10 (0 = unprofessional, 10 = highly professional)

Comments \_\_\_\_\_  
\_\_\_\_\_

5. **Presence of guest** (10 points possible)

10 = Guest present for entire session    5 = Guest present for part of the session    0 = No Guest

Comments \_\_\_\_\_  
\_\_\_\_\_

6. **Quality of catering contribution** (10 points possible)

0 1 2 3 4 5 6 7 8 9 10 (0 = no contribution, 10 = high quality contribution)

Item(s) brought: \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

**Total Points Out of 100 Possible Points:** \_\_\_\_\_