

Submit originals and one copy and electronic copy to Governance/Faculty Senate Office  
(email electronic copy to [fysenat@uaf.edu](mailto:fysenat@uaf.edu))

**REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR**

**SUBMITTED BY:**

Department	Psychology	College/School	College of Liberal Arts
Prepared by	Janet Schichnes jcschichnes	Phone	x6163 <del>RXXXXXX X7060X</del>
Email Contact	<del>RXXXX</del> @alaska.edu	Faculty Contact	Janet Schichnes <del>RXXXX</del>

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**1. COURSE IDENTIFICATION:**

Dept	PSY	Course #	F301	No. of Credits	3
------	-----	----------	------	----------------	---

COURSE TITLE	Psychology in Action
--------------	----------------------

Existing Course		New Course Pending Approval*	X
-----------------	--	------------------------------	---

\*Must be approved by appropriate Curriculum Council.)

**2. EMPHASIS DESIRED:** (See Guidelines for Oral Intensive Designator)

Group (medium or large class)	
Public (medium or large class)	
Public (small class)	X
Public (large class) "O/2"	

**3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG:** including dept., number, title and credits

Through involvement in a community project, students will explore how psychological research can be applied to address social problems. Connections between research, practice and public policy will be emphasized. Topics will be announced before each offering.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This course fulfills our department's commitment to "honor diversity" and promote "concern for social justice". Our current curriculum requires psychology major to take at least one community service course. However, the large numbers of students in these classes has made it difficult for faculty to help students apply their field experiences effectively.

Several faculty members, specifically Dr. Dani Sheppard and Janet Schichnes, have been researching alternative models of community based learning for the past 5 years. The creation of this course is a direct outgrowth of that research and ongoing experimentation in many of our CS classes. Faculty will be able to systematically assist students apply their learning to psychological research, knowledge, and their policy implications. This format underscores to our students that they are earning credit for

learning, not service.

This topic-based format is flexible and will allow all faculty members to shape the course around their specific expertise and address current issues relevant to psychologists.

This course lends itself to and Oral intensive. Student's field experience and research will make interesting topics to share with their fellow students and community partners. They will get feedback on all their presentations from the instructor their audience, which may include classmates, community partners, and interested public. Extra credit will be awarded to those students who avail themselves of feedback from the Speaker Center.

It will also provide students an opportunity to fulfill W and O requirements in their major.

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

**GROUP (medium or large class)** (Regularly enrolling at least 12 students)

- A** 15% of the final grade based on oral communication
- B** 1 ongoing, integrated group project with 5-8 students
- C** 2 presentations (minimum of 5 minutes per member)
- D** Question & Answer period for both presentations
- E** Group and Individual grading
- F** Instructor Evaluation/Feedback on all presentations

**PUBLIC (medium or large class)** (Regularly enrolling at least 12 students)

- A** 15% of the final grade based on oral communication
- B** 3 presentations (minimum of 5 minutes each)
- C** Question & Answer period for both presentations
- D** Instructor Evaluation/Feedback on all presentations

**PUBLIC (small class)** (Regularly enrolling less than 12 students)

- A** 15% of the final grade based on oral communication
- B** 2 presentations of 20 minutes with Question & Answer or  
3 presentations of 10 minutes with Question & Answer
- C** Instructor Evaluation/Feedback on all presentations

**PUBLIC (large class)** (Regularly enrolling 20 or more students)  
**"O/2"**

- A** 7.5% of the final grade based on oral communication
- B** 1 presentation (minimum of 5 minutes), and
- C** 1 presentation of 8-10 minutes with Question & Answer
- D** Instructor Evaluation/Feedback on all presentations

APPROVALS:

<i>B. K. Oshoren</i>	Date	5/3/2011
Signature, Chair, Program/Department of: Psychology		

<i>L. T. C.</i>	Date	5/4/2011
Signature, Chair, College/School Curriculum Council for: College of Liberal Arts		

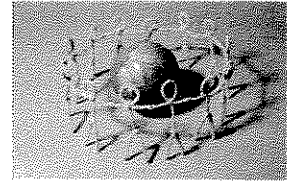
<i>Amie Haumann</i>	Date	5/4/2011
Signature, Dean, College/School of: College of Liberal Arts		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, Senate Core Review Committee		



PSY F301 W,O  
Psychology in Action  
*University of Alaska Fairbanks*



*Syllabus*

PSY F301 W/O Psychology in Action  
3 credits  
May be repeated once toward psychology  
major requirement

Instructor TBA

Fall or Spring, Yr, Day/Time  
Location (bldg, rm)

Office location  
Phone, email  
Office hours

**Prerequisites:**

ENGL F211X/F213X, COMM F131X/F141X, any social science research methods course, and minimum 9 credit hours of psychology coursework or permission of instructor

**Required materials:**

1. Cress, C.M., Collier, P.J., & Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Sterling, VA: Stylus.
2. American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.

**Required readings**

A list of readings pertinent to the topic and community-based project will be supplied with the syllabus; this list will be co-created by the instructor and the community partner to include at minimum scholarly articles from psychological literature.

**Course description:**

Through involvement in a community project, students will explore how psychological research can be applied to address social problems. Connections between research, practice and public policy will be emphasized. Topics will be announced before each offering.

**Teaching strategies** - Methods will vary and may include lectures, discussion, interactive activities, guest speakers, field trips, and films. You will also be teaching and learning through three oral presentations and a community service project (minimum 20 hours). These presentations are emphasized to help you develop public speaking skills, solidify newly acquired knowledge and represent a critical part of your grade.

**Course Goals:** Students will have the opportunity to appreciate how psychological knowledge can be applied to community issues.

**Learning objectives:** The activities, readings, and assignments in this course should lead to your ability to:

1. evaluate the relationship between psychological knowledge and social action
2. broaden definition of 'community';
3. enhance self examination – exploring biases, values, opinions;
4. evaluate how community issues are being addressed (e.g., in media, policy decisions, legislative priorities);
5. understand community issues using multiple levels of analysis;
6. development of mindset and skills for putting knowledge to action / effect change;
7. critically evaluate how issues of social importance are being researched;
8. students will enhance their writing and oral competencies in the discipline of psychology
9. (additional objectives added at discretion of instructor relating to content/topic/issue of choice)

*NOTE: To fulfill Guidelines for Core Designators, grading is based on the following:*

- W Guideline A. 70% of grade is based on written materials
- O Guideline A. 15% of grade is based on oral presentations
- O Guideline B – 3 presentations with instructor feedback are required

**Grading:** Letter grade will be based on the following criteria:

- 15% 3 Oral Presentations (Samples, assignments will be designed with topic)
  - Presentation #1 Community partner agency/organization, CBL, relevant psychological topics, relevant psychologist or advocate
  - Presentation #2 Social policy issues
  - Presentation #3 Final report to community partner
- 75% Writing Assignments
  - Draft of research report (W - Guideline D)
  - Annotated bibliography (W -Guideline D)
  - Critical review of one journal article (W -Guideline D)
  - Peer critique and response to working draft (W -Guideline D)
  - Final Research report and policy recommendations (W - Guideline B)
  - Weekly journals
- 10% Class participation

Note: Up to 5% extra credit will be available for utilizing the Speaker and Writing Centers to prepare assignments

- 90 – 100% = A (Outstanding scholarship)
- 80 – 89% = B (Above average scholarship)
- 70 – 79% = C (Average scholarship)
- 60 - 69 % = D (Below average scholarship)
- Below 60% - F (Unsatisfactory)

#### ***Tentative Course Calendar:***

Week#1	Intro diagnostic essay; introduction to community based learning
Week # 2	Community partner engagement, individual student conferences (W -Guideline C), reflective journals
Week # 3	Oral presentation s# 1
Week # 4	Discussion groups on readings
Week # 5	Topic readings and lecture, writing assignments, Stage 1
Week # 6	Peer review Stage 1
Week # 7	Film and discussion related to topic (ex. Street Fight, Paperclips, Superman, etc.)
Week# 8	Oral Presentation #2
Week # 9	Writing Assignments, Stage 2
Week #10	Topic readings and lecture
Week #11	Social policy and advocacy, guest speaker or field trip
Week #12	Topic readings and lecture
Week #13	Oral Presentation #3
Week #15	Final Research Papers d

#### ***Course Policies:***

- \*My primary goal is to support your success in this course. I'm happy to talk with you about content, field work issues, lectures, study strategies, and anything else you may need!!!
- \* The syllabus is subject to change. The progression of every course is dependent upon the unique dynamic between a class and instructor. 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.
- \*Writing and Oral assignments are due on the day assigned. Your grade will be dropped 10% for each day they are late.
- \* 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.
- \* 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.

- \* Attendance is required unless you have a documented reason. This class is heavily dependent on your participation in our community project and part of each class time will be used to move the project forward.
- \* Be on time. Showing up late is disrespectful, disruptive, 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 Speaker 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:* The Speaker Center is located on the 5<sup>th</sup> floor of Gruening. Staff is available to assist with your presentations. 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>

\*\*\*\*\*

This course is designated to meet oral communication intensive course according to Core Curriculum and meets requirements as detailed by the UAF Faculty Senate:

- a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations is to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involves the use of a public address system.
- b. All presentations must involve question and answer interaction. As appropriate for the discipline, it is highly desirable that there be at least one assigned respondent, with questions by other audience members encouraged.
- c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such videotaped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.
- d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.
- e. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.

\*\*\*\*\*

This course is designated to meet writing communication intensive course according to Core Curriculum and meets requirements as detailed by the UAF Faculty Senate:

1. The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"-designated courses.
2. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]
3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.
4. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.
5. Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.