San José State University
Department Of Psychology
Psyc 190 – 01, Capstone: Psychology "IRL": Applying Research Findings in the World, Spring 2020

Course and Contact Information
Instructor: Laura Jones-Hagata
Office Location: DMH 232
Email: Laura.jones@sjsu.edu
Office Hours: Wednesdays 8-9 am or by appointment
Class Days/Time: Monday & Wednesday 9:00 – 10:15 am
Classroom: DMH 359
Prerequisites: PSYC 100W and senior standing. Pre/Corequisite: PSYC 120

Course Format

Technology Intensive, Hybrid, and Online Courses (Required if applicable)
The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Assignment feedback from instructor
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. Check this site regularly for course announcements, articles, assignments, and other course materials.

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID
Password = your current SJSUOne password

For additional information or help with logging in:
Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/
Course Description

**SJSU Course Catalog Description:** Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology. Prerequisite: PSYC 100W and senior standing.
Pre/Corequisite: PSYC 120

**Specific Course Description:** The purpose of this section is to apply psychology research findings in the real world. We will dissect and critically analyze claims from non-academic sources that cite psychology research. Students will utilize peer-reviewed, empirical research to propose applications that can be used outside of research and academia. The classes will mix content from the assigned readings, discussions, activities, and minimal lecture from the professor. The required readings and class discussions will be the main sources of information. You are expected to complete assigned readings before each class meeting.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

CLO1: Proficiently critically analyze non-academic sources claims of psychology research

CLO2: Utilize psychology research to develop interventions, applications, or assets

CLO3: Speak publicly demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation, and the ability to engage the audience

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings (Required)

Books


Other Readings

There will be additional research articles for you to read throughout the semester. The articles will be posted on Canvas for you to access and print out. These articles reflect current research or seminal work on children and youth in Developmental Psychology.

*****These articles need to be read prior to class, as the material will be used in class discussions. *****

Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Christa Bailey  
christa.bailey@sjsu.edu  
408-808-2422  
http://libguides.sjsu.edu/psychology

Course Requirements and Assignments (Required)

CLO 1

In this course you will read two non-academic books. Each week you will read a chapter (or 2) first from Outliers by Malcolm Gladwell and then from The Coddling of the American Mind: How Good Intentions and Bad Ideas are Setting up a Generation for Failure by Greg Lukianoff and Jonathan Haidt. Based on the assigned readings you will complete class discussions and two reflection papers.

Class Discussions

Based on the assigned readings you will be given prompts at the beginning of every class. You will have 15-20 minutes to write your responses. The next 20-30 minutes of the class will be dedicated to discussing the responses and theories utilized in the readings. If you are late to class and miss the written response portion you will not be allowed to make-up the credit. Each response is worth up to 10 points.

Participation is crucial in this class. You cannot gain participation points for class periods that you miss or come significantly late to. I expect you to contribute to every week’s discussion, both by sharing your experience AND ALSO by joining in the discussion. That is what will earn you 100% of your discussion points. If you only share your experience you will earn significantly less participation points.

Reflection Papers

At the end of each book, a 3-page reflection paper on their respective topics will be submitted via Canvas. Further instructions will be clearly provided and posted on Canvas throughout the semester. The papers are worth up to 25 points each.

CLO 2

IRL Proposal

The cornerstone of this class is to learn how to apply psychology research outside of academia and in the real world. Therefore, you will write an 8-10 page paper utilizing peer-reviewed empirical research to justify an original intervention, application, or asset that can be applied in the “real world”. You may choose your topic based on your interests, though I highly suggest selecting a topic that you can leverage for after graduation. Smaller assignments including a topic proposal, outline with references, and proposal of application are due prior to submitting the final paper. The IRL Proposal will be written in APA, include a title page, an abstract, a literature review, the proposal, and reference section. The IRL Proposal is worth up to 100 points.
CLO 3

Presentation

The last portion of this course will consist of student led classes. Each student will lead a 30-minute class based on their IRL Proposal topic. The presentation is worth up to 50 points.

Your oral presentation should last approximately 30 minutes, and should include all of the following:
- Introduction of the topic
- Academic definition(s) of the topic
- Summary of research literature on the topic
- Details of the proposed application/intervention/asset
- Planned group activity

Remember that for presentations, professionalism will be a large part of your grade. Despite the fun nature of some of the topics, you will be teaching the class about these constructs and should take this assignment seriously. Your presentations should be based on the research literature, and should not contain references from webpages or other non-academic sources, except as applied examples (i.e., videos, case examples, etc.).

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Activity

This course will adopt a final, culminating activity that will be held during the finals examination time period. This culminating activity is required and will build on previous experiences in the course.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

Course grades will be based on the number of points accumulated throughout the semester. Final grades in this course will be assigned as indicated below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (15x)</td>
<td>150</td>
</tr>
<tr>
<td>Reflection Paper 1</td>
<td>25</td>
</tr>
<tr>
<td>Reflection Paper 2</td>
<td>25</td>
</tr>
<tr>
<td>Topic Proposal</td>
<td>5</td>
</tr>
<tr>
<td>Outline</td>
<td>10</td>
</tr>
<tr>
<td>Asset Proposal</td>
<td>5</td>
</tr>
<tr>
<td>IRL. Proposal</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>~370</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 98</td>
<td>A+</td>
</tr>
<tr>
<td>97 – 93</td>
<td>A</td>
</tr>
<tr>
<td>92 – 89</td>
<td>A-</td>
</tr>
<tr>
<td>88 – 87</td>
<td>B+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>78 - 77</td>
<td>C+</td>
</tr>
<tr>
<td>76 – 73</td>
<td>C</td>
</tr>
<tr>
<td>72 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>69 – 60</td>
<td>D</td>
</tr>
</tbody>
</table>
Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Late Assignments

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. *No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Extra Credit

Extra credit assignments are given at the *instructor’s discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2% of the total number of points available in the course.

Classroom Protocol

This classroom is a professional environment for you, and should be treated that way. There is a lot of interaction in this class, both with the professor and with your fellow students, so professionalism on your part is very important. *Turn your phone off before class begins and never, ever take your phone out during class.*

Late Assignment Policy

Requests to submit late assignments need to be submitted before an extension is granted. Unless you have made prior arrangements, I only accept late assignments based on the 3 D's (deployment, disease, death). Because this class is scaffolded, all of the assignments and the feedback from those assignments build into the next assignment and therefore need to be submitted on time.

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. *No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Extra Credit

Extra credit assignments are given at the *instructor’s discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2% of the total number of points available in the course.

Contacting Instructor

1. **I will answer emails M - TH, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest. If I do not respond in 48 hours during the week, send a gentle reminder email. You can reach me through email or the canvas mail function.

2. **Consider emails for this course as professional**
a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 102: absence on 10-10-18).

b. **Greetings** should be formal and use your instructors title.

c. **Identify yourself** and the course/section you are in.

d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

e. **Expect replies within 2 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence**

**Subject:** Psyc 190: Assignment due date question

Dear Professor Jones-Hagata,

My name is Doughnut Holschtein and I am in your 190 class that meets T/Th at 9 am. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

D.H.

student id # 001234567

Regular attendance is necessary to do well in the course. Although the course has an online resource, this resource is not a substitute for attending lectures.

**Laptops**

In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Late arrivals**

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

**Be respectful of others**

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

**I expect you to come to class prepared**

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

**Check the course Canvas site regularly**

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Recording of Class Lectures & Sharing/Distribution of Course Content**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
• If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

• In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**

**University Policies (Required)**

Per University Policy S16-9 ([http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/”](http://www.sjsu.edu/gup/syllabusinfo/)
### Psyc 190 – 01 Spring 2020 Course Schedule

*The schedule is subject to change with fair notice.*

<table>
<thead>
<tr>
<th>Week (Optional)</th>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Assignments &amp; Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27</td>
<td>Introduction</td>
<td></td>
</tr>
</tbody>
</table>
|                 | 1/29  | Topic: What makes high-achievers different?  
Outliers: The Story of Success  
Read the Introduction | Class Discussion (CD) 1 |
| 2               | 2/3   | PART ONE: OPPORTUNITY  
**Outliers: Chapter One**  
The Matthew Effect:  
"You don't even have to do any statistical analysis.  
You just look at it." | CD 2 |
|                 | 2/5   | **Outliers: Chapter Two**  
The 10,000 Hour Rule:  
"In Hamburg, we had to play for eight hours." | CD 3 |
| 3               | 2/10  | **Chapter Three**  
The Trouble With Geniuses  
"Knowledge of a boy's IQ is of little help if you are  
faced with a formful of clever boys." | CD 4 |
|                 | 2/12  | Peer collaboration on Topic Proposal | Topic Proposal due at  
the beginning of class |
| 4               | 2/17  | **Chapter Four**  
Louis Terman's Error  
"After protracted negotiations, it was agreed Robert  
would be put on probation." | CD 5 |
|                 | 2/19  | **Chapter Five:**  
The Rise of the Jewish Lawyer  
"Mary got a quarter." | CD 6 |
| 5               | 2/24  | PART TWO: LEGACY  
**Chapter Six**  
Harlan, Kentucky  
"Die like a man like your brother did!" | CD 7 |
|                 | 2/26  | **Chapter Seven**  
Turnaround in the Skies:  
"Captain, the weather radar has helped us a lot." | CD 8 |
| 6               | 3/2   | **Chapter Eight**  
Rice Paddies and Math Tests  
"No one who can rise before dawn, 360 days a year,  
fails to make his family rich." | CD 9 |
<table>
<thead>
<tr>
<th>Week (Optional)</th>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Assignments &amp; Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4</td>
<td>Peer collaboration on Outline</td>
<td>Outline due at the beginning of class</td>
<td></td>
</tr>
</tbody>
</table>
| 3/9            | Chapter Nine<br>Marquita's Bargain<br>"All my friends now are from KIPP."
Conclusion<br>A Jamaican Story<br>"If a progeny of young colored children is brought forth, these are emancipated." | CD 10 |
<p>| 3/11           | Topic: Is the research used being accurately represented?&lt;br&gt;The Coddling … by Greg Lukianoff and Jonathan Haidt&lt;br&gt;Introduction: The Search for Wisdom | Asset Proposal due at the beginning of class&lt;br&gt;Outliers Reflection Paper due on Canvas by midnight on Friday, March 13. |
| 3/16           | PART 1: THREE BAD IDEAS&lt;br&gt;Chapter 1&lt;br&gt;The Untruth of Fragility&lt;br&gt;Chapter 2&lt;br&gt;The Untruth of Emotional Reasoning | CD 11 |
| 3/18           | Chapter 3&lt;br&gt;The Untruth of Us Versus Them&lt;br&gt;PART 2: BAD IDEAS IN ACTION&lt;br&gt;Chapter 4&lt;br&gt;Intimidation and Violence | CD 12 |
| 3/23           | Chapter 5&lt;br&gt;Witch Hunts | CD 13 |
| 3/25           | PART 3: HOW DID WE GET HERE?&lt;br&gt;Chapter 6&lt;br&gt;The Polarization Cycle | CD 14 |
| 3/30           | Spring Break Campus Closed | |
| 4/1            | Spring Break Campus Closed | |
| 4/6            | IRL Proposal Workshop | |
| 4/8            | Presentations 1-3&lt;br&gt;Chapter 7&lt;br&gt;Anxiety and Depression | |
| 4/13           | Presentations 4-6 | |
| 4/15           | Presentations 7-9&lt;br&gt;Chapter 8&lt;br&gt;Paranoid Parenting | |
| 4/20           | Presentations 10-12 | |</p>
<table>
<thead>
<tr>
<th>Week (Optional)</th>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Assignments &amp; Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4/22</td>
<td>Presentations 13-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 9</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Decline of Play</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/27</td>
<td>Presentations 16-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 10</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Bureaucracy of Safetyism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/29</td>
<td>Presentations 19-21</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>5/4</td>
<td>Presentations 22-25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 11</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Quest for Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/6</td>
<td>Presentation buffer</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>5/11</td>
<td>PART 4: WISING UP</td>
<td><strong>IRL Proposal due at the beginning of class</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wiser Kids</td>
<td><strong>CD 15</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 13</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wiser Universities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wiser Societies</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Thurs-</td>
<td>7:15 - 9:30 am</td>
<td><strong>The Coddling of the American Mind</strong></td>
</tr>
<tr>
<td></td>
<td>day</td>
<td></td>
<td><strong>Reflection Essay due</strong></td>
</tr>
<tr>
<td></td>
<td>5/18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>