USC University of
Southern California

SUMMER PROGRAMS 2016
CORE 195: PSYCHOLOGICAL SCIENCE & SOCIETY

Instructor: Leslie Berntsen, M.A.
Please call me: Leslie (pronouns: she/her/hers)
Office: SGM 612
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Class meeting times: M-F, 9:00 AM-12:00 PM, 2:00-5:00 PM
Classroom: VKC 258 **(THH 217 on 06/23, THH 215 on 06/29)**
Course management website: uscsummerpsych.weebly.com
Office hours: Any day during the 12:00-2:00 PM lunch break—just ask to set up a time.

Course Description

Why are people the way that they are? Why do they do the things that they do? What can psychological science tell me about the world around me? And how can I use it to make the world a better place? If these questions (especially the last two) keep you up at night, you have definitely chosen the right course. Over the next four weeks, you'll grapple with these questions and learn how to think like a real life scientist, all while developing study skills and strategies that will help you excel in your future college classes.

Because you will receive college credit for passing this class, we will cover all of the major topic areas covered in a one-semester course in introductory psychology: the history of psychology, research methods, lifespan development, sensation and perception, learning and memory, cognition, personality, social processes, and mental illness, as well as the fundamentals of genetics, evolution, and neuroscience as they relate to these topics. Throughout the month, you will be highly encouraged to apply your knowledge of the material to your own lives, as well as real-world social issues.

Learning Objectives

- Exhibit college-level mastery of basic principles of psychological science by completing daily quizzes and assigned readings and participating in course lectures, discussions, and lab activities
- Become active consumers and communicators of empirical research in psychology
- Gain a first-hand glimpse into the life of a psychological scientist by touring USC research labs and refine your own critical thinking skills by conducting your own independent research project
- Apply in-class learning with field trips to the Museum of Tolerance, the Midnight Mission Homeless Shelter, and the Psychiatry: An Industry of Death Museum

Required Texts

Myers, David G. (2012). Psychology in Modules with Updates on DSM 5, Tenth Edition. Worth

Publishers.

Course Requirements & Grading

Daily Quizzes (30% of final grade)

Each morning, there will be a non-cumulative quiz covering both the lecture material and accompanying textbook modules from the previous day. There will be material in the textbook that will not be covered during lecture, as well as topics addressed during lecture that do not appear in the textbook. You will be responsible for the information from both sources, just like on college exams. However, to encourage you to develop good note-taking strategies for college, you are more than welcome to use any notes you take during lecture and/or while reading as you take each quiz. Quizzes will account for 30 percent of your final grade, but your two lowest scores will be dropped. There will not be any cumulative tests or a final exam.

Class Participation (20% of final grade)

As in upper-level college seminar classes, a substantial amount of our class time will be devoted to exploring the real-world implications of the course material. In order to encourage you to challenge yourselves and your classmates (as well as your instructor!), you can earn up to two points each day for active involvement during class discussions. Your total participation points will account for 20 percent of your final grade.

- 0 points: No participation, unexcused absence, or excessive distraction
- 1 point: Limited participation, unexcused tardiness, or mild distraction
- 2 points: Active participation and thoughtful contributions to class discussion

Writing Assignments (15% of final grade)

Writing assignments are your chance to independently reflect on the course material and relate what we are learning to your own life and the world around you. There will be one prompt for every major topic area we cover and you can choose any three to complete over the course of the month. All prompts will be provided at the beginning of the course so you can plan ahead and select accordingly. (Again, planning ahead and prioritizing competing demands are great skills to have for college. Please consider this your opportunity to practice them!)

These 1-2 page (double-spaced) assignments will be due one week after the corresponding material has been covered during class. For example, since we will be discussing theories of personality on June 21st, the personality essay would be due by 9:00 AM on June 28th. (Although the course ends on July 15th, assignments for the last week of material will still be accepted after that date. You still have a full week to complete them.) Writing assignments will be graded out of a maximum of five points each and will account for 15 percent of your grade.

Final Project (35% of final grade)

The final project is the major assignment for the course and will allow you to gain a first-hand look into the life of a psychological scientist by finding a topic that interests you, formulating a research question

and hypothesis, collecting data, conducting simple analyses, and presenting your findings.

For the final project, you have the option to work independently or with a partner. If you choose to collaborate, you can choose your partner and develop an idea together or I can suggest a match based on mutual interests. Your topic can be anything related to psychology that allows for quick data collection and fits within ethical guidelines for research. Here are just a few examples of projects completed by former students:

- How are introversion and extroversion linked to social media use?
- Is caffeine intake related to school performance?
- How are parenting styles related to teenagers' feelings/anxiety about college?
- How does emotional music influence people's moods?

In order to keep the workload manageable, projects will be completed in small portions over the course of the month. (Due dates are listed in the final column of the course calendar.) There will be class time set aside toward the end of the month to work on data analyses and your presentations, but there will also be work required outside of class.

Each of the five components (aims/hypotheses, methods/measures, results/conclusions, research poster/slides, and oral presentation) will be graded out of a total of seven points each and, when added together, will account for 35 percent of your grade.

Research Aims/Hypotheses: June 27th

Submit one or two paragraphs describing the purpose of your study, what you expect to find, and why you expect those results. You (and your partner, if applicable) will (i.e., must) meet with me in advance of the due date so that we can develop a clear research question and goal for your study.

Methods/Measures: July 1st

Describe the design of your study (online survey, behavioral observations, etc.), your study sample (who will participate in your study), how you will recruit participants (emails or social media posts for online surveys, general location/sample makeup for observational studies), and any and all measures that will be presented to participants.

For surveys, list every question (verbatim) that will appear in the survey. For observational studies, include a copy of your data collection log and explain in full detail how you will interact (if at all) with participants. Data collection can begin as soon as I approve your study design and materials, so the sooner you can get these in, the better!

Data Collection Ends: July 11th

We will start processing and analyzing data in the computer lab on the afternoon of the 11th, so it is crucial to have any and all data collected by this date.

Results/Conclusions: July 14th

Submit a short report that includes descriptive statistics and histograms of your independent and dependent variables as well as results and appropriate data displays of your statistical hypothesis test(s). (If this sounds like a foreign language, don't worry! We'll be working on data processing and analysis almost exclusively during class time.)

Research Slides: July 15th

Revise your aims, methods, and results sections based on the feedback you receive and incorporate them into a Powerpoint or Keynote presentation. Example slides will be available during class.

Oral Presentation- July 15th

We will spend our last day together sharing research project results. Using your slides, tell us all about your project in 30 minutes or less. Specific requirements and details will be provided as the date approaches. If you are local to the Los Angeles area, you are more than welcome (but certainly not obligated) to invite friends and/or family.

Extra Credit: Moment of Geek

This is your opportunity to polish your presentation skills in an informal, supportive environment, learn how to communicate scientific research in an accessible manner, and most importantly, just geek out about something that fascinates you. Here are the details…

- Find an article in the popular press that summarizes the findings of a recent study in psychology or neuroscience. Ideally, this won't be the first article you find, but rather one that you think is really, really cool and can't wait to share with other people.
- In two minutes or less, share it with us! Tell us what the researchers studied, how they studied it, what they found, and why you think it's awesome. There will be time set aside every morning after the daily quiz for this purpose.
- A list of suggested sources will be posted on Weebly, but you are more than welcome to use other sources of comparable legitimacy. You are only required to use studies that <u>have not</u> been specifically discussed in class, but that do fall into one of the broad topic areas that we have already covered.
- If you'd like, you can use a notecard while sharing to remind yourself of specific details of the study. Just try not to write full sentences or mechanistically recite anything you've written. This is intended to be a relaxed, no-pressure chance to just talk about science.
- A third of a point will be added to your final grade for the course for every article you share (limit one per day).

Letter grades will be assigned according to the following scale:

A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	F	under 60%

<u>**Laptop Policy: The Golden Rule**</u>

If you have a laptop (or tablet), you are more than welcome to bring it to class to take notes and to work on your final project when time permits. (Laptops can also be borrowed from the university at no charge. See http://itservices.usc.edu/spaces/laptoploaner for more details.)

During structured discussions or in-class activities, I will ask that all laptops be closed to allow for full engagement. Participation points will be docked for students who appear excessively and inappropriately distracted by their computers or who use them for non-academic purposes during class time and I reserve the right to revoke your individual laptop privilege at any time. If you were speaking to a group of people about something you genuinely care about, you'd probably want them to pay full attention to you. Please just be kind.

Turning in Assignments

Unless otherwise specified, assignments should be turned in electronically on the Weebly website for the course. (Details will be provided on the first day of class.) Assignments are due by 9:00 AM on the due date specified on the syllabus.

Late Work Policy

Late assignments (written assignments or final project components) will only be accepted without penalty in the event of confirmable illness or emergency. Late assignments will incur a penalty of 20% off of the maximum score for every day late. Unexcused absences will result in a score of zero on the daily quiz and zero participation points for the day. For excused absences, you will have the opportunity to make up any missed quizzes when you return and your maximum class participation point total will be adjusted to account for your absence.

Sensitivity & Safe Space Guidelines

It is my goal to foster an environment of mutual respect in which everyone can feel comfortable voicing their opinions or sharing their stories. On the first day of class, we will work together as a group to create ground rules for our discussions. If, at any point, you feel like information covered in this class triggers thoughts, feelings, or concerns that you would like to discuss further, please do not hesitate to reach out to me or to USC's Student Counseling Services (located on the third floor of the Engemann Student Health Center) at (213) 740-7711.

Field Trips

In the spirit of true experiential learning, we will be taking several on- and off-campus field trips in order to bring your textbook chapters to life. When we leave the classroom, please keep in mind that you are not only representing yourself, but also your Summer Programs classmates, as well as the University of Southern California. You will be expected to conduct yourself with the utmost professionalism and respect. Participation points will be docked for misbehavior and additional disciplinary measures will be taken for more severe infractions.

Academic Resources for the College-Level Course

It is very likely that this course will be unlike any class you have taken in high school. If you start to

struggle at any time, please reach out as soon as possible before falling too far behind. There is absolutely no shame in needing or seeking help. Please don't hesitate to speak with me before or after class or set up a specific time to visit during lunchtime office hours. Although in-person communication guarantees an immediate response, you can also email me and I will try my best to respond within 24 hours, except on weekends. (For example, if you send an email on Friday morning, I might not reply until Monday morning.)

For general help with college-level coursework, including study skill tips and test-taking strategies, visit USC's Center for Academic Support in person in STU 301, call them at (213) 740-0776, or visit their website at http://sait.usc.edu/academicsupport/index.html

For specific help with writing (including <u>free</u> one-on-one tutoring), visit the USC Writing Center in person at THH 321, their website at http://dornsife.usc.edu/writingcenter, call them at (213) 740-3691, or email them at writing@usc.edu

Statement on Sexual Violence[1], Identity-Based Harm, and Bullying

If you ask me, this is the single most important part of the syllabus and I need to know that people are aware of this information, so let's try something. If you have read this far, please email me your favorite GIF of Olivia Benson (the amazingly fierce fictional sex crimes detective from Law & Order: SVU, not the kitten that Taylor Swift adopted/named after said amazingly fierce sex crimes detective, just to clarify). Now, please read on…

If you experience sexual violence, identity-based harm, or any kind of bullying[2] during your time at USC, please don't hesitate to reach out to me so I can (1) help you get caught up in class, (2) put you in contact with the appropriate resources and services, and (3) answer questions to the extent that I am qualified to do so. But, if you'd rather not talk to your teacher about these issues, I completely understand. Here are some of those resources that I would have ended up telling you about:

Relationship & Sexual Violence Prevention & Services: https://engemannshc.usc.edu/rsvp/
Sexual Assault Resource Center: http://sarc.usc.edu/
Student Counseling Services: https://engemannshc.usc.edu/counseling/
Student Support & Advocacy: https://studentaffairs.usc.edu/ssa/
Office of Equity & Diversity: http://equity.usc.edu/
Department of Public Safety: http://dps.usc.edu/contact/report/

Asian Pacific American Student Services: http://sait.usc.edu/apass/
Bias Assessment Response & Reporting: http://studentaffairs.usc.edu/bias-assessment-response-support/
Center for Black Cultural & Student Affairs: http://www.usc.edu/student-affairs/black_cultural_center/

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[1] Please note that I am required by state and federal law to report all personal disclosures of sexual violence (by minors under the age of 18) to the appropriate campus authorities, but that I am qualified and more than willing to support survivors throughout the process.

[2] Please also note that there is <u>no excuse</u> for engaging in any of these behaviors, in any form, towards anyone. If I learn that any of my students have harmed one of their classmates, I will do everything in my power to hold them accountable to the fullest extent allowed by university policy.

El Centro Chicano: http://sait.usc.edu/elcentro/
LGBT Resource Center: http://lgbtrc.usc.edu/

And finally, for information about your legal rights under Title IX: http://knowyourix.org/

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment that fosters general principles of academic honesty. These include respecting the intellectual property of others, submitting your own individual work unless otherwise allowed by an instructor, and protecting your own academic work from misuse by others. All students are expected to understand and abide by these principles, which are summarized online at https://sjacs.usc.edu/students/academic-integrity. Should there be any suspicion of academic dishonesty, students will be referred to the Office of Student Judicial Affairs and Community Standards (http://sjacs.usc.edu) for further review.

For this class, specific examples of academic dishonesty include, but are not limited to: conferring with another student, looking at someone else's paper, or using your textbook or the internet during daily quizzes; submitting assignments that have been written by another person or lifted from the internet; and falsifying data or results for the final project.

If you have any questions about these policies or academic dishonesty in general, I would be more than happy to answer them, so please ask.

Statement for Students with Disabilities

As an instructor, I strive to create an environment in which every student is given an equal opportunity to excel. If you are in need of special accommodations (e.g., large fonts or extra time on quizzes, class note-taker, etc.), please let me know as soon as possible and I will work with you to get you the help you need. Remember that any information you share regarding disability accommodations is confidential and will not be shared with other students.

Any student requesting disability-based academic accommodations is required to register with Disability Services and Programs (DSP) in order to obtain a letter of verification for approved accommodations. Again, please provide me with this letter as early in the course as possible. DSP is located in GFS 120 and is open from 8:30 AM to 5:00 PM, Monday through Friday. You can also reach them by phone at (213) 740-0776 and online at http://dsp.usc.edu

For additional resources, you can also visit USC's Kortschak Center for Learning and Creativity in STU 311, reach them via email at kortschakcenter@usc.edu, over the phone at (213) 740-7884, or on their website at http://kortschakcenter.usc.edu.

Course Schedule

The schedule on the following page is tentative and subject to change. Any major revisions will be announced during class, posted on Weebly, and confirmed via email.

DAY	DATE	TOPIC AREA	TEXTBOOK MODULES	FINAL PROJECT DEADLINES (9:00 AM ON DAY LISTED)
M	June 20th	History of Psychology & Research Methods	1, 2, 3	
T	June 21st	Theories of Personality	40, 41, 42	
W	June 22nd	Introduction to Neuroscience	4, 5, 6	
R	June 23rd	**Genetic & Environmental Bases of Behavior**	11, 12	
F	June 24th	Developmental Psychology	13, 14, 15, 16	
M	June 27th	Emotions, Stress, & Health	35, 36, 37, 38, 39	Aims/Hypotheses Due
T	June 28th	Social Psychology	43, 44, 45, 46	
W	June 29th	**AM: Field Trip: Museum of Tolerance** **PM: Social Psychology & Museum Reflection**		
R	June 30th	Learning **Field Trip: USC Twin Project Psychophysiology Lab** **Field Trip: USC Dornsife Cognitive Neuroimaging Center**	20, 21, 22	
F	July 1st	Sensation & Perception	17, 18, 19	Methods/Measures Due
M	July 4th	**NO CLASS: INDEPENDENCE DAY**		
T	July 5th	Memory **PM: Field Trip: Midnight Mission Homeless Shelter**	23, 24, 25, 26	
W	July 6th	Understanding Mental Illness	47, 48, 49, 50, 51	
R	July 7th	AM: Understanding & Treating Mental Illness **PM: Computer Lab** (Basic Statistics)	52, 53, 54	
F	July 8th	**AM: Field Trip: Psychiatry: An Industry of Death Museum** PM: Treating Mental Illness & Museum Reflection		
M	July 11th	Language, Motivation, & Industrial/Organizational Psychology **PM: Computer Lab** (Data Processing)	28, 32, 33, 34	Data Collection Complete
T	July 12th	AM: Sleep, Consciousness, & Altered States **PM: Computer Lab** (Data Processing & Analysis)	7, 8, 9. 10	
W	July 13th	**AM: Computer Lab** (Data Analysis & Interpretation) PM: Cognition & Intelligence	27, 29, 30, 31	
R	July 14th	**AM: Computer Lab** (Presenting Results) PM: Final Project Wrap-Up		Results/Conclusions Due
F	July 15th	**Final Project Presentations!**		Final Projects Due