



**OTRP** online

Office of Teaching Resources in Psychology

## **INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS**

### **Honors B104 Psychology as a Social Science**

**Spring Semester, 2005**

**Instructor:** Dr. Drew Appleby (aka Dr. A), Director of Undergraduate Studies in Psychology  
Office and Office Hours: LD 120C, 8:00 to 9:00 a.m. Monday, Tuesday, and Wednesday  
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**Important:** E-mail me at the above address. Do not email me through Oncourse.

**Class Number → Time → Day → Room:** 16469 → 1:00 to 2:15 → Wednesday → LD 002

**Credit:** Three semester hours

**Text:** *Introductory Psychology: Applications of Theories and Concepts* (Spring/Summer 2005 Edition) by Kremer, Brown, & Buccini

#### **Learning Outcomes of this Class**

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

- to analyze complex psychological concepts, theories, methods by separating them into their component parts and investigating their organizational relationships (e.g., exploring Freud's theory by breaking it down into its component parts {id, ego, and superego} and learning how these parts interact to produce human personality)
- to synthesize psychological information by combining separate pieces of information into new and creative wholes (e.g., using the results of many psychological studies to come to conclusions about the relationship between children's level of aggressive behavior and the amount of televised violence they watch)
- to evaluate psychological information by using valid criteria and methods to judge its value for a particular purpose (e.g., using the concepts of reliability, validity, and standardization to determine the usefulness of a particular psychological test in the measurement of a specific aspect of personality)

#### **Methods Designed to Enable You to Accomplish These Outcomes:**

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

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

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

#### **Active Learning Activities**

Active learning takes place when students engage in “hands-on” and “minds-on” activities in the classroom (e.g., demonstrations, discussions, collaborative projects, games, problem solving, writing assignments, and interactive lectures). We will engage in as many

of these types of learning strategies as we can in this class because the opportunity to engage in active learning has been found to have a variety of positive effects in addition to increased learning and retention of material (e.g., it also increases self-esteem, communication skills, and interpersonal skills). Come to this class prepared and ready to learn actively. Warning: You may be accustomed to a passive learning environment in which teachers give you information, ask you to remember it, and then require you to recall it on tests. If this is the case, you should prepare to change your style of learning so you can get the most from this class.

### **Critical Thinking Projects**

- You will write six critical thinking projects (CTPs) worth a maximum of 10 points each.
- You may drop your lowest CTP score, so the total possible CTP points will be 50.
- You will submit these CTPs at the beginning of the class on the days designated on the Daily Class Schedule contained in this syllabus. Please note that 20% of your grade on each CTP is determined by the timeliness of its submission.
- Each CTP will conclude with the answers to the following four questions: (1) What critical-thinking skill did you use in the project, (2) What is the definition of this skill (in your own words)? (3) How did you use this skill to successfully complete this CTP? (4) How can you generalize this skill (give a specific example not used in your CTP) to help you in situations outside or after this class (e.g., in your other classes, your personal/social life, or your future career). These questions will require you to think critically about your critical-thinking skills, which is a reflective activity characteristic of a well-educated person.
- Your six CTPs must include at least one example of each of the six critical-thinking skills described later in this syllabus. It will be your responsibility to make sure that you do this.
- This syllabus contains your instructor's model of critical thinking and a sample of a well-written CTP.
- All CTPs must be word-processed on one side of one sheet of 8 1/2 x 11 paper. Use wide margins and small font if necessary.
- Each CTP will be worth a maximum of 10 points, which will be awarded on the basis of the following criteria:
  1. 2 points for timely submission (Did you submit it at the beginning of the class during which it was due?)
  2. 1 point for correct format (Does your CTP use exactly the same format as the sample contained in this syllabus?)
  3. 1 point for completeness (Does your CTP answer all the parts of a multiple-part question?)
  4. 1 point for correctness (Is the information in your CTP accurate and correct?)
  5. 2 points for the use of relevant and accurate course material to support your answer (Did you use appropriate information from the text or class to support your answer or did you rely on "common sense" or personal opinion?)
  6. 2 points for comprehension of the critical-thinking skill used in the CTP (Were you able to clearly articulate how your thought processes resemble those given in the model of critical thinking contained in this syllabus?)
  7. 1 point for writing skill (Does it contain fewer than two grammatical, punctuational, spelling, or capitalization errors?)
- I will retain the CTPs you submit, so be sure to keep and/or save a copy of each CTP for yourself.

### **The Collaborative Cyber-Book**

You and your classmates will write a collaborative book titled *Critical Thinking in College and Beyond*. Each of you will write a short autobiographical section and two chapters for this book. The autobiographical section will

- reveal who you are,
- identify your major and explain why you have chosen it,
- provide a description of your career path, and explain why you believe it is the best occupational choice for you.

This section will be accompanied by a recent photograph. The first chapter will explain how the six critical thinking skills are essential for success in that your major (e.g., chemistry), and the second chapter will explain how the six critical thinking skills will be essential to your success in your proposed future occupation (e.g., physician). The purpose of this book is to explain how the critical thinking skills you can develop while you are pursuing your major in college will also be the skills that are crucial to success in the occupation you aspire to enter after you graduate. A minimum of five references will be required for each chapter. At least one reference in each chapter must be an interview (i.e., with a faculty member in your major in the first chapter and with a person who is employed in the occupation to which you aspire in the second chapter). The book will be written in APA style format and it must be complete and internet-accessible on the final day of class. It will be the responsibility of the class to determine the book's production schedule and the delegation of responsibilities for the various aspects of the book (e.g., editing, proofreading, collation of chapters, translation into HTML, etc.). Each chapter will be worth a maximum of 25 points based on (1) the timeliness of its submission, (2) the quality of its content, and (3) the degree to which it resembles a professionally written book chapter. Each of the six sections in the "major chapter" (not including the introduction, conclusion section, and reference section) will contain three paragraphs that will provide the following information.

#### Paragraph One

- Use your own words to describe the critical thinking skill that is the subject of the section.
- Give a real-life example of this skill to reinforce your readers' understanding of the value of this skill in their own lives.

#### Paragraph Two

- Explain in detail a particular type of assignment you will be required to complete in one of the classes in your major that will require you to use this critical thinking skill.
- Be sure to define any terms that your readers who are not majoring in your area might not understand.

#### Paragraph Three

- Explain how you will use this critical thinking skill to complete this assignment.
- Explain the specific negative consequences that would occur if you were unable to use this skill in this assignment.

Each of the six sections in the “career chapter” (not including the introduction, conclusion section, and reference section) will contain three paragraphs that will provide the following information.

Paragraph One

- Use your own words to describe the critical thinking skill that is the subject of the section.
- Give a real-life example of this skill to reinforce your readers’ understanding of the value of this skill in their own lives. (Use a different example than you used in your Major chapter.)

Paragraph Two

- Explain in detail a particular type of task you will be required to complete in your occupation that will require you to use this critical thinking skill.
- Be sure to define any terms that your readers who are not familiar with your occupation might not understand.

Paragraph Three

- Explain how you will use this critical thinking skill to complete this task.
- Explain the specific negative consequences that would occur if you were unable to use this skill in this task.

The urls for the previous editions of this book are:

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

[http://www.psych.iupui.edu/Users/dappleby/B104Honors/2002\\_book/index.html](http://www.psych.iupui.edu/Users/dappleby/B104Honors/2002_book/index.html)

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

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

### **How Your Final Grade Will Be Determined**

The total number of points possible in this class (410) is based on the summation of the following subtotals:

250 = 5 tests worth 50 points each

60 = 15 in-class activities worth 4 points each

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

50 = 2 chapters in the collaboratively written book worth 25 points each

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

A = 90% of the total points (369-410)

B+ = 89% of the total points (365-368)

B = 80% of the total points (328-364)

C+ = 79% of the total points (324-327)

C = 70% of the total points (287-323)

D = 60% of the total points (246-286)

F = less than 60% of the total points (0-245)

## Daily Class Schedule

<u>Date</u>	<u>Assignment Due and/or In-Class Activities</u>
January 12	Develop an Understanding of the Nature and Purpose of the Class
January 19	Due → Critical Thinking Project 1 Discussion of the Cyber-Book the Class Will Write
January 26	Due → Critical Thinking Project 2 Depth Perception Cues
February 2	Due → Critical Thinking Project 3 <u>Field Trip</u> to the Indianapolis Museum of Art
February 9	Due → Critical Thinking Project 4 Children's Books and Gender Roles
February 16	Due → Critical Thinking Project 5 The Stressful Lives of College Students
February 23	Due → Critical Thinking Project 6 A Discussion of Book-Chapter Topics and Format & Book-Production Duties and Deadlines
March 2	Due → First Draft of Chapter One Book Chapter Topics, Book-Production Duties, and Book-Production Deadlines Finalized
March 9	Due → Second Draft of Chapter One First Peer Review of Chapter One
March 16	<u>No class</u> → Spring Break! Send me a postcard from Margaritaville, but continue to work on Chapter One.
March 23	Due → Third Draft of Chapter One Second Peer Review of Chapter One
March 30	Due → Final Chapter One (on disk) Due → First Draft of Chapter Two First Peer Review of Chapter Two Strategy to Produce First Half of Book
April 6	Due → Second Draft of Chapter Two Second Peer Review of Chapter Two Peer Review of the First Half of the Book
April 13	Due → Chapter Two Due (on disk) Strategy to Produce the Whole Book
April 20	Due → First Draft of the Whole Book First Peer Review of the Whole Book
April 27	Due → Second Draft of the Whole Book Second Peer Review of the Whole Book
Final Week	Due → Completed Book Accessible Online Evaluate the class Celebration Lunch!

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

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

# YOUR INSTRUCTOR'S MODEL OF CRITICAL THINKING

A. **THE DEFINITION OF CRITICAL THINKING:** Critical thinking refers to the use of the following cognitive **skills** to reach intelligent decisions about what to believe and how to act.

B. **THE SKILLS OF A CRITICAL THINKER**

1. **RETENTION**

- a. definition → the ability to **remember** specific information
- b. required tasks → to remember facts, principles, and steps in sequences.
- c. in psychology → to acquire and retain specific psychological terms, definitions, facts, principles, and sequences
- d. questions it helps → "Who, what, where, and when?"
- e. sample question → What is the definition of psychology?

2. **COMPREHENSION**

- a. definition → the ability to **understand** the meaning of material
- b. required tasks → to explain, translate, or interpret to a new form or symbol system
- c. in psychology → to grasp the meanings of basic psychological principles, concepts, methods, and theories
- d. questions it helps to answer → "How and why does this happen?"
- e. sample question → Why is psychology known as the **science** of behavior and mental processes?

3. **APPLICATION**

- a. definition → the ability to use learned material to **solve** problems
- b. required task → to use concepts, principles, and theories to find solutions to problems
- c. in psychology → to use psychological principles and methods to change behaviors and mental processes
- d. questions it helps to answer → "How can this problem be solved?"
- e. sample question → How can parents use extinction to decrease tantrums in their children?

4. **ANALYSIS**

- a. definition → the ability to **separate** complicated wholes into their parts and organizational relationships
- b. required tasks → to divide complex concepts into their component parts and explain their relationship to one another
- c. in psychology → to divide psychological concepts, theories, and methods into their component parts and relationships
- d. questions it helps to answer → "Of what is this complex whole composed, and how are its parts related to one another?"
- e. sample question → Describe Freud's three major parts of the personality, and explain how they interact.

5. **SYNTHESIS**

- a. definition → the ability to **combine** separate parts into new and creative wholes
- b. required task → to combine previously learned material in order to produce new ideas
- c. in psychology → to produce unique and creative psychological ideas, solutions, hypotheses, and theories
- d. questions it helps to answer → "What new ideas or conclusions can you reach on the basis of what you have learned?"
- e. sample question → Use the results of empirical research described in your text to answer the question: "Does watching violent television cause children to behave more aggressively?"

6. **EVALUATION**

- a. definition → the ability to **judge** the value of material for a given purpose
- b. required tasks → make judgments, rate ideas, and accept or reject materials based on valid criteria
- c. in psychology → to identify and use valid criteria and methods during the processes of assessment, diagnosis, and research in order to distinguish between fact and fiction, education and propaganda, relevant and irrelevant information, and rational and irrational beliefs about psychology
- d. questions it helps to answer → "Determine the validity of a principle, theory, or method."
- e. sample question → Use the criteria discussed in class (reliability, validity, and standardization) to determine the usefulness of a particular psychological test to measure a certain personality characteristic.

The definition included in this model of critical thinking is the instructor's work. The skills of a critical thinker are based on the results of the instructor's empirical research, classroom experience, and Bloom, Englehart, Furst, and Krathwohl's (1956) taxonomy of educational objectives.

Bloom, B. S., Englehart, M. D., Furst, E. J., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Cognitive domain*. New York: McKay.

## Critical Thinking Projects

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

## AN EXAMPLE OF A WELL-WRITTEN CRITICAL-THINKING PROJECT

Critical-Thinking Project 4  
CT Skill Used: Synthesis

David Britske  
B104, 16345  
Dr. Appleby  
March 1, 2005

### QUESTION

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

### ANSWER

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

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

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

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

### CRITICAL THINKING SKILL

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

# A Brief Guide to Citing References in APA Style

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

References are cited in the body of your paper to give appropriate credit to the person or persons whose ideas or words you are using to support what you have written. If you do not give others this credit, you are telling your 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. Include the number of the page on which the quote appears so that your readers can find it easily.** “Although behaviorism does not have as many loyal followers as it did during the 1950s and 1960s, it is still a viable force in modern psychology” (Jones & Epps, 1998, p. 78).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Secondary Sources** (example 22 on page 247)

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

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

**Personal Communications** (page 214)

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

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

\* The numbers in parenthesis after each type of source refer to the reference example(s) and their page number(s) in the 5<sup>th</sup> edition of the APA Publication Manual.

# PLAGIARISM

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

### A. WHAT IS PLAGIARISM?

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

### B. HOW CAN PLAGIARISM BE AVOIDED?

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

### C. WHY IS PLAGIARISM WRONG?

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

### References

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

## **EXAMPLES OF ACADEMICALLY DISHONEST BEHAVIORS AND THEIR UNFORTUNATE CONSEQUENCES**

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

### **MISREPRESENTATION**

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

### **CHEATING**

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

### **PLAGIARISM**

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

### **MISUSE OF MATERIALS**

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

## YOUR INSTRUCTOR'S AUTOBIOGRAPHY

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

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

I work hard to maintain my identity as a professional psychologist. I belong to both Division One (General Psychology) and Division Two (The Society for the Teaching of Psychology or STP) of the American Psychological Association (APA), I review manuscripts for a professional journal (*Teaching of Psychology*), and I perform research on the teaching/learning process and report the results in journals, books, and at professional conferences. I love to collaborate with students, and I have co-authored many papers with students who have presented them at undergraduate research conferences. I have written three editions of the student study guide to accompany an introductory psychology text written by my friend and colleague, Dr. Margaret Matlin. I also created Project Syllabus for STP, and I serve as the director of its online Mentoring Service. These types of professional activities enabled me to be elected as a Fellow of APA in Division Two in 1992 and Division One in 2002 “in recognition of outstanding and unusual contributions to the science and profession of psychology,” to be chosen as the Outstanding Psychology Teacher in a Four-Year College or University by the Society for the Teaching of Psychology in 1993, to be selected to serve as a consulting editor to *Teaching of Psychology* in 1996, to be invited by APA to present the 1998 G. Stanley Hall Lecture on the Teaching of Psychology, and to be included in the 1994 edition of *Who's Who in American Education*, the 1999 edition of *Who's Who Among American Teachers*, and the 2004 edition of *Who's Who in America*. I was also the recipient of the IUPUI Chancellor's Teaching Excellence Award in 2003, and I received the Alumni Achievement Award from my alma mater (Simpson College) in 2005.

I also enjoy working with individual students and student organizations. I have been the faculty advisor to the student newspaper, the yearbook, the Photography Club, the Booster Club, the Psychology Club, Psi Chi, five senior classes, the Indian and Pakistani Student Association, the Crew Team and approximately 80 psychology majors each year. These activities, coupled with *The Handbook of Psychology* I wrote, led me to be named the Outstanding Academic Adviser of the Great Lakes Region of the National Academic Advising Association in 1988, to be the charter recipient of the Marian College Mentor of the Year Award in 1996, to receive the IUPUI School of Science's Academic Advisor of the Year Award in 2002, and to receive the IUPUI Psychology Department's Faculty Mentor of the Year Award in 2000 and its Academic Advisor of the Year Award in 2002 and 2003.

I have a variety of interests other than teaching. Photography has been my lifelong hobby, and I have won contests, judged competitions, and exhibited my work in Indianapolis and Chicago. I keep my literary persona alive by writing haiku poetry, and my poetry has been published in local, national, and international haiku magazines. My literary career peaked several years ago when I was chosen to be the guest editor of an issue of *Modern Haiku*, the leading English-language haiku magazine. I combine my love of exercise and mornings by getting up at 3:15 every morning and walking four miles with Peg and Myk, our Australian shepherd. One of the main reasons I exercise is because I love to cook and eat. If I didn't walk, I would probably weigh 300 pounds! I have combined my love of cooking and writing by creating the multiple-choice questions for the instructor's manuals that accompany *Professional Cooking* and *Professional Baking*, which are textbooks used in culinary arts schools around the world. I am also the co-creator of [www.indyethnicfood.com](http://www.indyethnicfood.com), a website that contains comprehensive lists of all the international and American regional restaurants, markets, and festivals in Indianapolis, and the students in my Student-Athlete Learning Community have created a college-student-friendly cookbook that can be accessed online at [www.iupui.edu/~athlete/documents/LearningCommunityCookbook.doc](http://www.iupui.edu/~athlete/documents/LearningCommunityCookbook.doc). Although I possess absolutely no musical talent, I thoroughly enjoy listening to both live and recorded music, and my musical tastes are very eclectic (e.g., reggae, hip-hop, world, Cajun/zydeco, jazz, blues, new age, classical, and plain old rock and roll). Every Friday night you will find Peg and me in search of live music and the most exotic food that Indianapolis can provide.

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