

INSTRUCTOR:

DANNELLE LARSEN-RIFE, PH.D.

CONTACT INFORMATION:

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Office Location: McDonald 219

Office Hours: M, W and F 11:30 to 12:00 pm, M and W 1:00 to 2:30 pm, and Th 2:15 to 2:45 pm, or by appointment

REQUIRED TEXT:

American Psychological Association (APA). *The Publication Manual of the American Psychological Association* (2009). 6th ed. Washington, DC: American Psychological Association.

Other texts to be assigned during course.

IMPORTANT DATES

Classwork starts	9 Jan
Last day to add without a signature	11 Jan
Drop/Audit fee begins (\$10 per class)	17 Jan
\$50 Late registration/Payment fee	24 Jan
Last day for a Refund, Pell Grant census, Last day to drop without receiving a "W" grade	31 Jan
Courses dropped for nonpayment	1 Feb
Last day to apply for graduation	
Last day to ADD classes	3 Feb
Last day to DROP/AUDIT classes	2 Mar
Last day for complete withdrawal	6 Apr
Classwork ends	26 Apr
Final Exam	29 Apr

Capstone Research in Psychology

PSY 4910-01, CRN 24560

SPRING 2012

Course Description

Fulfills Psychology Capstone requirement. Requires consolidation of information, skills and knowledge learned throughout students' undergraduate studies, particularly in the Psychology core and research areas, to conduct independent research to further develop their understanding of Psychology as a science.



Human embryo 6 weeks

Lecture: Tuesday and Thursday 1:00 to 2:15 pm, McDonald 104

Prerequisites: Psychology major; senior standing.

Philosophy/Expectations

This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class discussion with the entire class. Students are expected to read assigned articles prior to class and be prepared to participate in class to maximize the learning experience. Throughout your involvement in the course you should be utilizing what you have learned about specific issues in your psychology courses to contribute to discussion on assigned articles and discussions of manuscripts. The provided course calendar indicates when topics will be covered; however, please allow for some flexibility in the schedule. Course announcements may be posted on Blackboard.

There is no attendance policy for this course, other than for administrative purposes. However, absences may result in lost learning opportunities which may impact your final grade.

Social Science Program Objectives



Developmental Psychology

As an outcome of taking courses in the Social Science program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.

2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral or written reports.

3. Develop a perceptual frame of reference based on social scientific knowledge. Measured by the presence of an attitudinal frame

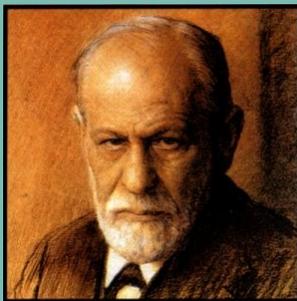
of reference which would be expressed in written or oral activities.

4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or oral activities.

Course Objectives and Outcomes

The primary objective of this course is for students to demonstrate and integrate their knowledge and skills in psychology. By the end of this course, students should be able to:

- Demonstrate knowledge of the major theories, concepts, empirical findings and history of psychology.
- Demonstrate understanding of basic research methods in psychology and be able to apply and evaluate those methods.
- Demonstrate critical thinking skills in using the scientific approach to solve problems in psychology.



Sigmund Freud

- Demonstrate an ability to apply psychological principles to behavior and mental processes.
- Demonstrate an ability to utilize their knowledge and skills in psychology in a variety of professional settings.



- Demonstrate an ability to communicate effectively in written and oral presentations in accord with APA style.

Paper

There will be one 25 page paper worth 250 points.

There are five paper options:

- 1) Independent Research paper (up to 4 authors);
- 2) Literature review (up to 2 authors)
- 3) Applied project paper (up to 2 authors)
- 4) Internship paper; or
- 5) Psychobiography.



Paper Presentation

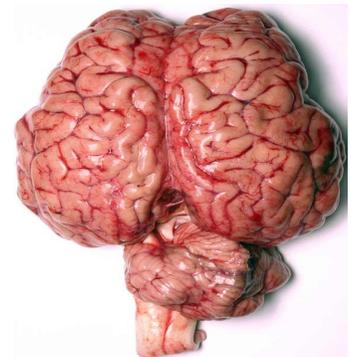
All papers will be presented in class (schedule to be determined) and during an end-of-semester psychology conference and poster session. Each presentation is worth 50 points for a total of 100 presentation points.

Article Presentation and Discussion

Each student will select an article in consultation with the professor to present during a class meeting. As the presenter, you will be required to facilitate discussion of the article. As a discussant, you will be required to lead the discussion and submit your materials to the instructor. The goals of the discussion are for students to:

- demonstrate what they have learned in psychology;
- use critical thinking skills to critique the information;
- demonstrate the ability to apply their knowledge to real-world situations; and
- integrate the information within the broader context of psychology.

The article presentation and related materials will be worth 50 points.



Projected Course Calendar

10 Jan 2012	Course Introduction, Format of course; discuss projects
12 Jan 2012	Project consultation
17 Jan 2012	<u>Written paper topic due</u>
19 Jan 2012	Project consultation
24 Jan 2012	Project consultation
26 Jan 2012	Sonja Ciotti: Some observations on the organization of personality (Rogers, 1947)
31 Jan 2012	Megan Belmont: The woman problem (Boring, 1951)
2 Feb 2012	Ashley Blake: An Experiment in Group Upbringing (Freud & Dann, 1951)
7 Feb 2012	Margarita Serbina: The ego as cause (Dewey, 1894)
9 Feb 2012	Joseph Hall: Why Babe Ruth is greatest home-run hitter (Fullerton, 1921)
14 Feb 2012	Justin Nuckles: A biographical sketch of an infant (Darwin, 1877)
16 Feb 2012	<u>Paper resources due</u> (see description on page 7)
21 Feb 2012	Wendy Uribe: When experiments serve little purpose: Misguided research in mainstream psychology. (Wallach & Wallach, 1998)
23 Feb 2012	Research
28 Feb 2012	Crystal Cook: How people make their own environments: A theory of genotype-environment effects (Scarr & McCartney, 1983)
1 Mar 2012	Haley Engemann: Hereditary talent and character (Galton, 1865)
6 Mar 2012	Chris Bullock: The interpretation of dreams (Freud, 1900)
8 Mar 2012	<u>Paper Outline due</u> ; Kennedi Norton: The interpretation of dreams (Freud, 1900)
13 Mar 2012	Spring Break
15 Mar 2012	Spring Break
20 Mar 2012	Jay Vaughn: Transmission of Aggression (Bandura, Ross & Ross, 1961)
22 Mar 2012	Daren Mata: Adolescent girls and their education (Hall, 1904)
27 Mar 2012	<u>Draft of paper due</u> ; Madison Ericksen: Personality traits: Their classification and measurement (Allport & Allport, 1921)
3 Apr 2012	Jared McBride: A theory of human motivation (Maslow, 1943)
5 Apr 2012	Project consultation/TBA
10 Apr 2012	Project consultation/TBA
12 Apr 2012	<u>Final paper due</u>
17 Apr 2012	Project presentation session
19 Apr 2012	Project presentation session
24 Apr 2012	Project presentation session
26 Apr 2012	Project presentation session
29 Apr 2012	Final presentations

Academic Honesty

As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited. The instructor has the right to all means of academic discipline outlined in the Academic Discipline Policy: <http://www.dixie.edu/humanres/policy/sec3/334.html>



Mary Ainsworth

Disruptive Behavior Policy



Toddlerhood

If your conduct in class affects the learning atmosphere of the class, the instructor reserves the right to drop you from the class. This will happen using the following procedure:

Verbal warning that your behavior is negatively affecting the class.

Written warning that you are negatively affecting the class.

Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

Grading

There are 400 points possible including 250 points for the paper, 100 points for the paper presentations, and 50 points for an article presentation and discussion facilitation.

Grade	Points
A	372—400
A-	360—371
B+	348—359
B	332—347
B-	320—331
C+	308—319

Grade	Points
C	292—307
C-	280—291
D+	268—279
D	252—267
D-	240—251
F	239 or less



Renee Baillargeon

Policies for Absences Due to College Related Functions

For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student's grade. The student is required to provide the instructor with a schedule of days that will be missed and will be required to negotiate any scheduled work ahead of time with the instructor.

Student Support Services

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone (435) 652-7516.



Sir John Bowlby

Campus Resources

“What a distressing contrast there is between the radiant intelligence of the child and the feeble mentality of the average adult.”
Sigmund Freud

Library: For information concerning the library and hours of operation go to <http://library.dixie.edu/>.

Computer Lab: The Computer Lab is located in the Smith Computer Center. For more information go to <http://new.dixie.edu/cit/cis/>.

Writing Center: The Writing Center is located on the

first floor of the Browning Learning Resource Center if you need assistance with a written assignment in any class. For more information go to http://new.dixie.edu/english/dsc_writing_center.php.

Testing Center: The Testing Center is located at the North Plaza. For more information go to <http://>

new.dixie.edu/testing/.

Tutoring Center: The Tutoring Center is located on the first floor of the Browning Learning Resource Center. For more information go to <http://dsc.dixie.edu/tutoring/index.htm>.

DMail

Paper Options

Option 1: Independent Research Project

Up to four students may collaborate in designing and conducting scholarly research. Each student will be required to contribute at least one research question to the study, and each student will be the first author on their individual paper. The paper will follow the guidelines for empirical research in the APA Manual, and should include a minimum of 10 scholarly citations.

Option 2: Literature Review

Up to two students may conduct a literature review on an identified topic. The goal of the review is to critically evaluate the research. Your paper should follow APA guidelines for a Review article. This paper should include at least 15 scholarly citations. A literature review will be 25 pages per person.

Option 3: Applied Project

For this option, up to two students will identify an application for the knowledge gained in your psychology courses. You may write a grant for a real or hypothetical project, develop a project proposal, and/or develop materials to use in a real or hypothetical setting. Your paper will consist of the text portion of the grant/proposal, and/or the protocol or manual for your project. Your paper should contain a minimum of 10 citations from scholarly journals or books. Applied projects will be 25 pages per person.

Option 4: Internship and paper

For this option, you will identify an internship site and volunteer a minimum of 25 hours throughout the course. In addition, you will write a paper applying four concepts in psychology to your experience. Your paper should include at least 8 citations from scholarly journals or books.

Option 5: Psychobiography

For this option, you will identify a person of interest and use psychological theories and research to analyze an aspect of their life and/or work using standard methodology for psychobiography. Your paper should include at least 8 citations from scholarly journals or books.

Paper Requirements

All papers must follow the guidelines as set forth in the APA Publication Manual, including an abstract. Papers must include a cover page, abstract and references. The text of the paper should be no less than 20 pages, double-spaced using 12 point Times New Roman font. The paper length is exclusive of appendices or other attachments.

The grade for your paper has 5 parts:

Paper topic—written statement of your chosen topic with a brief explanation of your approach (15 points). **DUE January 17, 2012**

Paper resources—an initial list of your resources with a short description of the purpose of each resource in your own words (35 points). **DUE February 16, 2012**

Paper outline—a complete outline of your paper incorporating your resources (50 points). **DUE March 8, 2012**

First draft—a complete draft of your paper for peer review (50 points). **DUE March 27, 2012**

Final paper (100 points) **DUE April 12, 2012**