



**Course Prefix/Number/Title:** PSYC 111H—Honors Psychology

**Number of credits:** 1 credit

**Course Description:**

In this course, students will learn extensively about scientific research in psychology. At the beginning of the semester, students will learn how to read and understand journal articles in the field of psychology. After this foundation is established, the students (in collaboration with the instructor) will select a topic to research extensively, and later present on at the Honors Symposium.

**Pre-/Co-requisites:** PSYC 111—Introduction to Psychology

**Course Objectives:**

Students will:

1. Learn how to read, understand, and interpret psychological journal articles.
2. Demonstrate an understanding of basic scientific design, assessing the effectiveness of study designs presented in the readings.
3. Extend research findings to real-life situations.
4. Perform an extensive literature review.
5. Understand individual differences within psychological research.
6. Present at the Honors Symposium.

**Instructor:** Lexi R. Kvasnicka-Gates, Ph.D.

**Office:** Thatcher Hall 2206

**Office Hours:** Mondays, Wednesdays, and Fridays: 9:00-9:50am and 1:00-1:50pm

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**Lecture/Lab Schedule:** TBD

**Textbook(s):**

Recommended (Not Required): Myers, D, & DeWall, C. N. (2018). *Psychology*, 12<sup>th</sup> Ed. New York: Worth Publishers.

Additional course readings available on the course Blackboard Shell.

**Course Requirements:**

- Read weekly readings and come to class prepared to discuss.
- Participate in seminar style discussion.
- Present research in proper APA format at the Honors Symposium.

**\*\*\*If the above criteria are met, the student will receive a passing grade. If students fail to meet the above criteria, students will not pass the honors portion of PSYC 111.**

**Major Assignments:**

- **Literature Review:** After selecting a topic of focus, students will gather journal articles and perform a literature review. This literature review should involve learning extensive “expert” knowledge of the topic. Students should understand the past, present, and future of the area of study.
- **Honors Symposium Presentation:** Students will present (as a group) the information gathered in the literature review at the Honors Symposium. This presentation should last approximately 20 minutes. Students should create a conference style presentation (utilizing PowerPoint), cover the history and future directions of the material, and should be capable of answering questions relevant to the topic of study.

**Tentative Course Outline:**

<b>Week</b>	<b>Topic</b>
Week 1	Enroll in class
Week 2	Enroll in class
Week 3	“How to Read a Journal Article”—Read prior to Initial Meeting
Week 4	“How to Perform Library-Based Research”
Week 5	“Writing a Literature Review”/Topic Selection
Week 6	“Writing a Topic Specific Literature Review”
Week 7	“Writing a Topic Specific Literature Review”
Week 8	Topic Research
Week 9	Topic Research
Week 10	Topic Research
Week 11	Presentation Prep
Week 12	Presentation Prep
Week 13	Presentation Prep
Week 14	Practice Presentation
Week 15	Honors Symposium

**General Education Competency/Learning Outcome:**

- Competency 6: Demonstrate knowledge of social structures
  - Learning Outcome 1: Examine the experience of the individual

**Relationship to Campus Focus:**

Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

#### **Classroom Policies:**

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Students will not be social loafers.
- **Grades.** Grades in this class are based on participation in class discussions, research, and presentation preparation. The instructor will notify the students of their pass/fail status during Week 5 and Week 13 (students should feel free to inquire about their status whenever they see fit).

#### **Student E-mail Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

#### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

#### **Disabilities and Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

#### **Title IX:**

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.