



Sensation and Perception

University of Alaska Fairbanks



PSY F470 W,O; 3 credits
Spring 2012
T & Th 9:45-11:15a
Classroom

Syllabus

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TA: TBA

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TA office hours: TBA, and by appointment

Prerequisites: ENGL F111X; ENGL F211X or F213X; COMM F131X or F141X; nine credit hours of PSY (including PSY F101 & PSY F275); or permission of instructor. (**Writing criteria A.1.**)

Writing and Oral intensive (W,O): This class meets the university requirements for one of the two core upper division writing intensive requirements, and for the core upper division oral intensive requirement. The requirements for this course meet specific guidelines for public communication in medium or large class contexts (criteria set #3). If you have any questions about how this course fits into your degree requirement, please be sure to ask me.

Important dates:

Friday, Jan 29	Last day to drop classes for 100% refund; last day to add a class
Friday, Feb 5	Last day to drop classes for 50% refund; last day to drop
Monday, Feb 15	Last day to apply for May graduation & scholarships for 2010-11
Su-Sa, Mar 7-13	Spring Break
Friday, Mar 26	Last day to withdraw with a grade of "W"
Monday, Apr 5	Fall 2010 Registration begins
Tue, May 11	Final exam, 3:15-5:15pm, regular classroom

Course readings and materials:

- 1. Texts** (1) Coren, S., Ward, L.M., & Enns, J.T. (2004). Sensation and Perception (6th ed.). Hoboken, NJ: Wiley.
(2) American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- 2. UA username** – If you are a new student, you can find out what your username is by going to <http://elmo.alaska.edu> or stopping by the Computer Help Desk in the Rasmuson Library.
- 3. Blackboard** – We will use Blackboard. You are expected to keep up with posted announcements, changes, assignments, and other postings. You can access Blackboard at <http://classes.uaf.edu>.
- 4. Email** – All email communications will be via your UAF email account. If this account is not your primary email account, you can forward UAF email to an address of your choice at www.alaska.edu/oit/email/mail_forwarding.xml
- 5. Stapler**
- 6. Semi-professional attire** – Appropriate attire is needed for the Sensational Perceptions Fair (no jeans or shorts).

Course description: Sensation and perception are the underlying foundations for experiencing the world around us. Our senses provide us with a mechanism for acquiring information about the environment and relaying it to the brain. Our brain then provides an interpretation of that message, allowing us to respond with thoughts, emotions, and behaviors. This course will examine the mechanisms of our primary senses as well as how our brain interprets these stimuli. More importantly, we will discover how these interpretations and our responses to the environmental stimuli are influenced by our experiences, cultural background, mood and psychological state, the social situation, and physiological factors. We will also discover how researchers investigate the mechanisms of and the influences on sensation and on perception.

Because of the role of sensation and perception in our daily lives, it is important to learn about them early in our lives. A major part of this course will include working with the students in the Psychology class at West Valley High School to design a booth for the Third Biannual "Sensational Perceptions" Fair that provides depth on one of our sensation or perceptual processes. CRITICAL NOTE: taking this class will require an elevated level of commitment and maturity essential for the continued mentorship of high school students throughout the semester.

Course goals and learning outcomes: The activities, readings, and assignments will enhance your ability to:

1. define transduction and describe its mechanisms for vision, hearing, touch, balance, kinesthesia, smell, and taste;
2. describe the physiological and neuronal processes that are involved in each sense;
3. demonstrate competency in the theories and processes of perception;
4. describe how developmental, genetic, cultural, social, psychological, and physiological factors can influence sensation and perception;
5. identify various disruptions to our sensory and perceptual systems (e.g. disease, trauma, disorders, drugs);
6. find and critically evaluate resources and current research involving sensation and perception;
7. communicate competency effectively in both oral and written formats to various audiences with differing levels of expertise;
8. improve upon communication skills through effective response to feedback from instructor and peers;
9. creatively present information involving sensation or perception to a general audience;
10. instill enthusiasm among local high school students for the processes involved in sensation and perception;
11. mentor high school psychology students through a project from beginning to end; and,
12. develop an appreciation for using higher education resources to enhance the educational opportunities for students in our local schools.

Instructional methods: This course will include lecture, field trips to West Valley High School, oral presentations by peers, use of Blackboard, group project, in-class activities, videos, and service learning; working with a community partner to attain goals and outcomes.

Honor and Conduct:

Students must abide by academic integrity standards as outlined in the Student Code of Conduct found online at http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct or in the current UAF Catalog. Any activity not pursuant to the Code, including behavior that is disruptive to the class and learning environment of other students, will result in a faculty-initiated withdrawal from the course. You are encouraged to study together to prepare for activities, tests, and homework. However, everything you submit must be your own work unless otherwise clarified in class.

Evaluation:

	<u>500 pts</u>	<u>%</u>
Participation	300	60
Project	200	40

An A = 450 pts and above// B = 400-449 pts// C = 350-399 pts// D = 300-349 pts// F = 299 pts and below

Incomplete grades: An incomplete grade (I) for the course can be requested ONLY if conditions outlined in 2009-2010 Catalog (p. 44) have been met. Failure to attend or complete the course, whether due to negligence or indifference will result in a grade of "F," unless you have filed an official course withdrawal by the deadline listed on page 1 of this syllabus.

- * An absence at any time does not relieve you of *your* responsibility for material covered in class, assignments, or adhering to announced deadlines. Classmates are the most appropriate and reliable source for missed material, not me.
- * Subjective assessment will be based on your "participation" in the course – examples include attendance, preparation, quality of work handed in, depth of thought, creativity, initiative in the use of resources

outside the classroom (e.g. writing center, Blackboard, my office hours, library, internet, etc), participation in classroom discussion, etc.

* Rubrics for all assignments are included at the end of this essay and are posted on Blackboard for you.

Participation (300 pts)

- * Participation points accumulate from a combination of in-class activities (50 pts) and homework (HW) assignments (250pts). There are 14 HW assignments; you will complete one per week. They are due every Tuesday. See course calendar for which assignments are due.
- * Homework assignments consist of Themes Summaries (3x30pts=90pts), Ponderables (2x10pts=20pts), Demonstrations (3x20pts=60pts; one of which is oral), Critical Reviews (2x30pts=60pts), and Concept Uses (4x5pts=20pts). Details for each assignment and distribution of assignments across the seven senses are included at the end of the syllabus.
- * In-class activities will vary, will be unannounced, and will be worth 5-10pts each. It is your responsibility to attend class regularly and have all readings completed in order to maximize your performance on these activities. You will be provided with 70 pts of opportunity to gain your maximum 50pts; hence, *no make-up opportunities for missed activities will be provided for ANY reason, excused or unexcused.*

Project (200 pts): You will work as a team with students in the Psychology classes at West Valley High School to develop a booth for the “**Sensational Perceptions**” Fair on the day of Spring Fest from 8-11am. Topics will be due early in the semester, so decide quickly what you want to spend the semester working on! Your points will accumulate based on participation in planned gatherings, external gatherings, critical reflections, oral presentations, booth preparation, problem solving, sticking to timeline, quality of booth, mentorship of high school student(s), participation on day of Fair, and a final reflection paper. Details for all items will be provided in class as the semester progresses. Due to the nature of working with a community partner, it is essential that you be flexible and prepared for adjustments to the schedule.

Meeting oral intensive requirements: In the above assignments, you will be delivering 3 oral presentations to your classmates (**Oral criteria 3.a.**). You will receive guidance on preparing effective presentations and will be given a tour of the UAF Speaking Center; see course calendar for schedule (**Oral criteria 3.e.**). Each will be 5-6 minutes in length, including time to address questions (**Oral criteria 3.a., 3.b.**). Each presentation must have a clear introduction-body-conclusion organization and include visual aids (**Oral criteria 3.c.**). You will be graded on the length and organization of the presentation, the mastery of the content, your oral competency, your responses to questions, your use of feedback, and your use of visual aids (**Oral criteria 3.a., 3.b., 3.c., 3.d.**). You will receive feedback on this essay and each subsequent writing assignment in order to assist in your development of your writing skills. The 3 presentations include the Participation-Demonstration (20 pts; week 4), the Fair-Elevator Speech (20 pts; week 9), and the Fair-Final Reflections (40 pts; week 14) (**Oral criteria 1.b.**). Your presentations total 80/500 pts, or 16% of your total grade (**Oral criteria 1.a.**). Criteria, format, and grading rubric for each presentation are included at the end of the syllabus.

Meeting writing intensive requirements: In the above assignments, you will be completing 14 writing assignments (13 will count toward Participation, 1 toward Project serving as your final exam), seven of which will have an introduction-body-conclusion organization (**Writing criteria A.3.**). In class on the second meeting, you will be writing an essay on Top-down and Bottom-up Processing that will serve as a diagnostic regarding your writing skills; this essay will not be graded (**Writing criteria A.2.**). You will receive feedback on this essay and each subsequent writing assignment in order to assist in your development of your writing skills. During weeks 9-11, you will schedule a writing consultation with me to review the status of your writing skills (**Writing criteria A.4.**). Your 14 writing assignments comprise 230 pts from Participation and 40pts from Project, for a total of 270/500 pts, or 54% of your total grade (**Writing criteria A.5.**). Criteria, format, and grading rubric for each writing assignment are included at the end of the syllabus.

Important notes and expectations (course policies):

- * My primary goal is to support your success in this course. I am NOT a mind-reader. Take advantage of my very lonely and under-utilized open-door office hours!! I'm happy to talk with you about content, lectures, tests, study strategies, grades, and anything else you may need!!!
- * The syllabus is subject to change. The progression of every course is dependent upon the unique dynamic between students, instructor, and unforeseen circumstances. Should anything in the syllabus need revision, your input will be considered. You will be notified in writing (in class and on Blackboard) of any modifications.
- * Phone calls are a much better way to reach me than email. If I do not acknowledge receipt of an email within 48 business hours, please resend it.
- * You will have the opportunity to attend seminars, and we may have guest lecturers. It is expected that you show the speakers the utmost respect: arriving early, staying the entire time, ensuring electronics are silenced, and remaining quiet during the presentation.
- * Attending less than 50% of the class periods (as accounted by quiz scores) by the withdrawal deadline will result in a faculty-initiated withdrawal from the course.
- * The use of personal electronic devices (cell phones, texting, laptops) is not permitted in the classroom. Activity on any device is very distracting to other students. Please ensure they are silenced.
- * Should we have them, each of your in-class tests will BEGIN at the beginning of class time. It is essential that you be there at the start of the test to hear any announcements relating to the test. Showing up late is disrespectful of, disruptive for, and unfair to the students who do show up on time and puts you at risk for missing important information.
- * Please consider the effects your actions have on others in the class (arriving late, loud crunching, rustling with bags & coats, speaking up too much, not respecting others perspectives, whispering while someone else is talking, etc).
- * NEVER assume your email or phone message has been received until you receive confirmation from me!!!! Technology has a way of gobbling up assignments and messages. It is YOUR responsibility to make sure an instructor gets the message/assignment, not the responsibility of TECHNOLOGY. If it is an important message you want read or heard, YOU make sure it has reached its final destination.
- * Take care to avoid the paranormal exponential increase in computer crashes, jump drive malfunctions, cross-platform format changes, writing center closures, and printer failures around the time things are due! These are not acceptable excuses for late assignments. PLAN AHEAD. Know the hours for Writing Center and Computer Labs.
- * All assignments should be STAPLED, proof-read, and turned in on clean pages with no spiral-notebook-frillies (i.e. take pride in the final product you turn in).

Disability Services: The Office of Disability Services at UAF implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker, 474-7043) to provide reasonable accommodation to students with documented disabilities. Please make arrangements with me within the first few weeks of classes. If you have any questions about the services available for individuals with documented disabilities, I would be happy to answer them.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You are encouraged to use this resource to meet writing expectations. In addition, Student Support Services are available at UAF. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement. The office is located at 508 Gruening Building, and the phone number is 474-6844. You may also obtain additional information about support services at: <http://www.uaf.edu/sssp/index.html>

Extra Credit: No planned extra credit will be available for this course. The intent is for all your time and efforts to go into the assigned items and focus on the quality of your community service project.

MON	TUESDAY	WED	THURSDAY	FRI
18 JAN	19	20	21 First day of class Sens/Perc intro, Names, Fair, Reflection, Syllabus	22
25 Jan	26 In-class Essay re: Top-down/Bottom-up Processing; Names, Syllabus, Concept uses DUE: ConceptUse#1, Coren Ch 1	27	28 Research Methods in S&P: Psychophysics Fair, Critical evaluation of literature Organization of oral presentations DUE: Coren Ch 2	29 Last day to ADD or DROP (100% refund)
1 FEB	2 Nervous system Using visuals in oral presentations DUE: ConceptUse#2, Coren Ch 3	3	4 Nervous system Tour of UAF Speaking Center	5 Last day to DROP (50%)
8 FEB	9 Vision - sensation DUE: CriticalReview#1, Coren Ch 5	10	11 Meet at West Valley – partner introductions	12
15 Feb May grad deadline	16 Oral Demo: student #1-10	17	18 Oral Demo: student #11-20	19
22 Feb	23 Vision – Color sensation & perception DUE: ThemesSummary#1	24	25 Vision – Depth & Motion perception DUE: Coren Ch. 7	26
1 MAR	2 Vision - Illusions DUE: ConceptUse#3, Coren Ch 8	3	4 Meet at West Valley – research	5
8 Mar ☺	S P R I N G	10 ☺	B R E A K	12 ☺
15 Mar	16 Auditory - sensation DUE: Ponderable#1, Coren Ch 9	17	18 Auditory - perception DUE: Coren Ch 10	19
22 Mar	23 Equilibrium DUE: CriticalReview#2, Coren Ch 10	24	25 Meet at West Valley - research	26 Withdrawal Deadline
29 Mar	30 Writing consultations now through April 15 Due: Demo#2 (written) for students #1-10 Fair Elevator Speech: #11-20	31	1 APR Fair Elevator Speech: #1-10 DUE: Demo#2 (written) for students #11-20	2
5 Apr	6 Tactile – sensation DUE: ThemesSummary#2, Coren Ch11	7	8 Tactile – pain perception DUE: Coren Ch 11	9
12 Apr	13 Chemosenses: Olfaction DUE: ConceptUse#4, Coren Ch12	14	15 Chemosenses: Taste; DUE: Coren Ch 12 Writing consultations complete	16
19 Apr	20 Final FAIR preparations DUE: Ponderable#2	21	22 Final FAIR preparations	23 SpringFest – no classes
26 Apr	27 Kinesthesia - sensation DUE: Demo#3 (written), Coren Ch 13	28	29 Perception of Time; Perceptual Dev't DUE: Coren Ch 14, 15	30
3 MAY	4 Oral Fair Reflections: #1-10 DUE: ThemesSummary#3	5	6 Oral Fair Reflections: #11-20	7 Last day of classes
10 May	11 Final exam, 3:15-5:15pm Written Fair Reflections – in-class	12	13	14

Participation Homework Worksheet (250 pts)

- *Each sensory system must have a minimum of 15 pts of activity (successful points, not attempted points)
- *You may choose any combination of activities within the stated minimum requirements
- *Assignments will only be accepted in hard copy (STAPLED) at the beginning of class; place all assignments into the green folder. Anything handed in after 9:20am will be considered late and deducted one letter grade for every day late.

Activities (pts):	Themes (30)	Ponderable (10)	Demonstration 2 written, 1 oral (20)	Critical Review (30)	Concept Use (5)	minimum 15 pts
VISION						
HEARING						
TACTILE						
TASTE						
SMELL						
EQUILIBRIUM						
KINESTHESIA						
minimums:	3	2	3	2	4	

PSY F470 - Ponderables – 10 pts

- * Choose ONE of the provided questions or create your own question that has peaked your curiosity (samples of questions are provided in Blackboard).
- * Research the topic from many different sources (primary scholarly, popular media, blogs, YouTube, pod casts).
- * Prepare a 2 page essay that captures your new knowledge and your own reflections (e.g., perspectives, ideas, speculations, opinions) on the topic. Sample reflection questions are posted in Blackboard for you.
- * Be sure to organize your essay with introduction-body-conclusion, and include a reference page (in APA format) of all the resources you used. See essay rubric for more details on writing expectations.

PSY F470 - Demonstrations – 20 pts

- * Engage yourself in a demonstration of a particular sensory phenomenon (e.g., those provided in your book, ones you find online, or ones suggested in class or Blackboard).
- * For the first Demo: Prepare a 5-6 minute oral presentation summarizing your experience. Organize your presentation with introduction-body-conclusion, and include a description of what you did, what happened, variations on the instructions that you tried, and your own reflections on the experience (see reflection ideas posted in Blackboard). Allow time for the audience to ask you questions. See oral presentation rubric for more details on delivery expectations.
- * For the second and third Demo: Prepare a 2 page essay that describes in detail what you did, what happened, variations on the instructions that you tried, and your own reflections on the experience (see reflection ideas posted in Blackboard). Be sure to organize your essay with introduction-body-conclusion, and include a reference page (in APA format) of all the resources you used. See essay rubric for more details on writing expectations.

PSY F470 – Concept Use – 5 pts

- * Choose a theory or concept from a chapter or lecture and provide an example of how it is portrayed in a personal experience you have had. Each description is worth up to 5 points (score depends on addressing all 4 criteria components as well as the quality, thoughtfulness, effort, and writing style). These will be returned to you with feedback. Samples earning 3, 4, and 5 points are posted in Blackboard for you.

- * Criteria (typed, ~½ page ea)

- (i) TITLE: identify the theory or concept and the associated chapter or lecture;
- (ii) DEF: briefly define/describe the theory or concept in your own words (highlight the concept/theory with underline or **bold**);
- (iii) EXAMPLE: describe/summarize an example of how it is portrayed in a personal experience (e.g., interaction with others, witness to an event, a news article, news report, book, movie scene); and,
- (iv) REFLECTION: describe your reaction to or reflection of the experience:

Sample questions to address in your reflection (use as guide; not exhaustive):

- +/- experience, +/- reaction, surprise?, informative, useful (what, how)
- relevance (life, classes, interests, experiences, others around you)
- how impact you, how are you different
- what have you learned
- where to now that have information; what can be done with this information
- what is of interest, why of interest
- agree/disagree, alternative views out there
- reaction of others
- emotional reaction, intensity of emotion

THEMES across the sensory/perceptual systems

Construct a well-written essay that captures your research and knowledge on 9 of the 18 sensory themes. Your essay should be arranged in an introduction-body-conclusion format and adhere to the criteria presented on the essay rubric. You will submit this essay in APA-format, to include cover page, abstract, and references.

Complete 9 total items, 3 from each section

Choose 3 of the following 5

1. Purpose of system (include 1°, 2°, & 3° functions)
2. Source
3. Detection
4. Transduction
5. Serial and parallel pathways

Choose 3 of the following 8

6. Receptive field
7. Feature detectors
8. Lateral inhibition
9. Coding/mapping
10. Filtering
11. Threshold & sensitivity
12. Adaptation
13. Columnar organization

Choose 3 of the following 5

14. Top down/bottom up processing
15. Difference from other species
16. Difference between individuals
17. Disruptions and influences
18. Research methods

Defined - THEMES across the sensory/perceptual systems

1. Purpose of system (identify examples of primary, secondary, and tertiary functions)
 - a. Primary – info gathering for purpose of maintaining behavior, id, & discrimination
 - * what types of information about the stimulus can be gained using this sensory/perceptual system
 - b. Secondary – maintains or alters attention, alertness, & arousal
 - * how does this system contribute to maintaining and to altering arousal (↑ or ↓)
 - c. Tertiary – provides source of communication, pleasure, entertainment, and/or recreation
 - * how might we use this system for communication purposes
 - * how might this system contribute to pleasure
2. Source (stimulus)
 - a. what types of stimuli (or environmental events) are being detected by this system (i.e., what types of energy or mechanical stimulus is the body responding to)
 - b. what characteristics of the stimulus is the system able to detect
3. Detection (structures and mechanisms)

where & how is the stimulus received (i.e. what structures/organs/receptors are involved in the detection of the stimulus, where are they located, and what does each structure contribute to the detection)
4. Transduction

how does the receptor convert the stimulus source to a neuronal signal (i.e., what mechanisms are involved)
5. Serial and parallel pathways
 - a. once transduced, where does the information travel (i.e., what are the tracks of neuronal information as it travels from receptor to cortex, what structures does the info pass through, what role does each structure along the pathway contribute
 - b. def'n: serial = linear or sequential pathways
 - c. def'n: parallel = branching or simultaneous pathways

6. Receptive field
 - a. def'n: area on the receiving structure (tongue, cochlea, retina, skin) associated with a particular neuron along the pathway (i.e., at any level, any given neuron has a corresponding receptive field)
 - b. what is the receptive field for particular neurons in various structures along the pathways you identified in #5 above
 - c. how does the receptive field change as the information travels to/through the brain
7. Feature detectors

what are the aspects of the stimulus that correspond to a particular single cortex cell
8. Lateral inhibition (lateral antagonism)
 - a. def'n: mechanism for contrast by which nearby receptors/neurons are inhibited by the activation of a particular receptor/neuron
 - b. how does lateral inhibition contribute to the purpose of this system
 - c. where along the pathway does it occur

9. Coding/mapping (patterns of neural activity at all levels)
how are particular components of the stimulus translated to corresponding perceptions (i.e., pre-receptor, receptor, neuronal activity, pre-thalamus, thalamus, primary ctx, secondary c., association c.)
10. Filtering
 - a. what aspects of the stimulus gets filtered
 - b. where does filtering occur and what types of info are getting filtered
11. Threshold & sensitivity
 - a. what are the limitations of the system (i.e., what is the minimal perceptible quantity of the source)
 - b. what are the characteristics of the stimulus that require minimal and maximal signal strength
 - c. what is the relationship between the stimulus strength and its relevance to humans
12. Saturation
how does this sensory system respond to repeated stimulation
13. Adaptation
how does the system change its responsiveness to different levels of stimulation
14. Columnar organization
 - a. how are the cells organized in the cortex (i.e., what characteristic of the original stimulus are organized into columns in the cortex)
 - b. if not in columns, then how organized

15. Bottom up/top down processing
 - a. how does this system contribute to BU and to TD processing
 - b. def'n: BU – using details of the stimulus itself (e.g., freq, amplitude, intensity, texture, etc)
 - c. def'n: TD – using context and experience (e.g., meaning, identification, labels, etc)
16. Difference from other species
how does this system differ in structure and/or function in another species
17. Difference between individuals
what aspects of the structure and/or function of this system varies among individuals (i.e., what aspects remain stable across individuals, what characteristics are susceptible to change)
18. Disruptions and influences
 - a. how can normal functioning of this system lead to altered perceptions (e.g., illusions, systematic errors, mixed messages, etc)
 - b. what are some ways in which the function of this system can be altered (either enhanced or diminished) (e.g., culture, genetics, disease, trauma, drugs, age, experience, practice, etc)
19. Research methods
what are some research methods used to study this system

PSY F470 - Critical review of primary literature – 30 pts

Objectives of assignment

- * critically read and evaluate information presented in primary literature
- * address controversies in the field
- * present your critique in writing in APA format (7 pages: title, abstract, 4 body, references)
- * score will be based on criteria presented in essay rubric

Basic components of primary research articles

- * title indicating independent and dependent variables
- * objectives of research – What and Why? (purpose, hypotheses and justification/rationale)
- * methods used to test hypotheses, rationale for choices of methods and subjects
- * results obtained
- * analysis of results
- * interpretation of results
- * implications of results; how fit into current knowledge; how compare to other related studies
- * future directions; where the line of thinking should go next

Critical evaluation – how to be a critical consumer of research

- * Does the quality of the study warrant publication?
- * Do the authors give an appropriate rationale for their study?
- * Does the history of prior research findings lead logically to the hypotheses?
- * Are the hypotheses clearly identified?

- * Is the choice of subjects and the method of selection appropriate?
- * Are the sample sizes appropriate?
- * Are the methods and research designs appropriate?
- * Are the methods and procedures described clearly enough that they could be replicated easily by others?
- * How would cultural factors impact the way the study was conducted?

- * Are the (statistical) analyses of the data done appropriately?
- * Were the data manipulated in any way? (i.e. any deletions, transformations, etc)
- * Is the presentation of the results done clearly and in the best way possible?
- * Are significant results clearly identified?

- * Do the results warrant the authors' conclusions?
- * What other interpretations of the results are possible?
- * To what extent do the findings agree/disagree with prior research or general knowledge?
- * What other factors should be considered to make the interpretations more credible?
- * Are the generalizations appropriate? (i.e. were limitations of the conclusions adequately addressed?, how appropriate is the choice of subjects to the degree of generalization?)
- * Are cultural factors addressed at all? ...appropriately?
- * Are gender factors addressed appropriately?

- * What follow-up studies could/should be done?
- * Does the study represent a major advance in the field?
- * What behaviors (or thoughts/opinions/attitudes/emotions) could change as a result of the findings?
- * How willing are you now to change your behavior as a result of the findings?
- * Who is most likely to benefit from the findings?
- * How might you and the people close to you be impacted by the findings?

- * What is the take-home message from the author's conclusions?

PSY F470

Community Service evaluation and reflection

Number of total hours

This item is for my departmental files ONLY for an accurate record of the number of community service hours.

The number of hours you provide has NO impact on your grade; so please be honest! Review your journal and record the approximate number of hours you spent with your WV partners (include all interactions - phone conversations, meetings, and Fair Day; do NOT include messages you left for them)

Reflection paper (essay format, approx. 3-4 pages) – 30 pts

Your score on this assignment will reflect your honesty, depth, thoroughness, organization, clarity and writing style (see essay rubric for writing criteria).

As you reflect upon your community service experience, focus on three main categories of **skills, benefits, and resilience**:

Briefly discuss some skills (3-4) you acquired and/or enhanced during this experience. Describe how they were enhanced and what benefit each skill has to you in life outside of academia (i.e. how are you going to benefit from these skills after you leave school?). Are there skills you did not have that would have been useful that you could utilize strategies to develop in the future?

Specify multiple benefits you think others may have gained as a result of YOUR participation in this project. Especially address those of your partner(s). You may also want to consider benefits gained by: WVHS, UAF, Joy Grubis, Dani Sheppard, community, roommates, significant others, family, etc.

Consider at least 2 challenges you faced. For EACH challenge, address the following:

- Describe the challenge and the strategy(ies) you employed
- Speculate on 2-3 alternative strategies you could have used to overcome the challenge (even if the strategy you used worked well, what else might have worked?).

Finally, reflect on the class logistics and planning process. How did the structure of the course (class time, grading, resource partners, matching, etc) contribute to the fair's success? What improvements can be made for next time? What constructive advice would you provide to (1) future students in PSY 470, and (2) students in the high school psychology course?

BASIC GUIDELINES FOR MY GRADING OF PAPERS

An “A” grade indicates originality, independent work/thought, a thorough mastery of the subject, and completion of more work than is required; it is an honor grade (http://www.uaf.edu/catalog/catalog_11-12/academics/regs1.html#Grading_System). “Excellent” 90%-100%

“A” work demonstrates creative thinking—the writer has gone beyond the scope of the assignment and made it his/her own in some way (e.g., by showing some unusual insight or coming to a conclusion that is novel). This work would show understanding, application, analysis, synthesis, and would be at the level of critical evaluation. An “A” product clearly shows that the student has discovered something through the act of producing it. Mechanically, the “A” product is nearly perfect; it shows few, if any, errors in grammar and usage. The language is developed and mature; the paragraphs and sections are connected; and sources are correctly documented. A high level of excellence is maintained throughout the assignment.

A “B” grade indicates outstanding ability above the average level of performance (ibid, UAF Catalog). “Good” 80%-89.9%

“B” work shows some creativity and independent thought, but less successfully than in an “A” product. Lacks some content and depth, as well as the force, presence, gravitas, verve, panache, wit, strength, confidence, etc. of the “A” product. . . tries, but just does not quite pull it off. The assignment is still, however, quite a good job. It shows good work and effort. It is scholarly in mode but, in the end, dutiful and pedestrian. It is a swell effort and a successful one, it’s just that its success is not raging or quality trails through the assignment. Mechanically, grammatically, structurally it is fine with perhaps a few errors.

A ”C” grade indicates a satisfactory or average level of performance (ibid, UAF Catalog). “Adequate, ok” 70%-79.9%

The “C” product fulfills the assignment, but with little creativity and original thought. It displays factual, interpretive, or conceptual inconsistencies. Contains a general main idea (from which it sometimes veers far), but is shallow and lackluster, lacking depth and content, usually reflecting too much regurgitation of the material. Structurally, it is not good: paragraphs are weakly unified, ideas are undeveloped and unsupported. Mechanically it also is suffering with clumsy sentences, imprecise words, awkwardness and errors too frequent to ignore. Generally, this paper shows work and thought, just not very much of either. There is not much joy here, not much sense that the student has learned, understood, and/or appreciated the material, or is eager to show it.

A “D” grade is the lowest passing grade, indicating below-average quality and/or performance (ibid, UAF Catalog). 60%-69.9%

A “D” assignment is simplistic and superficial. It does not fulfill the assignment, but is enough to “pass.” It is too much off the topic, is missing several components, and/or is too short. The level of writing is poor with serious and numerous errors. It states and summarizes rather than analyzing. It is typically an entire regurgitation of facts. It may also be characterized as “borrowing” of other peoples work which may be accidental but which borders on plagiarism.

An “F” grade indicates failure (ibid, UAF Catalog). 59.9% and below

An “F” product is inadequate for the assignment. It may be too short (e.g., half of the required length or less), or not been submitted. Mechanical errors interfere to such a degree that the reader cannot tell what the writer is saying. It may be that the paper is blatantly plagiarized. It is also possible that the original question or intent of assignment was not addressed.

Comment Description of subjective assessment

exc	Excellent; above expectations; reflects high quality and/or depth
good	Good; meets requirements and done well with clarity and understanding
ok	OK; basic; may be missing some piece, or lacking in some depth, thought, or effort
NTS	Not To Standard; needs attention; could include: missing many parts, poor quality, lack of effort & thought; lack of understanding of assignment; doesn't meet intent of assignment

_____ Essay structure – intro, main point, body, conclusion

_____ Essay development – transition, flow, organization of thoughts, readability

_____ Grammar & sentence construction

_____ Content - thought development, substance, depth

_____ Support – use of references, examples, etc.

_____ Use of feedback – changes and improvements over last assignment

_____ Abstract

_____ APA Style

The items checked below apply to your paper:

- ___ Stick more to a technical prose rather than a creative style for papers in this class (i.e., avoid slang, exaggerated language, superlatives, figures of speech, streams of consciousness, conversational tone, idiomatic expressions, etc) → “say what you mean, mean what you say” and move on
- ___ Be careful not to spend too much time building an introduction. Especially for shorter essays, it leaves you no room for substance on your main point.
- ___ Introduce your *topic and thesis* in the introduction, not the outline of the paper (i.e., avoid statements such as “In this paper, I will present..., then I will address, finally I will conclude with...”)
- ___ Be careful not to present an opinion as “fact” – if you think it’s a fact, then you need a reference citation. Otherwise, you need to be clear it is an opinion (without using the first person) – e.g., “it seems that....”
- ___ Avoid the use of “this” by itself – leaves the reader asking “this what?”
(e.g. This is why ..., This is seen everywhere..., This happens all the time..., This is the case when... etc)
- ___ Avoid the use of questions in presenting an idea – it reduces the opportunity for you to provide substance; work on ‘answering’ the questions, not taking space asking them
- ___ Avoid the use of contractions – it tends to leave the impression of lazy writing
- ___ Be sure to proofread
- ___ Avoid the use of quotes except in special circumstances where the wording itself adds something unique
- ___ Be sure your conclusion wraps things up, providing the intended “take-home” message reflecting implications or bigger meaning of your thesis/theme
- ___ Avoid introducing new arguments in the conclusion
- ___ I suggest taking advantage of available resources such as my office hours, peer evaluation, writing center, etc.

Comments:

PSY 470 – Oral Presentation Rubric

___ **Length**

Start: _____

Stop: _____

Name:

Topic:

Date of presentation:

___ **Content** – addresses criteria of assignment

Comments:

___ **Delivery**

PRESENTATION

___ Format: intro-body-conclusion

___ Visual aids: method & items used:

___ Organization

___ Flow

___ Captivating/intriguing

___ Creativity

___ Professional (spelling, errors)

___ Choice of resources

PRESENTER

___ Attire

___ Poise

___ Clarity

___ Management of questions

___ Command of knowledge

___ Command of presentation/environment

___ Eye contact/connection with audience

___ Movement

___ **Use of feedback** – changes and improvements over last presentation

___ **Peer feedback**

___ number completed

___ thoughtful & constructive feedback: none somewhat mostly all

TOTAL
