



PSYCHOLOGY 111
Honors Introduction to Psychology
Department of Psychology & Counseling
2:30 pm – 3:50pm. Monday & Wednesday

Instructor: John Ranney E-mail: ranney001@gannon.edu ***Preferred contact method
Office: Palumbo 2233 Phone: 871-7253
Office Hours: Tuesday & Thursday 10:00 am – 11:00 am or by appointment

Materials:

Required Textbook: Hock, R. R. (2013). *Forty Studies That Changed Psychology: Explorations into the History of Psychological Research* (7th Edition). Upper Saddle River, NJ: Pearson Education Inc.

Optional: Follow the Twitter account developed for this course to engage in more detailed and informal conversations about course material. This can provide more ideas for weeklyish paper topics @GUIntroPsy (**I WILL NOT FOLLOW YOU BACK (YOUR SECRETS ARE SAFE WITH THE REST OF PEOPLE ON TWITTER ☺)**)

Course Description:

This course is an introduction to the principal theories and methods used in the area of psychology in the study of human behavior, personality, social relationships, and emotional adjustment.

Prerequisites:

N/A

Course Format:

This course will be taught using active, and interactive formats. This course will consist of in class and online discussions, information presentation both digitally and in person. Dr. Ranney will present material at the beginning of each class. Students will evaluate the material in conjunction with course readings and personal experiences for discussions and debates which will occur throughout each class. For the last hour of class each week, students will also be asked to select intellectual positions, debate different theoretical positions, and practically apply material presented in the first class period to issues facing individuals and groups in modern society. To participate in these activities, you will need to have read the text, listened to the podcasts, and watched the videos prior to their assigned date in order to have at least partial understanding of the topics presented. Discussion will often consist of activities, in class projects, and Blackboard discussions, which will proceed from the discussions begun during the class. Assignments, critical thinking exercises, and/or papers will assist you in actively learning course information.

Instructors' Commitment to the Students:

The information presented in class is meant to give students a broad understanding of the types of research and discoveries that have occurred as a result of work conducted in the field of psychology. As the instructor, it is my responsibility to guide you in accurately reflecting and applying the methods, concepts, constructs, and findings of this area of study. In order to accomplish this aim, I will present the most up-to-date information available for topics that span the broad scope of psychological sciences. Furthermore, I will

provide weekly written and verbal feedback to the students related to their written work and discussions that occur across the course of the class. An overall evaluation of each student's understanding of course material will be presented by me at the end of the semester in the form of a letter grade.

PSYCHOLOGY-SPECIFIC LEARNING OBJECTIVES:

<u>Objective</u>	<u>Weeklvish Reflection</u>	<u>Final Project</u>	<u>Discussion</u>
Students will understand the scientific method and will learn to think critically about psychological research.	Weeks 1, 2, 11	Topic Identification Assignment Citation Identification Assignment Final Project	Week 1, 2, 11
Students will develop an understanding of the interdependence of genetic and environmental determinants on behavior.	Weeks 3,4, 5, 7, 9, 11, 12		Weeks 3,4, 5, 7, 9, 11, 12
Students will be able to apply what they learn in this class to real life situations.	Weeks 1, 2, 3, 5, 6, 8, 9, 10, 12	Topic Identification Assignment Citation Identification Assignment Final Project	Weeks 1, 2, 3, 5, 6, 8, 9, 10, 12
Students will write papers and present materials in APA style	Weeks 1 - 16	Final Project	N/A

SOCIAL SCIENCES LEARNING OBJECTIVES:

<u>Objective</u>	<u>Weekly Reflection</u>	<u>Final Project</u>	<u>Discussion</u>
Students will demonstrate knowledge of terminology, research findings, methodologies, and theories common to the social and behavioral sciences.	Weeks 1- 16	Topic Identification Assignment Citation Identification Assignment Final Project	Weeks 1- 16
Students will analyze interrelationships among individuals, institutions, social structures, events and/or ideas.	Weeks 1, 2, 3, 5, 6, 8, 9, 10, 12	Topic Identification Assignment Final Project	Weeks 1, 2, 3, 5, 6, 8, 9, 10, 12
Students will explain how social and behavioral sciences can be employed to analyze social change, analyze social problems, and analyze and develop social policies	Weeks 3,4, 5, 7, 9, 11, 12, 14, 15, 16	Topic Identification Assignment Citation Identification Assignment Final Project	Weeks 3,4, 5, 7, 9, 11, 12

Students demonstrate knowledge and the sources and effects of others' cultural beliefs, language, socio-economic status, race, ethnic background, religion, interpersonal styles, behaviors, and/or worldview.	Weeks 1- 16	Topic Identification Assignment Citation Identification Assignment Final Project	Weeks 1- 16
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Grades

Your grades will be determined by the total number of points you receive across the: 1. Class discussions, 2. Reflection papers, and 3. Summative project.

1. **Class Discussion Assignments:** Throughout the course of this class we will discuss issues related to the readings and the in class presentations, in person, through Blackboard, and on Twitter. Students will receive 10 points each week related to their contributions, comments, and questions. In order to receive full credit, students need to make at least three comments per week, complete written in class work, or contribute to the running comment threads on the course discussion boards. Contributions need to be pertinent to course material, and provide rationales for positions and opinions. Points for these activities will be entered into Blackboard the day class discussion occurs.'
2. **Weeklyish Reflection Papers:** Over the course of the semester, students will complete 10 two to three page papers related to the previous week's topics discussed in class and in the readings (see attached rubric). Each paper, worth 20 points, will be due by the Tuesday of the following week and will be graded according to the detailed description and rubric presented at the end of the syllabus. Papers will begin following week 2 and will continue through week 14. Students may complete 10 papers for the 13 weeks that papers will be accepted. Students may write papers for all 13 weeks and drop grades for the papers with which they are not satisfied. Papers will be graded each week prior to the deadline for the next week's paper.
3. **Summative Paper/Presentation/Podcast:** A final project synthesizing topics and applying them to a current issue, event, or problem related social, professional, or general human behavior. A complete description of this project is provided along with the grading rubric at the end of the syllabus. This project will be worth a total of 150 points. Final grades for this assignment will be posted the week following the presentation.

All assignments are due by 11:59pm on the Sunday the week they are due. Late assignments will lose 5% for each 24 hour period after the deadline.

Extra Credit

You may earn up to eight extra credit points by participating in research studies in the psychology department participant pool. Studies will be worth 1 credit for each half-hour of participation required (e.g., an experiment which lasts 20 minutes will be worth 1 credit, and experiment which lasts 45 minutes will be worth 2 credits, etc.). You must be at least 18 years old to participate in these experiments. If you are not 18 years old, speak to me about an alternative course of action.

The majority of the opportunities to participate in experiments usually begin sometime around mid-semester and last for only a short time; sign up early!

You sign up for research studies via the web at <http://gannon.sona-systems.com>. You must register for an account with Sona-systems in order to participate. Your Gannon account will not work. You must create

your own account via their web site. It is your responsibility to show up for any studies for which you volunteer. You will get an email reminder about participation approximately 24 hours before you are scheduled to participate. You can cancel your appointments on the web up to two hours prior to the start of the experiment. You can also go to the study and verbally inform the experimenter that you do not wish to participate. You will NOT be penalized for canceling an experiment. Please be considerate of the experimenter's time and effort and inform them in advance if you decide to cancel.

Course Requirements

Weekly Class discussions	150
Weekly reflection papers	200
<u>Summative Paper/Presentation</u>	<u>150</u>
Total	500

*******You must complete all requirements to pass the course*******

Standards for Evaluation of Written Work

It is possible in this class for everyone to get an “A”. Work will never be graded according to a curve and each assignment will be evaluated according to its own merits.

- Work receiving an “A” Meets all of the basic requirements listed on grading rubrics. The work demonstrates an understanding of the principles and concepts related to psychology. Assertions are original, are well-researched and well-developed.
- Work receiving a “B” Reflects an understanding of the course material and attempts to apply it to the research topics. Meets basic assignment requirements. Demonstrates an ability to identify and connect topics. Originality and depth of thought are lacking.
- Work receiving a “C” Shows some understanding of course material with some errors and misconceptions. While meeting most of the basic requirements of the assignment, fails to make important connections, demonstrates a lack of insight and originality.
- Work receiving a “D” Does not meet all of the requirements. Work has several errors and does not adequately connect course material with pertinent topics. The writing and connections are unclear at times or unsupported.
- Work receiving an “F” Does not meet the requirements of the assignment and shows little to no connection with class material. Lacks clarity.

Grading Criteria:

Grading System:

A+ = 485 - 500	B+ = 435 - 449	C+ = 385 - 399	D = 300 - 349	F = 0 - 299
A = 465 - 484	B = 415 - 434	C = 365 - 384		
A- = 450 - 464	B - = 400 - 414	C - = 350 - 364		

- There is no fair cutoff point for rounding grades that satisfies everyone. Thus, grades will not be rounded.

Attendance

Students who do not attend class tend to struggle and perform poorly on assessments. While attendance is not required, in course activities occur periodically, will not be announced, and may not be made up. Missing class will lead to poorer performance through missing important information, missing in class assignments, and missing important announcements. As an adult, it is up to you to ensure that you are attending class and getting the information you need to obtain the grade you desire in this class.

Academic Integrity:

All work in this course must be completed in a manner consistent with Gannon University Student Code of Academic Integrity.

Gannon University considers the maintenance of academic integrity of utmost importance and stresses that students are responsible for thoroughly understanding this code. Absolute integrity is expected of every Gannon student in all academic undertakings; the student must in no way misrepresent his/her work, fraudulently or unfairly advance his/her academic status, or be a party to another student's failure to maintain integrity. The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of this code are the responsibilities of the students and faculty of Gannon University. Therefore, all students and faculty members shall adhere to the basic principles of this Code. Each student will receive the Code of Academic Integrity publication of Gannon University during Freshman Orientation or entrance into the University. Upon review of the publication, the students will be invited to sign a pledge to uphold the Academic Integrity of their work and the work of their peers.

Academic Dishonesty Sanctions Any student found guilty of academic dishonesty will be subject to penalties, which, depending on the gravity of the offense, may include the following:

1. Failure of the assignment involved (subject to decision by faculty member)
2. Failure of the course (subject to decision by faculty member)
3. Subject to review and approval of the Academic Dean, separation from the University
4. Subject to review and approval of the Academic Dean, expulsion from the University.”

For a full review of the procedures related to situations involving questions of academic integrity, please see the Gannon Student Handbook.

Student Accommodations:

Disability Support Services:

The University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The purpose of accommodations is to provide equal access to educational opportunities for eligible students with academic and/or physical disabilities. Gannon students who require accommodations due to a documented diagnosed physical, emotional or learning disability should contact Gannon's Office of Disability Service at extension 5522 or find more information at:

<https://my.gannon.edu/studentresources/studentssuccesscenter/Pages/default.aspx>

Accommodations for student activities:

Students who miss class due to participation in university-sanctioned activities must identify themselves prior to missing class and make arrangements to complete missed work. In addition, students must provide me with a copy of their travel schedule.

Appropriate Procedure for Addressing Concerns with the Course

If you have a concern with an instructor or a course, the resolution begins by speaking with the instructor. If the concern continues after this conversation, the student should speak with the chair/director of the instructor's department. Any continuing concerns should be taken to the Dean's Office.

Daily Schedule:

<u>Day/Date</u>	<u>Topic/Event</u>	<u>Course Materials/Weekly Discussions</u> Readings, podcasts, and internet videos should be read, listened, and watched before class. Movies will be watched in class. **** Denote Assignment Due Dates****
Week 1: Introduction Week & Basics of Psychology		
Wed. Aug. 22 nd	First Day of Class: Examine the Syllabus What Do We Study In Psychology	Ambridge, B. (2014). "10 Myths about psychology, debunked" [Video file]. <i>TED</i> . Retrieved from https://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked?language=en#t-283018
Week 2: Ethical Conundrums		
Mon. Aug. 27 th	Research Methodology	Klein, E., Yglesias, M., Armstrong, B., Lind., D., Coaston, J., Tanner, G., Belluz, J., & Resnick, B. Hosts " #FakeScience." <i>The Weeds</i> , Vox Media Inc. 10 Aug. 2018. https://art19.com/shows/the-weeds/episodes/19474240-83bd-4998-96e1-d20201eaede0 Engber, D. (2017). "Daryl Bem proved ESP is real : Which means science is broken. " <i>Slate</i> Retrieved from https://slate.com/health-and-science/2017/06/daryl-bem-proved-esp-is-real-showed-science-is-broken.html
Wed. Aug. 29 th	Ethics	Hock Chapter 10 Psychology Notes HQ. (2014). Fear or no fear – The Little Albert Experiment. <i>The Psychology Notes HQ</i> . [Video file]. Retrieved from https://www.psychologynoteshq.com/psychological-studies-little-albert-experiment/ Green, H. (2016). 5 psychology experiments you couldn't do today. <i>SciShow</i> . [Video file]. Retrieved https://www.youtube.com/watch?v=zZ311jgmYrY Design your own study
Week 3: Genetics		
Mon. Sept. 3 rd	Labor Day No Class	Labor Day No Class
Wed. Sept. 5 th	Genetics	Hock Chapter 3 Webster, M., & Wheeler, S., "Update: CRISPR" <i>Radiolab</i> , WNYC Studios, 24 Feb. 2017. https://www.wnycstudios.org/story/update-crispr Extra Resources: https://www.synthego.com/blog/10-podcasts-every-crispr-scientist-will-love Genetic Manipulation Debate

Week 4: Biological Underpinnings of Human Behavior

Mon. Sept. 10 th	Confluence of Basic Biology & Psychology	Hock Readings 1 & 2 pages 1- 18 Spiegel, A., “World with no fear” <i>Invisibilia</i> , NPR, 15 Jan. 2015. http://www.npr.org/2015/01/16/377517810/world-with-no-fear Hill, V. (2015) What cats taught us about perception, <i>BrainCraft</i> , PBS, 04 Jun. 2015. [Video file]. https://www.youtube.com/watch?v=RPv0a9ftu6Y
Wed. Sept. 12 th	Foundation of Human Perception	Hock Readings 5,6 ,7,&8 Rosenblum, L. (2010). The rubber hand illusion. <i>Horizon</i> . BBC Two. https://www.youtube.com/watch?v=sxwn1w7MJvk&t=6s Is hypnosis a thing?
Week 5: Intelligence, Cognition, & Memory		
Mon. Sept. 17 th	Memory & Cognitive Maps	Hock Readings 15 & 16 List, J. A. (1986). Age and schematic differences in the reliability of eyewitness testimony. <i>Developmental Psychology</i> , 22(1), 50-57. doi:10.1037/0012-1649.22.1.50
Wed. Sept. 19 th	Expectancies & Intelligence	Hock Readings 13 & 14 What is intelligence?
Week 6: Conditioning & Learning		
Mon. Sept. 24 th	Classical & Operant Conditioning	Hock Readings 9, 10, & 11 Williams, C. (Writer), & Whittingham, K. (Director). (2007). Phyllis’ Wedding. [Television Episode]. In Daniels, G. (Executive Producer), <i>The Office</i> . From 0.00 sec -69.00sec Aronsohn, L., Rosenstock, R. (Writer), & Cendrows, M. (Director). (2009). The Gothowitz Deviation. [Television Episode]. In Lorre, C. (Executive Producer), <i>The Big Bang Theory</i> . Skinner, B.F. (2009). BF Skinner Foundation: Pigeon Turn. <i>BF Skinner Foundation</i> . [Video file]. Retrieved https://www.youtube.com/watch?v=TtfQlkGwE2U
Wed. Sept. 26 th	Learning	Hock Readings 12 Sandlin, D. (2015). The backwards brain bicycle. <i>Smarter Everyday</i> . [Video file]. Retrieved https://www.youtube.com/watch?v=MFzDaBzBIL0 Design a classroom
Week 7: Child Development		
Mon. Oct. 1 st	Cognitive Development	Hock Reading 18 BookVideosTV. (2009). The Philosophical Baby: Alison Gopnik. <i>BookVideosTV</i> . [Video file]. Retrieved https://www.youtube.com/watch?v=ERSiBINz8UU Bronfenbrenner, U. (1994) Ecological models of human development. In <i>International Encyclopedia of Education, Vol. 3, Ed. 2</i> . Oxford: Elsevier.

Wed. Oct. 3 rd	Social Relationships: Morality	Hock Readings 17, 19, 20 Bennett, B. (2015). The Good Samaritan. <i>Bo Bennett</i> . [Video file]. Retrieved https://www.youtube.com/watch?v=ZfRSassEzoU What is Right and Wrong?
Week 8: Adult Development		
Mon. Oct. 8 th	**** Social Issue Identification Due ****	Broadbent, G. Czernin, P. (Producers), & Madden, J. (2011). <i>The Best Exotic Marigold Hotel</i> [Motion Picture]. United Kingdom. Fox Searchlight Pictures. Abumrad, J., & Krulwich, R., "Grandpa" <i>Radiolab</i> , WNYC Studios, 14 Jun. 2007. http://www.radiolab.org/story/91568-grandpa/ **** Social Issue Identification Due ****
Wed. Oct. 10 th	Fall Break	Fall Break
Week 9: Adult Development		
Mon. Oct. 15 th	Social Relationships Late in Life	Broadbent, G. Czernin, P. (Producers), & Madden, J. (2011). <i>The Best Exotic Marigold Hotel</i> [Motion Picture]. United Kingdom. Fox Searchlight Pictures. Abumrad, J., & Krulwich, R., "Grandpa" <i>Radiolab</i> , WNYC Studios, 14 Jun. 2007. http://www.radiolab.org/story/91568-grandpa/
Wed. Oct. 17 th	Health in Later Life	Character Analysis for The Best Exotic Marigold Hotel
Week 10: Motivation		
Mon. Oct. 22 nd	Personal Motivation	Hock Readings 21 Pink, D. (2009). "The puzzle of motivation" [Video file]. <i>TED</i> . Retrieved from https://www.youtube.com/watch?v=rrkrvAUbU9Y
Wed. Oct. 24 th	Social Influence	Hock Readings 38 & 40 Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An experimental ethnography. <i>Journal of personality and social psychology</i> , 70(5), 945. Do you really control yourself?
Week 11: Personality		
Mon. Oct. 29 th	What is personality?	Hock Readings 25 & 26 & 27 Spiegel, A., "Is your personality fixed, or can you change who you are?" <i>Invisibilia</i> , NPR, 24 Jun. 2016. https://www.npr.org/sections/health-shots/2016/06/24/481859662/invisibilia-is-your-personality-fixed-or-can-you-change-who-you-are

Wed. Nov. 31 st	How useful is personality?	Taking and discussing Personality Tests
Week 12: Emotions		
Mon. Nov. 5 th	Formulation of Emotions	Rivera, J. (Producer), & Docter, P. (2015). <i>Inside Out</i> . [Motion Picture]. United States of America. Walt Disney Studios Motion Pictures.
Wed. Nov. 7 th	Cross-cultural expression	Hock Readings 23 Gross, T., "It's all in you head: Director Pete Docter gets emotional in 'Inside Out' " <i>Fresh Air</i> , NPR, 10 Jun. 2015. https://www.wnyc.org/story/its-all-in-your-head-director-pete-docter-gets-emotional-in-inside-out/ Inside Out Discussion
Week 13: Psychopathology & Therapy		
Mon. Nov. 12 th	Psychological Disorders	American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing. Selected Descriptions of Psychological Disorders will be provided by the instructor from the DSM-V
	Four Sources and Summaries Due	**Four Sources and Summaries Due**
Wed. Nov. 14 th	Drugs vs. Hugs: Medical treatments vs. Therapy	Selective readings provided by the instructor will be given concerning: Cognitive Behavioral Therapy Manuals, Dialectical Behavioral Therapy Manuals, Mindfulness Meditation
Week 14: CyberPsychology		
Mon. Nov. 19 th	Good for You, Bad for You, Both, or Neither	TED Talks. (2016). "Our digital lives" [Video file]. <i>TED</i> . Retrieved from https://www.ted.com/playlists/26/our_digital_lives
Wed. Nov. 21 st	NO CLASS	THANKSGIVING Break
Week 15: Presentations		
Mon. Nov. 26 th		TBD
Wed. Nov. 30 th		TBD
Week 16: Presentations		
Mon. Dec. 3 rd		TBD
Wed. Dec. 5 th		TBD
Final Project Turn in: FRIDAY December 5 th 11:59 pm Have a Great Winter Break!		

Weeklyish Reflection Papers

Goals: One of the objectives of this course is for students to recognize psychological principles at work general life. This assignment has two goals. The first is to help students to develop writing skills needed in the work force and upper division courses. The second goal is to help students to demonstrate their understanding of psychological principles by applying them to situations that they may commonly encounter in their general lives.

Description: Each paper is required to be **2 to 3** pages long. For each paper, you will be selecting topics presented in class and discuss them related to your personal experience and/or their implications for social issues. At least **1** psychological principle or topic presented in class. All papers must be written according to APA formatting guidelines.

Here are the tasks involved:

1. Very briefly describe and summarize the psychological principle you believe to be relevant by describing the background theory and research you have learned about (i.e. describing the experiments mentioned in class or the text).
2. Describe the how the principle relates to the social or personal issue you have identified, including anyway it deviates from what the theory or research would predict.
3. Discuss future investigations, extensions of the studies, or important questions that remain unresolved by the current state of the research.

For your assignment, you should introduce both the principle and the issue that it addresses at the beginning of the paper, your reflections and connections in the body of the paper, and a conclusion, which provides closure to the topic. The goal of the assignment is **not** to detail personal critiques or beliefs. I think hipsters are corrupting America too, but that is not what the assignment is about.

Assignments are to be uploaded via a Blackboard drop box (or by email if necessary) **by 11:59 pm on the Tuesday of the following week**. Only Microsoft Word documents (.doc or .docx) will be accepted.

Points for each of the areas:

Introduction	2 points per paper
Each Principle	6 points per paper
Connection to Social Issue	7 points per paper
Conclusion	2 points per paper
APA formatting, Grammar and Spelling	3 points per paper
<hr/>	
Total	20 Points per paper

Summative Paper/Presentation/Podcast

For your final project, you will either write an 8 to 10 page paper, give a 20 to 25 minute in class presentation, or present a 20 to 25 minute podcast. These are approximate lengths as the focus will be on the content rather than length of the paper/podcast/presentation. This research presentation will concern three psychological topics and how it relates/influences a social issue, issues in your field of study and/or your future profession, and/or the organization and progress of society.

For this paper, you will need to locate and obtain current research on your psychological principles and research that may link this topic to your social issue. These 4 sources must be primary resources. An interview with an expert in the field may be included in the four primary resources provided that their qualifications, expertise, and experience with the topics are fully explained to Dr. Ranney prior to their inclusion in the presentation. Dr. Ranney must approve including the interview in the paper prior to your presentation/paper submission.

Your paper/presentation/podcast must begin with an introduction section that summarizes the issue and psychological principles presented. This portion should broadly introduce the psychological constructs and give an overview of how the psychological topics may be applied to the social issue.

The subsequent section should develop a thoughtful and complete description of the social issue, including relevant history and potential controversies, and the importance of the issue for humans or society. In this section, you should describe how a better understanding of psychological processes may improve the situation.

You also should include a complete description of at least three psychological principles that could be applied to the social issue and how it relates to society and human functioning. Included in this discussion should be a comparison and contrast of how psychological principles apply to the issue and the ways in which there are gaps in our knowledge of psychological functioning that should be addressed.

Toward the end of the paper/presentation/podcast you should make suggestions pertaining to how the psychological research could help find and formulate solutions to the social problems selected for the presentation.

Finally, a conclusion summarizing how the psychological principles apply to the social issue should be presented at the end of the paper. The conclusion should highlight what is known and areas that still need to be examined with research.

Quality of the writing/presentation will be assessed (e.g., grammar, clarity of prose, speaking voice, spelling, use of visual and or auditory aides, connection sentences between sections/paragraphs).

It is important that you cite the textbook, and/or papers presented in class whenever presenting information learned in class or from the textbook. Not citing the textbook is a form of plagiarism and will be taken very seriously. If you take information from the book, but write the idea in your own words, you simply have to put (Hock, 2012) at the end of the sentence or state in your podcast “According to Hock in 2012...”. If you are taking ideas from my lecture slides but putting them in your own words, you can simply write (Ranney, 2017) or in your podcast/presentation “According to Dr. Ranney...”. So, be careful with your citations and use quotations sparingly.

Essential Elements

Your presentation/podcast/paper will be graded based on the following criteria (see attached grading sheet):

1. *Submitting a proposed topic and consulting with me on the appropriateness of the topic for you presentation/podcast/paper.*
2. *Submitting a list of four **PRIMARY SOURCES (ACTUAL RESEARCH PAPERS)** and 3 to 5 sentence summaries about how they may help inform your presentation/podcast/paper.*
3. *Presenting an introduction that summarizes the issue and psychological principles presented in the paper.*
4. *A thoughtful and complete description of the social issue, including relevant history and potential controversies related to the issue.*
5. *A thoughtful and complete description of at least three psychological principles that may apply to the relevant social issue.*
6. *Compare and contrast how psychological principles apply to the issue and the ways in which there are gaps in our knowledge of psychological functioning that should be addressed.*
7. *Suggestions pertaining to how solutions to the social problem may culled from psychological research and what barriers remain to solving the problem.*
8. *Presenting a conclusion which summarizes the information that was presented and what still needs to be discovered.*
9. *Quality of the presentation (e.g., speaking voice, presentation slides, podcast discussion speed, grammar, clarity of prose, punctuation, spelling, etc.).*
10. *A reference section of research utilized in the paper/presentation/podcast will be included after the completed paper/presentation/podcast*

*If you have questions about citing and referencing sources, see me **BEFORE THE ASSIGNMENT IS DUE.***

Grading Criteria: Two to three sentences describing the social issue that will be covered in the presentation/paper (5 points)

Grading Criteria: Four citations with two to five sentence summaries written for each citation. (10 points)

Grading Criteria: (135 points total for the actual presentation)

1. Introductory section of the presentation/paper that broadly summarize the psychological construct and its connections to the social issue (8 points).
0 2 4 6 8
2. The history of the social issue and why it is important to consider is thoroughly described (14 points).
0 2 4 6 8 10 12 14
3. Three psychological principles described with details pertinent to the social issue (16 points).
0 2 4 6 8 10 12 14 16
4. Relevant research related to the psychological constructs presented (12 points).
0 2 4 6 8 10 12
5. The connections between social issues, research, and psychological constructs follow a logical progression (18 points).
0 2 4 6 8 10 12 14 16 18
6. Examples illustrating the psychological constructs and their relationship with the social issue was clear and concise (30 points).
0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30
7. Suggestions for solutions to the issue are clear and based on research (10 points).
0 2 4 6 8 10
8. Conclusion section summarizes the main points of the presentation/paper (12 points).
0 2 4 6 8 10 12
9. Instructions were followed in APA formatting and references (5 points).
0 1 2 3 4 5
10. Presentation/writing is clear, concise, and grammatically correct (10 points).
0 1 2 3 4 5 6 7 8 9 10