

Syllabus

Psychology 425: Psychology Capstone

Winter Term 2023

Location: Moodle

Dr. John Taylor	taylorj3@sou.edu
Available through Google Chat (taylorj3@sou.edu) and Zoom (https://sou.zoom.us/j/8408810967) Office hours: M/W 8:40 - 10:20 am, Th 10:40 am - 12:20 pm	

Class description

This is a course about you. You have completed a constellation of courses giving you experiences unique to you. In this course we will revisit the projects and papers you have created and fashion them into a portfolio that illustrates the trajectory of your degree. As part of this portfolio you will re-write your Psy 325 scholarly paper and create and deliver a presentation about your work in psychology. Ultimately, this course is about compiling and reflecting your best work and using that to cast an eye forward to what comes next after you have finished your degree at SOU. You will refine skills in writing and public speaking and build a portfolio of work that you can share with others.

SOU program assessment

The SOU psychology department conducts ongoing assessment of required courses in order to ensure program vitality, credibility, and utility to students. Goals include teaching critical knowledge, skills and dispositions required for undergraduate psychology majors. These are based on national standards set forth by the American Psychological Association. A full list and description of these goals can be found on the departmental website. Your PSY 325 course assesses the following:

- Research methods in psychology. Understand, evaluate, and apply basic research methods in psychology including research design, analysis, and interpretation, as well as ethical principles of research.
- Critical thinking skills in psychology. Learn and use critical thinking, skeptical inquiry, and apply scientific approaches to problems related to psychology.
- Information and technology literacy. Demonstrate competence in acquiring and using scientific information. This includes using technology to access original sources, and distinguishing credible from non-credible sources. Also includes ability to work with database construction and analysis.
- Communication skills. Communicate effectively through writing and speaking. This includes writing research papers, essays, and individual or group presentations. Also included is the ability to present and interpret data from various formats (e.g., statistical, graphing).

Grading:

A:	94%	B-:	77%	D+:	64%
A-:	89%	C+:	74%	D:	60%
B+:	84%	C:	70%	F:	Below 60%
B:	80%	C-:	67%		

Incompletes: Incompletes will not be considered except in rare extenuating cases.

Class Requirements (300 points possible)

Reflections (30 points): Three reflection papers, written in class, will comprise 10% of your final grade. These will occur early in the term and serve as a means of establishing at least part of your narrative for your final presentation.

Assignments (50 pts): 11 in-class assignments, each worth 5 points, will comprise about 17% of your final grade. These assignments serve various purposes from analyzing your Psy 325 scholarly paper to completing a small data project related to that paper. I will drop your lowest assignment score.

Portfolio (65 pts): Your portfolio is one of three large assignments due at the end of the term. It will consist of **3 projects** that you completed in the project-based courses required for the psychology degree (Social Psychology, Learning & Memory, Cognitive Psychology, History & Systems of Psychology, Health Psychology, Child & Adolescent Psychology, Psychology of Aging, and Psychopharmacology), **your Psy 325 scholarly paper** (re-edited in this course), **one paper or project from outside of psychology, your best reflection paper, your final presentation, and three artifacts from outside of college** coursework. You will curate these artifacts with brief synopses and include an introduction and conclusion as well.

Presentations (80 pts): You will deliver 2 presentations this term. One is a mini-presentation (15 points) that serves as preparation for the final presentation. The final presentation (65 points) you will deliver during week 10. It will depict a narrative story arc that begins before your time as a psychology student and ends at this capstone course, concluding with a projection of where you are going next.

Scholarly Paper (75 pts): Finally, you will spend a significant portion of your time in the course revising your Psy 325 paper to include new sources, new sections and improve the narrative. You will turn in a draft of this revised paper (10 points) for feedback. The final paper (65 points) is due during finals week.

Class schedule (subject to change):

	Wednesday	Sunday
Week 1	April 4	April 8
	A1: 325 Paper Review	A2: Gathering Artifacts
Week 2	April 11	April 15
	A3: Your Successes	Reflection 1
Week 3	April 18	April 22
	A4: Critical Analysis	Reflection 2
Week 4	April 25	April 29
	A5: Paper Additions	A6: Paper Edits
Week 5	May 3	May 7
	A7: Peer Review	A8: Career Exploration
Week 6	May 10	May 14
	A9: Data Project	1st Draft Paper Rewrite
Week 7	May 17	May 21
	Mini-Presentations	Reflection 3
Week 8	May 24	May 28
	A10: Create Portfolio	A11: Data Project Results
Week 9	May 31	June 4
	Paper Feedback	N/A
Week 10	June 7	June 11
	Presentations	Add to Portfolio
Finals Week	June 14	June 18
	Presentations (if needed) Paper & Portfolio Due	Any Late Work Must Be Submitted!

The Fine Print

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and

administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors

(<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form

https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.