San José State University
Department of Psychology
PSYC 195, Honors Seminar, Section 1, SPRING 2018

Course and Contact Information

Instructor: Mark Van Selst
Office Location: DMH 314
Telephone: (408) 924-5674
Email: Mark.VanSelst@SJSU.edu
Office Hours: Mon,Wed 12:00-2:00PM (but verify availability given travel schedule).
Class Days/Time: Mon, Wed 9:00-10:15AM
Classroom: DMH 308
Prerequisites: At least 18 units of Psychology or Statistics with a gpa of at least 3.5; Psyc 120; and senior standing. Enrollment limited.

Course Format

- In person + Canvas Learning Management System for assignment submissions and grading

Faculty Web Page and email communication

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course website at http://sjsu.instructure.com. You are responsible for regularly checking both CANVAS and your SJSU email address for communication (also check your email junk folder). I use class-wide emails extensively for clarifications, items of interest, and course updates.

Course Description

Intensive examination of background and current status of student-selected problems.

As taught, the first third of the course will focus on the history of intelligence testing; the middle third on research and psychology topics of interest to the students in the course; and the last third of the course will be focused on supporting a statistical analysis of the literature for a student-selected problem.

Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

1. Knowledge Base of Psychology (PLO 1)

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

[All assignments: specifically Summary/Critique 1-3, 9, 15-16, & Final Project]

Research Methods in Psychology: Students will understand basic methodological approaches used in cognitive psychology, including research design, analysis, and interpretation.

[Most assignments: specifically Summary/Critique 5, Presentations 3-7, & Final Project]
• Students completing this course will be able to describe different research methods used in psychological research. (CLO 1)
• Students completing this course will be able to draw appropriate conclusions from psychological research. (CLO 2)
• Students completing this course will be able to synthesize and communicate research findings appropriately. (CLO 3)

2. **Critical Thinking Skills in Psychology:** Students will understand and be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
   
   [Summary/Critique 3-8, 10, 14; Final Project]

   • Students completing this course will able to develop arguments for and against positions pertaining to specific debates within psychology. (CLO 4)
   • Students completing this course will able to evaluate and defend positions and criticize arguments pertaining to specific issues in psychology. (CLO 5)

3. **Application of Psychology:** Students will understand and be able to apply psychological principles to individual, interpersonal, group, and societal issues.
   
   [Summary/Critique 11-13; Final Project]

   • Students completing this course will be able to apply concepts from psychology (both theories and research findings) to everyday life. (CLO 6)

4. **Values in Psychology:** Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
   
   [Summary/Critique 11-13, values assignment]

   • Students completing this course will recognize the necessity for ethical behavior in all aspects of the science and practice of psychology. (CLO 7)
   • Students completing this course will recognize, value, and respect the role of human diversity as it impacts research into, and application of, psychology. (CLO 8)
   • Students completing this course will value intellectual curiosity and skepticism. (CLO 9)
   • Students completing this course will recognize how their knowledge of psychology can inform their roles and responsibilities as members of society. (CLO 10)
Required Texts/Readings

Textbook


Other Readings

2. other sage “mini-books” (see [www.sagepub.com](http://www.sagepub.com)) as appropriate for your research or presentation topic(s)

Library Liaison

The library liaison for Psychology is Bernd Becker. His office in SJSU’s MLK Library can be reached at (408) 808-2348 or (email preferred) Bernd.becker@sjsu.edu.

Course Requirements and Assignments

This course conforms to [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (University Policy, Course Syllabi) which can be accessed at http://www.sjsu.edu/senate/docs/S16-9.pdf.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

The complete descriptions of the assignments are available on CANVAS. The due dates are also listed on CANVAS and at the end of this syllabus. If there is a conflict the CANVAS dates will take.
<table>
<thead>
<tr>
<th>Summary / Critiques</th>
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<tbody>
<tr>
<td>1. Mismeasure(p1-50) &amp; Intelligence (p1-10)</td>
<td>3</td>
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<tr>
<td>2. Compare &amp; contrast three “metaphors of Intelligence”</td>
<td>3</td>
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<tr>
<td>3. Compare &amp; contrast three intelligence theorists</td>
<td>3</td>
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<td>4. Summarize and critique any one intelligence theorists view (other than the one you presented on)</td>
<td>3</td>
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<td>5. What should physical “type” tell us? What is the genetic contribution to intelligence? What does a heritability index really mean?</td>
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<td>6. Compare any theorists approach vs. Sternbergs’ approach (Or Spearman if Sternberg in #3 or #4, or Thorndike if …, or see me)</td>
<td>3</td>
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<td>7. Identify and assess the major claims against Gould’s argument</td>
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<td>8. Reification of Intelligence: Gould argues that the reification of the non-observable construct of intelligence is inappropriate. Reification can be useful in science, is it appropriate here?</td>
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<td>9. Modern (post 2010) intelligence journal article (from Psycinfo)</td>
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<td>10. Describe the current status of research on “learning styles” – use specific examples (summarize)</td>
<td>3</td>
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<td>11. Now that the Intelligence section is complete, describe your own conception of intelligence and why you have adopted that particular view.</td>
<td>3</td>
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<tr>
<td>12. List each of the five general principles of ethical conduct (APA); Which of the five is of greatest concern for work on intelligence? Defend your choice.</td>
<td>3</td>
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<td>13. Recent (post 2011) article or issue regarding ethics in Psychological research within the domain of technology, medical information, or educationally protected information.</td>
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<td>14. The classic “Obedience” study (Milgram) has been replicated a number of times in both research and non-research settings. What are the ethical issues in these modern replications?</td>
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<tr>
<td>15. Evaluate any SJSU Faculty Article</td>
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<td>16. Evaluate any Van Selst Article</td>
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<tr>
<th>Activity</th>
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<tr>
<td>Pop quiz</td>
<td>Various dates (1-2 points each)</td>
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<tr>
<td>Exams</td>
<td>MID 1 (Gould, Intelligence)</td>
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<tr>
<td>Oral Presentations</td>
<td>Across all components of the course</td>
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<tr>
<td>1. Metaphor or Gould</td>
<td>4</td>
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<td>2. Historic Intelligence Theorist</td>
<td>4</td>
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<tr>
<td>3. Methods Presentation I</td>
<td>4</td>
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<tr>
<td>4. Faculty Article</td>
<td>3</td>
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Final Examination or Evaluation

The culminating experience for the course will be (i) to attend the final oral presentations of the individual student meta-analysis projects and (ii) to submit the final write-up of the individual student meta-analysis project. The final presentations which will take place during the scheduled final examination period at the time indicated for the course.

Grading Information

Grading will be based on written assignments and evaluation of presentations. There will only be minimal formal in-class testing. The assignments will ensure that everyone keeps up with the reading, and should help you to assess whether you have mastered the basic concepts under study. The course material builds naturally upon itself so the course ends up being somewhat cumulative.

Due dates will not be rescheduled except in the case of a documented medical or family emergency or by the instructor (with sufficient advance warning). Papers and assignments are due at the beginning (within five minutes of the registrar's scheduled start time) of the relevant class meeting. Your grade on any late assignment will be penalized by one point. One additional point will be deducted from the “research article” assignments if a hardcopy of the cover page (.pdf version) from the article (e.g., as opposed to the PsycINFO search page) is not included. It is in your best interests to do all of the assignments and to complete them in a timely fashion.

Although this is an honors course, some individuals produce work that indicates a deficit in written communication. Specific assistance with improving writing (or other mentoring/tutoring/advice/assistance) can and should be sought from SJSU’s Peer Connections center (SSC room 600) (http://peerconnections.sjsu.edu/). I am generally available to meet with you in order to elaborate on the requirements of the assignments or to answer specific questions that you have. You have the option of rewriting any assignment that you did not achieve at least 75% on (one resubmit per assignment). Any redone assignments will never receive more than 75% of the possible grades. If I find your work to be of unsuitable quality I may return it for you to “re-do” and will not record a grade until it has been resubmitted.

Access to a computer word processor is required for the assignments. The default mechanism will be via canvas uploads. It is assumed that you have sufficient skill and familiarity with your word processor to allow revisions to be made to assignments. For assignments that require you to find published journal articles, you must include a printout/scan or photocopy of the first page of the article (not just the abstract). If you are unfamiliar with the use of the PsycInfo database, make an appointment with me as soon as possible. Newspaper and magazine articles nor “information sites” (Wikipedia, etc) from the web are not journal articles. It is your responsibility to have easy access to a back-up copy of work in progress (keep multiple back-ups of any computer media).
The class presentations and your preparation for these seminar discussion opportunities form the majority of the basis for your grade. You will adopt effective presentation strategies: 1) do not read your slides, 2) use both visual and verbal presentation media, 3) provide hardcopies of an outline or of important documents or other materials, 4) practice, 5) be clear, 6) be knowledgeable, 7) work to increase the knowledge base of your classmates.

Determination of Grades

The course will be graded out of 100 (see breakdown above):

- Above 97.0 = A+
- 92.5 to 96.9 = A
- 90.0 to 92.5 = A-
- 87.5 to 90.0 = B+
- 82.5 to 87.5 = B
- 80.0 to 82.5 = B-
- 77.5 to 80.0 = C+
- 72.5 to 77.5 = C
- 70.0 to 72.5 = C-
- 67.5 to 70.0 = D+
- 62.5 to 67.9 = D
- 60.0 to 62.5 = D-
- less than 60.0 = F

Classroom Protocol

Continuing active engagement with the course material and with your classmates are key elements of a successful seminar experience. Come to class on time, prepared, with your readings or presentations completed, and be ready to contribute to discussions. Repeated disruptions of the academic environment (e.g., cell phone use, non-class related electronics use) will result in expulsion from the class environment.

University Policies (Required)

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S16-15 (http://www.sjsu.edu/ senate/docs/ S16-5.pdf) and the SJSU current semester’s Policies and Procedures page. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/’
# PSYC 195, Honors Seminar (Spring 2018) Course Schedule

This schedule is subject to change with fair notice via SJSU email and/or Canvas.

## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>READINGS</th>
<th>Activity / Description</th>
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| Jan 24 | Wed.  | **INTRODUCTION**  
Student Interests  
Overview                                                      | *(Mark Travel)*  
Active Participation in class is anticipated for every student at each regularly scheduled meeting  
*(up to 1% per day when counted)* *(MARK TRAVEL)* |
| Jan 29 | Mon.  | Cianciolo  
(1st chapter)  
Gould  
(prologue (page 1-50))                                       | **Summary/Critique #1**  
- Correspondence between pages 1-50 of *Mismeasure* and  
  Chapter 1 of *Intelligence* |
| Jan 31 | Wed.  | Cianciolo  
(metaphors of intelligence)  
Gould  
(chapter 1)  
**Presentation #1A**  
(metaphors)                                      | **Summary/Critique #2**  
- Option to resubmit summary #1  
**Summary/Critique #3**  
- Comparing three Metaphors of intelligence |
| Feb 5  | Mon.  | Cianciolo  
(3: teaching of intelligence)  
**Presentation #1A, 2**  
(intelligence)                                      | **Summary/Critique #3**  
- Compare three historic theorists  
  (last day to drop course) |
| Feb 7  | Wed.  | Gould  
(Chapter 2 and 3)  
**Presentation #1A, 1B, 2**  
(intelligence)                                      | **Summary/Critique #4**  
- Summarize and critique one other view of intelligence |
| Feb 12 | Mon.  | Cianciolo  
(Chapter 4)  
Gould  
(Chapter 3 and 4)  
**Presentation #1B, 2**  
(intelligence)                                      | **Summary/Critique #5**  
- What should physical “type” tell us? Measurement (re: IQ)  
  (last day to add course) |
| Feb 14 | Wed.  | Cianciolo  
(Chapter 5)  
Gould  
(chapter 5)  
**Presentation #1B, 2**  
(intelligence)                                      | **Summary/Critique #6**  
- Compare presented theorist vs. spearman’s (or Sternberg) approach |
| Feb 19 | Mon.  | Gould  
(Chapter 6)  
**Presentation #1B, 2**  
(intelligence)                                      | **Summary/Critique #7**  
- Identifying and assessing the major claims against Gould’s argument |
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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic Description</th>
<th>Summary/Critique</th>
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<tr>
<td>Feb 21</td>
<td>Wed.</td>
<td>Gould (Chapter 7) Presentation #1B, 2</td>
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<td>Feb 26</td>
<td>Mon.</td>
<td>Presentation #3 (methods/ethics I)</td>
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<tr>
<td>Feb 28</td>
<td>Wed.</td>
<td>Presentation #3 (Methods/Ethics I)</td>
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<td>Mar 5</td>
<td>Mon.</td>
<td>Mid1: Gould, Intelligence 8% (PROCTOR)</td>
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<td>Mar 7</td>
<td>Wed.</td>
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<tr>
<td>Mar 12</td>
<td>Mon.</td>
<td>Presentation #3 (Methods/Ethics)</td>
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<tr>
<td>Mar 14</td>
<td>Wed.</td>
<td></td>
<td></td>
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<tr>
<td>Mar 19</td>
<td>Mon.</td>
<td>Presentation #3 (Methods/Ethics)</td>
<td></td>
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<tr>
<td>Mar 21</td>
<td>Wed.</td>
<td>Presentation #3 (Methods/Ethics)</td>
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<tr>
<td>Mar 26</td>
<td>Mon.</td>
<td>SPRING BREAK NO CLASS / SPRING BREAK</td>
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<tr>
<td>Mar 28</td>
<td>Wed.</td>
<td>SPRING BREAK NO CLASS / SPRING BREAK</td>
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<tr>
<td>Apr 2</td>
<td>Mon.</td>
<td>Presentation #3 (Methods/Ethics)</td>
<td>Project #2</td>
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<td>Apr 4</td>
<td>Wed.</td>
<td>Presentation #3 (Methods/Ethics)</td>
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<tr>
<td>Apr 9</td>
<td>Mon.</td>
<td>Presentation #4 (Faculty Article)</td>
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<td>Apr 11</td>
<td>Wed.</td>
<td>Presentation #4 (Faculty Article)</td>
<td>Literature Review</td>
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<td>Apr 16</td>
<td>Mon.</td>
<td>Presentation #4 (Faculty Article)</td>
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<td>Apr 18</td>
<td>Wed.</td>
<td>Presentation #5 (project background)</td>
<td>Literature Review</td>
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Discussion: Final Expectations
<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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| Apr 23     | Mon.    | **Presentation #5**  
(project background)  
Arrange to individually and *formally* meet with Mark prior April 30th. This meeting will be the formal consultation regarding the preparation of the oral and written presentation of your final report. |
| Apr 25     | Wed.    | **Presentation #5**  
(project background)  
SPARC / WPA presentation practice |
| Apr 26-29  | Thurs-Sun. | Portland, Oregon  
(optional)  
Western Psychology Association Conference  
([www.westernpsych.org](http://www.westernpsych.org)) |
| Apr 30     | Mon.    | **Presentation #5**  
(project background)  
SPARC / WPA presentation practice |
| May 1      | Tues.   | **SPARC (location TBD)**  
**SPARC (location TBD)** |
| May 2      | Wed.    | **Presentation #9**  
(Literature Review Project) |
| May 7      | Mon.    | **Presentation #7, #9**  
(project background)  
(Literature Review Project)  
**Presentation**  
(Literature Review Project) |
| May 9      | Wed.    | NO CLASS (Mark Travel) |
| May 8      | Mon.    | **Presentation #9**  
(Literature Review Project)  
**Presentation**  
(Literature Review Project) |
| May 14     | Mon.    | **Presentation #9**  
(Literature Review Project)  
LAST DAY OF INSTRUCTION  
**Presentation**  
(Literature Review Project) |
| May 22     | Tues.   | **FINAL PAPER DUE**  
(+ any remaining “late” literature review project presentations)  
**FINAL ORAL PRESENTATIONS + FINAL PAPER DUE**  
(this paper is your take-home “exam”/culminating experience)  
7:15 AM in our regular classroom |
| May 24     | Thurs.  | Univ. Grad ceremony  
Avia Stadium (tentatively 9AM) |