

**Writing Across The Curriculum
Writing Fellows Certification Seminar
Application Form**

Directions: Please fill out this form and attach the syllabus for the course you intend to make more reading and writing intensive.

Submit to: The Department of Communications & Performing Arts, Office E309, Prof. Gordon Young, Chair.

Before filling out this application please be aware of the following:

- The course you have listed to revise and pilot below must be at least 3 credits.
- You must have taught this course at least once.
- You must have satisfactorily participated in the Writing Fellows fall seminar.

Your name: Ruth Rachel

Weintraub-Brevda

Your home telephone number for emergencies: 347-524-8856

Name of the course you wish to revise (e.g., SOC 31: Intro to Sociology). Intro to Psychology

N

Please check (✓) Yes or No for the following statements:

- I am a full-time, tenure-track faculty member. _____ Yes X No
- If no, what is your current status? _____ Adjunct X Writing Fellow
- I have my Coordinator's support to participate in WAC. X Yes _____ No

How would you like to participate in WAC certification?

Please check option A, B, or C below and submit this form with the syllabus checklist and your reflective statement, revised course syllabus, and assignments.

- _____ A. **On-campus, face-to-face seminar.** I am able to attend all 9 sessions. I will post assignments to a blog and submit a course portfolio of my revised syllabus and assignments by mid-February.
- _____ B. **Online tutorial.** I am able to do this work between December and February. I have the online skills and discipline to work independently on a personal blog. I understand the reading and writing assignments of the tutorial will take at least 50 hours, and I must maintain a schedule for module completion that allows me to interact with others online in a timely fashion. I will submit a course portfolio of my revised syllabus and assignments by mid-February.
- X C. **Portfolio submission.** I intend to assemble a final certification portfolio according to WAC requirements and principles. I understand I will not receive compensation, and I do not have to pilot the course. After receiving certification, I may teach any of my sections/courses at KCC on a writing-intensive basis.

R. Rachel Weintraub
WAC Reflective Statement

For the past five and a half years, I have had the opportunity to work as an adjunct lecturer at Brooklyn College in the Psychology Department. During that time, I have taught many Psychology courses, including both writing intensive and lecture-based courses. These experiences teaching a wide variety of classes have formed my overall teaching philosophy. I strongly believe that as an instructor, my role is to excite my students to learn more and to engage them in the material. Through my teaching experiences, I have found that the optimal way to engage students is through a series of reading and writing exercises, including both low and high stakes writing. In this way, students will actively learn the material, while also not succumbing to anxiety over writing deadlines. Having informal writing opportunities allows students to write freely without feeling overcome with anxiety over their grades, which then prepares them for the formal writing assignments.

One of the most profound memories I have while teaching occurred during my earlier years. One of my students was struggling with a concept that we were discussing in class. I tried to explain it through a myriad of different examples, but nothing seemed to work. Eventually, I suggested to the student to read that section in the textbook and to first summarize the concepts and to then write down which exact parts were confusing. He came back a few days later with his written down summary and questions, and together we solved what was confusing him. This memory is important because it helped me realize that sometimes the simplest solution is the best solution. When the student was able to first read the chapter on his own, he could then conceptualize the different ideas at

his own pace. Afterwards, once he had a better understanding of the theory, he was able to summarize the important points and to hone in on what exactly was confusing him.

As a Writing Fellow at Kingsborough Community College, I worked with students in the writing center to improve their writing. Similar to my experiences as an instructor, I found that one of the most helpful things I could do with students was to encourage them to first carefully read, either the assigned reading and/or the writing prompt, and to then to free-write a reflection on the reading. One of the problems that students face in writing is that they become so fixated on the end goal of their grade, and the anxiety surrounding that, that they miss the crux of the assignment. Although overcoming this learned behavior of focusing on the product over the process is extremely difficult to do, it is still imperative to illustrate to students that this method of learning is beneficial and oftentimes more successful. In working with students to first read and then reflect on what they have read, I have found that students are able to better identify what the goal of the writing assignment is and how to properly answer the prompts. For instance, I oftentimes asked students to read through the assigned short stories and to jot down any ideas they had about the stories, not focusing on how exactly those ideas connected to the writing prompt. Once their ideas were on paper, we were able to discuss the points and how they might relate to the writing prompts. This allowed students to first read and reflect on the story before connecting it to the reading prompt.

Together, my teaching and tutoring experiences have shaped my teaching philosophy, which is twofold. The first aspect is to encourage students to first read and then reflect on the material. This works because, when given the opportunity, students can use the reflection time to gain a clearer understanding of what they gleaned the text, and this enlightenment usually highlights for students what they do not understand.

Additionally, there has been a lot of research on the benefits of generating information, in which students should write the information down themselves (e.g., through note-taking) as opposed to just passively listening. Therefore, if a student has to summarize texts or lectures, she will gain more than if she had been passively listening during lecture. Lastly, giving students a short time at the end of class to read and reflect on their notes or the text forces the student who was otherwise disengaged with the lecture to focus on the material being discussed.

The second part of my teaching philosophy is that it is necessary to allow students the freedom to first write without worrying about their grade in order to allow for a better understanding of the material. Another way to phrase this is that instructors should incorporate low and high stakes writing, along with allowing for a revision process, in their assignments. This is critical for students who either become so anxious with the grade that they cannot focus on the writing, or for students who do not first comprehend the assignment and need feedback in order to learn the material. Having first a low-stakes, or informal, writing assignment reduces anxiety because it allows students to first focus on the writing prompt without worrying about the end grade. After they have had time to process the writing prompt, think about their ideas and receive feedback on their papers, they can then focus on revising their high-stakes, or formal, assignment. Overall, this procedure would allow for students to focus more on the process of writing than on the end product of the paper.

I have structured my syllabus to reflect my teaching philosophy. I have included in-class time for students to read their notes and textbooks to and reflect on the lecture material. This reflection time allows students to independently engage with the material and to generate their own summaries. What this does is that it allows students the time to

process the lecture material and to identify (for both myself and the students) if there is any confusion about the topics we covered. In this way, students can feel empowered about learning the material, versus just passively listening to the lecture. In addition to the reflection time, I have also incorporated three in-class exercises that are designed to complement the class lecture and to help students engage with the material. The exercises will encourage students to read through their notes and the textbook and to think about the material in order to answer the writing prompts. The purpose of these exercises is to encourage students to successfully apply the information that we covered in lecture to the writing prompt, so that students are not just passively listening to lecture but rather that they become engaged and excited about the material. For example, I have experienced that students often struggle with understanding basic principles of scientific experiments, which is a foundation in Psychology. Therefore, the first in-class assignment is geared towards helping students learn the different key terms. In this exercise, students will be asked to read a short sample experiment and to summarize the experiment using key terms (see In-Class Writing Assignment Prompt #1).

In addition to the reading and writing exercises, I have scaffolded the final paper assignment. As mentioned previously, I believe that allowing students the freedom to first write without fear of being graded can lead to a decrease in trepidation about the final paper, allowing for more creativity and originality in the final paper. Therefore, I have created a syllabus in which the first draft of the final paper will not be graded. I want to encourage students to be able to write freely without worrying about how it will affect their grade. However, because I want them to take the assignment seriously, I will stress that the feedback given on the first draft will be the most extensive and important for the final paper. The students will have in-class time to revise their first drafts, and I will

meet with students who are unclear about the feedback. Therefore, although the first draft will not be graded, it will be necessary for students to write it. Students will not be allowed to submit the second draft without having submitted a first draft. If their first draft is submitted at a later time, it will not be given extensive feedback. In this way, I will encourage students to take the first draft seriously, without grading it. Additionally, because I believe that one of the largest obstacles when it comes to writing is anxiety, I have included a second draft before the final paper is due. This second draft will be graded, but it will be worth less than the final paper. In staggering the grades, I hope to allow students the opportunity to write first with lower stakes, and then, once the students have a better grasp on what is expected in the paper from the revision process, with higher stakes. This will give students the necessary time and feedback to write a thoughtful final paper. The grading is also scaffolded in this way (i.e., the first draft is not graded, the second draft is worth some points and the final draft is worth many points) so that freshman students can slowly become accountable for their college coursework.

In conclusion, I have used my previous experiences as an instructor and as a tutor to shape my teaching philosophy. I strongly believe that instructors 1) need to incorporate reading and writing into the learning process and 2) should work on decreasing the anxiety that surrounds writing by scaffolding assignments and allowing time for revisions. Therefore, I have created my syllabus and certification portfolio based on these two principles. I believe that they will allow students to engage with the material better and to learn more effectively.

KINGSBOROUGH COMMUNITY COLLEGE
 Writing-Across-the-Curriculum Initiative
Syllabus Checklist for Writing Intensive (WI) Sections

Course Name: Introductory Psychology

Course Number: Psych 1100 Number of credits: 3

Department: Psychology

Prepared by: R. Rachel Weintraub Date: March 15, 2017

1. Informal Writing: Indicate which of the following informal “writing-to-learn” activities you plan to use in your WI course. After each item you check, indicate the frequency with which you plan to use each activity. In your packet, please provide some clearly labeled examples of your “writing-to-learn” assignments or activities.

	once/month	twice/month	1-2/week	2-4/week
Journal/log writing	_____	_____	_____	_____
Letter writing	_____	_____	_____	_____
Electronic discussion forum	_____	_____	_____	_____
Response to quotations	_____	_____	_____	_____
Defining key terms or concepts	_____ <u>X</u> _____	_____	_____	_____
Personal response writing	_____	_____	_____	_____
Summary writing	_____	_____	_____	_____ <u>X</u> _____
Other:	_____	_____	_____	_____

2. Formal Writing: WI guidelines suggest a minimum of 10 – 12 pages of formal writing in all WI courses. Indicate which of the following formal writing assignments you plan to use in your WI course. Indicate the number of pages of writing you require for each type of assignment.

	Number of pages
Personal essay	_____
Summary essay	_____
Expository essay	_____ <u>✓</u> _____ <u>10</u> _____

Book report	_____	_____
Lab report	_____	_____
Research paper	_____	_____
Other: Draft of the Final Paper	<u>✓</u> _____	<u>10</u>

Total number of pages of formal writing: 20

3. **Revision:** Of the total number of formal writing assignments you plan to give in your WI course, indicate the percentage of assignments in which students will have the opportunity to revise and resubmit their work for evaluation. (Circle one)

10 – 25% 26 – 50% 51 – 75% **76 – 100%**

What kinds of feedback will students receive?

Peer feedback _____

Required visit to the Reading and Writing Center _____

Written comments from the teacher ✓

A checklist rubric for the assignment ✓

Other _____
(please specify)

4. Does your syllabus clearly indicate the type of written work to be completed at particular times during the semester?

Yes ✓ No _____

Your comment: The syllabus, as well as the writing prompt, has due dates for each assignment.

5. **Assessment:** Indicate the total number of exams you plan to give in your WI course. Then indicate what percentage of these exams requires writing by students. (note: Exams do not need to require writing)

Total: Assessment will be done through in-class and at-home writing assignments

With writing: _____

6. In determining the final grade for your WI course, indicate what percentage of the grade involves written work by students. (Circle one)

10 – 25%

26 – 50%

51 – 75%

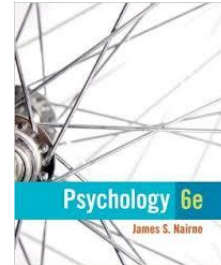
76 – 100%

(With many thanks to Linda Hirsch et al. of Hostos Community College whose checklist provided the model for this one)

Kingsborough Community College
Department: Psychology
Introduction to Psychology/Psychology 1100
Mon, Tue & Wed from 9:10-10:10
3 credits

Instructor: R. Rachel Weintraub
Email: rweintraub@brooklyn.cuny.edu
Office Hours: By appointment
Office Number: (718) 951- 5000 ext. 6016
Office Location: 4303B James Hall

Required text:
Psychology 6e
James Nairne
ISBN: 978-1285092263



Course Description & Purpose:

The purpose of this course is to look at how we see, think and act. You will learn about the fundamental concepts of psychology and be able to apply them to your own life, thinking and even studying! This course will also prepare you for advanced training and coursework in more specialized areas of psychology by establishing foundational knowledge of the field.

Classroom Etiquette:

There is one rule: Respect. By walking into this class, you acknowledge your participation in a contract of respect between your Instructor and yourself, as well as between your classmates and yourself. The classroom will also be maintained as a healthy environment free from distractions. For this reason, the use of cell phones and eating are prohibited in class. Also, packing up bags and leaving prior to dismissal or the end of class will be a sign of disrespect. If you repeatedly violate the classroom etiquette, I will ask you to leave the class.

Writing Intensive Courses:

Because this course is a Writing Intensive (WAC) course, the classroom format will be a hybrid between lectures and in-class reading and writing activities. We will focus on reading and writing to improve learning, rather than just passively listening to the lecture. In addition, you will also complete formal drafts outside of class to help improve your writing and comprehension of the material. Both the in- and out-of-class writing activities are structured to help you complete the final project at the end of the semester. Therefore, in order to do well in the course, you need to be engaged with the material, both outside and inside of the classroom.

Course Requirements & Grading:

Attendance & Participation: 10%
In-Class Assignments: 30%

Second Draft: 20%

Final Paper: 40%

The final grades will be rounded to the nearest point (e.g., a 92.7 will be rounded to a 93).

Otherwise, the grades will not be curved.

Attendance & Participation: This is worth 10% of your course grade. Attendance means coming to class, but also coming to class **on time**. Coming late disrupts the instructor as well as your fellow classmates. Open discussions are highly encouraged in this class and all students should feel safe to participate. Please be respectful of your fellow students' comments and questions. Additionally, at the end of each class you will have 5 minutes to write a short reflective statement in which you summarize the lecture and write out any questions that you might have. This is done to ensure that you are keeping up with the course material, understand what we covered that day and to understand what you are missing. This will be included in your attendance grade (as a check/no check grade).

In-Class Assignments: There will be three in-class assignments. Each one is worth 10%. The assignments will be graded with a check plus, check, check minus or no check grade. These assignments are geared towards helping you understand the material that we will be covering by reading short summaries and writing about them. There has been a lot of research on the benefits of learning through reading and writing, and these exercises are meant to capitalize on those effects. For these assignments, you will be asked to review the lecture material in the textbook and to respond to the writing prompts. **Therefore, you will need to bring your textbook to class on these days.**

Final Paper Project:

At the end of the semester, you will submit a final paper that is worth 40% of your grade. However, this should not be something that causes alarm because the course is designed to help ensure that you are prepared for this assignment. Specifically, you will submit a first draft that will not be graded, but that is just meant to get your ideas flowing. Next, you will submit a second draft (more on this soon), which will help you organize your ideas more concretely. Lastly, you will use feedback from both drafts to revise and write your final paper.

Second Draft: During the semester, you will have two opportunities to submit drafts of your final paper. The first draft will not be graded. I want you all to be able to start thinking about your paper early, and to get feedback on your work, before you start your final paper. Therefore, I will use the first draft of the paper as a way to get you to start thinking and writing. However, it should be taken seriously as an assignment because I will give you extensive feedback on your writing so that you can apply it to your second draft, and then to your final paper. **Your second draft will be worth 20%.** At this point, I will again offer feedback, but it will not be as extensive as your first draft. Your job is to use the feedback from your first draft in order to improve your second draft, so that your final paper will be easier for you to write. In terms of late papers, I will accept second drafts that are late but there will be a penalty. For every day that the paper is late, you will be penalized 5 points. This is to make it fair to your fellow students who submitted their papers on time. **Lastly, please attach your first draft to the second**

draft. There will be a 10-point penalty for not submitting your first draft with your second draft.

NOTE: I will not accept second draft assignments without the first draft completed. Additionally, if you submit the first draft at a later time, I will not give the paper extensive feedback, which might affect your second draft grade.

Final Paper:

At the end of the semester, you will submit a final paper that is worth 40% of your grade. The paper will be based off of the class material and the 2 drafts you have written. This assignment should not be too difficult if you complete the two previous draft assignments. I will distribute the writing prompt and guideline for the final paper closer to when the first draft is due. I will accept late papers up to 1 week. However, there will be a penalty for late papers. There will be a 5-point penalization per day for late papers. Again, this is to ensure that there is fairness amongst the class. **Please attach your first and second drafts to the final paper. There will be a 10-point penalty for not submitting your second draft with your final paper.**

Extra Credit: Extra credit is available for up to 6 points on your final paper. Case-by-case extra credit opportunities will not be offered. To earn extra credit, you can choose to attend talks on research in psychology (2 points per talk). If you hear of any talks on psychology and would like to attend those (for example, at another college or university), please email me the title and speaker name for approval. For each talk you attend, you must write a short paragraph about something you learned from the talk and/or something you thought was interesting.

Grading Scale:

A+	97-100	C	73-76
A	93-96	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	<60
C+	77-79		

University Policies:

Academic Integrity: “Plagiarism is the taking of someone else’s words and using them in your own work as if they were your own. In extreme cases, plagiarism can result in the dismissal of the offending student from the college. Please see the Kingsborough website on plagiarism for more information and ways to avoid committing plagiarism.”

http://www.kingsborough.edu/faculty_staff/Documents/Academic_Integrity_Policy.pdf

Access-Ability Services: “Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make

the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.”

Non-attendance because of religious beliefs: Students who miss class or exams because of religious beliefs will be allowed to make up the work, provided that they notify the instructor at least one week in advance.

Fall 2017

** This syllabus is subject to change**

If I need to make any changes, I will notify you in advance.

Week	Lecture Topic	In-Class Assignments	At Home Assignments
1	Introduction/Tools of Psych Research/ In-Class Assignment #1: How to make sense of research	In-Class Assignment #1: How to make sense of research	Chapters 1 & 2
2	Biological Processes		Chapter 3
3	Human Development/ Final Paper Prompt	Outline of a research paper	Chapter 4
4	Sensation & Perception		Chapter 5 1st DRAFT DUE
5	Conditioning & Personality		Chapter 7 & 12
6	Memory	In-Class Revision Time for Comments	Chapter 8
7	Language & Thought/ In-Class Writing Assignment #2: How does this apply to you?	In-Class Writing Assignment #2: How does this apply to you?	Chapter 9
8	Motivation & Emotion		Chapter 11
9	Social Psychology		Chapter 13 2nd DRAFT DUE
10	Psychological Disorders		Chapter 14
11	Therapy		Chapter 15
12	Stress & Health/ In-Class Writing Assignment #3: Diagnosis & Treatment	In-Class Writing Assignment #3: Diagnosis & Treatment	Chapter 16 FINAL DRAFT DUE

**ENGLISH GRADING GUIDELINES
INSTRUCTOR EVALUATION**

	Advanced A Paper	Proficient B Paper	Average C Paper	Below Average D & F Paper
Reading	<input type="checkbox"/> You have a strong understanding of the main ideas and the complexity of ideas in the texts	<input type="checkbox"/> You have a good understanding of the main ideas and some of the complexity of ideas in the texts used.	<input type="checkbox"/> You sort of understand the main ideas and some of the complexity of ideas in the texts used.	<input type="checkbox"/> You don't really understand the main ideas or the complexity of ideas in the texts used.
Thesis & Main Ideas	<input type="checkbox"/> You understand your topic and purpose really well and know exactly what you're trying to say in your thesis and main ideas and how they connect. <input type="checkbox"/> It's easy for readers to tell exactly what your thesis and main ideas are and how they work together.	<input type="checkbox"/> You're pretty sure of your topic and purpose and have a good idea of what you're trying to say in your thesis and main ideas and how they connect. <input type="checkbox"/> For the most part, readers can figure out what your thesis and main ideas are and how they work together.	<input type="checkbox"/> You sort of understand your topic and purpose but are not really sure of your thesis and main ideas or how they connect. <input type="checkbox"/> I think readers will struggle to figure out your thesis and main ideas and how they work together.	<input type="checkbox"/> You don't seem to really understand your topic and purpose or your thesis and main ideas. <input type="checkbox"/> I don't think readers will be able to figure out your thesis and main ideas.
Logical Reasoning to Develop & Organize Ideas	<input type="checkbox"/> You stay on topic through the whole essay. <input type="checkbox"/> You have effective transitions and other coherence strategies so that all your ideas clearly connect. <input type="checkbox"/> You have plenty of relevant, strong, and compelling evidence and analysis to develop your main ideas. <input type="checkbox"/> Your thinking or logic is very precise. <input type="checkbox"/> You understand my audience and anticipate most of their needs. <input type="checkbox"/> Readers understand your ideas clearly and can easily follow the logic of my organization and progression of thought.	<input type="checkbox"/> You stick to the topic most of the time. <input type="checkbox"/> You have some transitions and other coherence strategies so that most of your ideas clearly connect. <input type="checkbox"/> You have mostly relevant and strong evidence and analysis to develop your main ideas. <input type="checkbox"/> Though you have some areas of faulty or generic logic, your thinking overall is relatively sound. <input type="checkbox"/> You're pretty sure of your audience and meet many of their needs. <input type="checkbox"/> Readers understand most of your ideas and can follow the logic of your organization and progression of thought.	<input type="checkbox"/> You try to stay on topic, but your ideas keep straying. <input type="checkbox"/> You try to use transitions or other coherence strategies, but many of your ideas are confusing since they don't always connect. <input type="checkbox"/> You need more or stronger or more relevant evidence and analysis to develop your main ideas. <input type="checkbox"/> Your thinking or logic is generic, redundant, and/or faulty. <input type="checkbox"/> You try to keep your audience in mind but are not all that sure about them. <input type="checkbox"/> I think readers will struggle to figure out the logic and organization of your ideas and will struggle to follow your progression of thought.	<input type="checkbox"/> Your ideas go off topic and in many directions. <input type="checkbox"/> You don't have transitions or other coherence strategies, and your ideas are all jumbled together. <input type="checkbox"/> You don't really have strong, relevant evidence and analysis to develop your main ideas. <input type="checkbox"/> Your thinking or logic is confusing. <input type="checkbox"/> You don't seem to keep your audience in mind or try to anticipate their needs. <input type="checkbox"/> I don't think readers will be able to figure out your organization or ideas or follow your progression of thought.
Sources	<input type="checkbox"/> You use sources effectively, synthesizing quotes, paraphrases, and summaries smoothly and with relevance into your own writing without plagiarism.	<input type="checkbox"/> Your sources relate well to your ideas, though there are some minor synthesis, quoting, paraphrasing, summarizing, and/or citation problems.	<input type="checkbox"/> You attempt to use sources but have problems synthesizing, quoting, paraphrasing, summarizing, or citing, and you don't seem to understand why you are using them.	<input type="checkbox"/> You don't use sources or use them inappropriately; fail to synthesize or cite them; or don't understand how to quote, paraphrase, and/or summarize.

<p>Syntax</p>	<ul style="list-style-type: none"> <input type="checkbox"/> You use words that make sense, are interesting and precise, and are discourse-appropriate for your audience and purpose. <input type="checkbox"/> You need to fix a few errors, but they don't interfere with meaning. <input type="checkbox"/> Overall, readers find your writing engaging, appropriate, and easy to read. 	<ul style="list-style-type: none"> <input type="checkbox"/> You have some vague or unneeded words or phrases, but your writing is clear and discourse-appropriate for the most part. <input type="checkbox"/> You have some editing to do, but errors don't make your writing difficult to understand. <input type="checkbox"/> Overall, readers find your writing appropriate and relatively easy to read. 	<ul style="list-style-type: none"> <input type="checkbox"/> You have quite a few confusing and unneeded words or phrases, and/or your writing isn't really discourse-appropriate. <input type="checkbox"/> You need to do a lot of editing since errors make it difficult to understand your writing. <input type="checkbox"/> I think readers will have to struggle to read your writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> You have many confusing words or phrases and don't understand many of the words you use or how they affect your discourse. <input type="checkbox"/> You have too many errors and need to edit almost every line. <input type="checkbox"/> I think readers will have a very hard time reading your writing.
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Student: _____

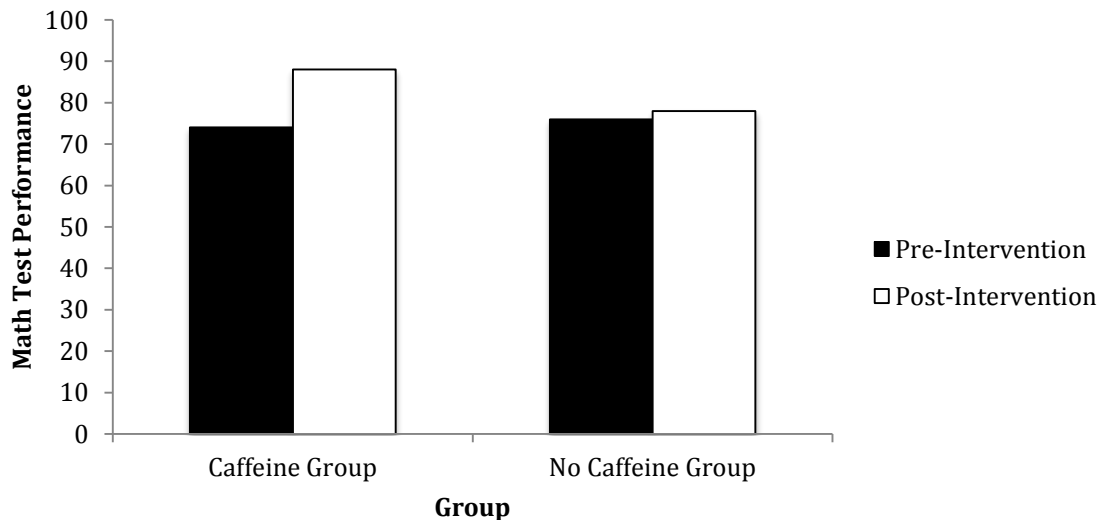
Overall Grade: _____

In-Class Writing Assignment Prompt #1

For this first assignment, you will be asked to read and analyze a sample experiment, with an accompanying graph. Afterwards, you will be asked to identify some of the key terms that we just discussed and to then summarize what the experiment found (based on the graph). The purpose for this exercise is to use the reading from the textbook to engage with the material that we covered during the lecture portion of the class. Therefore, you will be asked to review some of the topics that we covered in the textbook to answer the questions and to summarize the graph.

Sample experiment:

Imagine that you are a researcher interested in the whether caffeine increases task performance. In order to determine whether caffeine directly influences behavior, you decide to test how students perform on a test after caffeine consumption. In order to do this, you randomly divide your class in half by flipping a coin for each student (heads is Caffeine group and tails is No Caffeine group). You give everyone a math test to see how people perform regularly. You then tell one half (No Caffeine group) to abstain from drinking coffee/caffeinated drinks for the next week. For the other group (Caffeine group), you tell them to drink at least one cup (200 mg) of caffeine a day for the next week. After the week is over, you give both groups the same math test. Here are your results:



Please summarize the findings from the experiment using the graph and the following questions. NOTE: Your response must be in a paragraph format (i.e., do not just answer the questions in one-sentence responses).

1. What is the hypothesis?
2. What type of research method is used?
3. What are the independent and dependent variables?
4. Which group is the experimental group? Which is the control group?
5. Why was the class **randomly** divided?
6. What were the results of the experiment? Please interpret and describe the graph.

In-Class Writing Assignment Prompt #2

So far, we have discussed a wide variety of topics. What I want you all to do now is to take one topic that we have discussed and focus in on how it applies to your life. For example, we discussed how elaborative encoding (visualization, association, etc.) might be helpful for remembering information (do not use this example in your response). For your assignment, you should first review the topic in the textbook and your notes, and then discuss how the topic you have chosen relates to your life. It would be helpful to give examples from your lives to explain how the topic applies to you. The reason we are taking time from lecture to do this is because 1) it's important to go back into the textbook/your notes to read and review the material, 2) free-writing and being involved in the learning process (as opposed to passively listening to the lecture) can be beneficial to memory and 3) applying the material to yourself can make the material more interesting, while also having memory benefits.

Your paper should include:

- 1) An introduction paragraph in which you briefly discuss what your paper is about.
- 2) A thorough description of the topic that you selected.
- 3) How the psychological process affects how you think, feel perceive the world, etc. using examples from your everyday lives.

The paper should be between 1-2 pages

NOTE: Since this is an informal writing exercise, you don't have to use APA formatting. However, **DO NOT PLAGIARIZE**. For example, if you are using a direct quote from the textbook, use quotation marks. Please refer back to the syllabus if you are unsure what constitutes plagiarism.

In-Class Writing Assignment Prompt #3

In the past few chapters, we have covered a range of different psychological disorders and treatments. For today's in-class assignment, you will be asked to read two case studies of two individuals suffering from mental illness. Your task is to choose **one case** and to diagnose which psychological disorder you think it is (and be sure to use evidence from the case study to support your claim) and to say which treatment plan you think is best. When discussing the treatment, remember that we discussed that there is no one "right treatment" for the disorders. Therefore, your job will be to say why you think it is the best treatment for the client. You should use your textbook and notes to review the different disorders and to use that information as a reference. Remember, you need to **clearly** explain why you are diagnosing the client with the disorder, and why you want to choose the type of treatment.

- 1) Sally is a 13-year-old girl that is underweight and she openly states that she has a poor self-image while fantasizing about having a "movie star body." She frequently will say that she believes that she is "fat" and that she hates her body. Sally will typically join her family during meal times and consumes an impressive amount of food. Sally has developed a routine that after her meals that she will then excuse herself and go to the bathroom to vomit.
- 2) Juan is a 19-year-old man that has recently been hospitalized in a psychiatric hospital. He has begun to struggle with controlling his racing thoughts for the past week. Juan has recently found himself unable to fall asleep because he is very excited about planning his new business. Although Juan has no previous experience with managing a restaurant, he has sold his car and a gold chain given to him by his late grandmother to start the business. When Juan is not in his excited state, he is typically very sad and lethargic. He has very little interest in food and does not really do much.

Your paper should be between 1-2 pages. Your paper should have a brief introduction to the psychological disorder and then mostly focus on the case study and treatment.

NOTE: Since this is an informal writing exercise, you don't have to use APA formatting. However, **DO NOT PLAGIARIZE**. For example, if you are using a direct quote from the textbook, use quotation marks. Please refer back to the syllabus if you are unsure what constitutes plagiarism.

Final Paper Assignment Prompt:

As we have learned, although we learn about psychological processes in separate chapters, many of these processes are connected. Your final assignment is to write an essay in which you discuss 1) how one psychological process is used in multiple ways and 2) how this relates to your own personal life. The purpose of the assignment is to demonstrate that you have thought about the different psychological processes and how they are connected. Additionally, as we have also spoken about many times, psychology is not something that is happening in the labs only, but rather something that affects us all! Therefore, the second part of the assignment is geared towards highlighting how the concepts that we have spoken about in class are applicable to you.

For example, you might talk about top-down processing. We spoke about how it this psychological process is used in perception, memory and language processing. So, for the assignment, you would first describe what top-down processing is. You would then discuss how the same process is used in these different domains (e.g., you might focus on how it is used in similar or different ways, etc.). You would then discuss how you see this psychological process in your daily life. NOTE: Because I already used this example, please come up with a different one to use in your paper.

You should write this paper as if you are talking to incoming students. Writing to this audience is important because it will ensure that you are clearly describing the psychological processes and why they are important and applicable. Additionally, since you are writing to an incoming group of freshman, you might also want to mention some points about how these psychological processes are applicable to other students who are at the start of their careers.

During the semester, you will have two opportunities to submit drafts of your final paper. The reason for this is because I want you all to be able to start thinking about your paper early, and to get feedback on your work, before you start your final paper. The first draft will not be graded. Therefore, I will use the first draft of the paper as a way to get you to start thinking and writing without having to worry about grades. However, it should be taken seriously as an assignment because I will give you extensive feedback on your writing so that you can apply it to your second draft, and then to your final paper. Your second draft will be worth 20%. At this point, I will again offer feedback, but it will not be as extensive as your first draft. Your job is to use the feedback from your first draft in order to improve your second draft, so that your final paper will be easier for you to write. **Please attach your first draft to the second draft and your second draft with your final paper. There will be a 10-point penalty for not submitting your first and/or second drafts with your final paper.**

Your paper should include:

- 4) An introduction paragraph in which you briefly discuss what your paper is about. Be sure to include a clear thesis statement.
- 5) A thorough description of the psychological process that you selected.
- 6) A clear analysis of how that same psychological process is used in other domains (e.g., how the same process is used in perception, memory, language, etc.).

- 7) How the psychological process affects how you think, feel perceive the world, etc.
- 8) A clear summary of the topics you discussed.

Formatting details:

- 1) Your paper should use proper APA formatting guidelines (including a cover and reference page).
 - a. Purdue Owl has some helpful guidelines:
<https://owl.english.purdue.edu/owl/resource/560/01/>
- 2) Your paper should use 12 inch, Times New Roman & 1-inch margins.
- 3) Your paper should be double spaced and numbered.
- 4) Your paper should be a between 8-10 pages + a cover page and references.
- 5) I will only accept typed and printed draft and papers. Please refer back to the syllabus if you are unsure what constitutes plagiarism.

Due Dates:

First Draft:	Week 4
In-Class Revision Time	Week 6
Second Draft:	Week 9
Final Paper:	Week 12