Indiana University – Purdue University Indianapolis
Sci I120 Windows on Science
Fall 2012 Theme: Freaks, Geeks, Cliques, and Clans: Cultural and Psychological Perspectives on Learning and Belonging
TLC Syllabus
Fall, Wednesday 12-1:15 BS 3012
Course credit: 1 semester hour
Department web page: http://www.psych.iupui.edu

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Psychology Advising: LD 123, 274-6765 open M-F.

Course Description:

       Windows on Science is a comprehensive course including academics, events and activities that assist first year students in becoming familiar with IUPUI, and help develop the necessary college success skills to thrive at IUPUI in the School of Science. Windows on Science not only links incoming students with the resources at IUPUI, but also with staff, students and community resources. The purpose of this course is to help you establish goals for your academic experience by figuring out who you are, what is important to you, and how you go about becoming the person you want to be. Students will also gain an understanding of their strengths and how they impact their participation in their education and community. This class in combination with the other classes in this TLC will start students on their journey to become psychologically literate citizens.

PSYCHOLOGY Theme: Freaks, Geeks, Cliques, and Clans: Cultural and Psychological Perspectives on Learning and Belonging

Being social is inherent in the human condition. Drawing on a combination of observation, practice, tradition, and context, humans learn how to act in ways deemed socially appropriate by those around us. How, what, and where we learn, all influence our sense of feeling part of (a) group(s). In the same way that social learning can nurture our sense of "fitting in," these same processes can also be used in ways that make us feel like outsiders or excluded. In this TLC we will use two different social sciences, anthropology and psychology, to explore the intricacies of how our learning shapes our sense of who we are, as well as where our strengths and insecurities lie. We'll also examine tactics and strategies to build our capacity to be boundary crossers, enabling us to effectively move between and communicate across different groups. Our explorations will not be confined to the classroom and lab; rather, we will also journey out into the community via field trips and will use service learning to delve more deeply into our theme.

CLASS SCHEDULE

ANTH-A 104	Cultural Anthropology	
PSY-B 110	Introduction to Psychology	SCI-BE 499 section 32047
SCI-I 120	Windows on Science	

REQUIRED COURSE MATERIAL:
1) *StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond. (2006, Clifton, Anderson, Schreiner)*

   The text for this course can be found online: http://www.strengthsquest.com/schoolaccess/ Students can purchase the online book and assessment for $12.50 by following this link.

   To find the online book and personal reports on the StrengthsQuest web page, find the link to the My StrengthQuest tab. There you will find a tab for your personal reports and the online book which is **required reading** for the class.

   Also there will be supplementary text on Oncourse under resources.

Principles of Undergraduate Learning (PULs)

1) <u>Integration and Application of Knowledge</u>: One of the course objectives is to have you do self reflection and work through a Personal Development plan that includes knowledge of your strengths, educational goals and career goals and how they fit together. The Psychology Department's curriculum student learning outcomes that relate to this objective are "To develop self-awareness by identifying personal strengths, weaknesses, values, and goals" and "To develop a realistic plan about how to pursue a career in psychology or a psychology-related field". *Assessment through*: ePDP, Strengths Quest, and service using the DEAL reflection model.
2) <u>Language Skills: Core Communication and Quantitative Skills</u>: this PUL translates into a student's ability to "express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats". The Psychology Department's curriculum Student Learning Objectives is to "develop effective writing skills" and "utilize computers and other technologies for many purposes". *Assessment through*: ePDP writing, TLC connection paper, presentation of ePDP, and critical feedback you give using the DEAL model.
3) <u>Understanding Society and Culture</u>: One of the objectives of this PUL is a student's ability to "operate with civility in a complex world" and "analyze and understand the interconnectedness of global and local communities". The Psychology Department Curriculum's Student Learning Outcome is "to work effectively as a member of a group to accomplish a task" and "Recognize, understand, and respect the complexity of socio-cultural and international diversity". *Assessment through*: Service experience and written reflections of the service, feedback in teams on your ePDP, strengths assessment and civic identity reflections.

Learning Outcomes:
The Learning Outcomes of this course are:

1. Students will self-assess and effectively communicate information about themselves (including their personality, strengths, and interests) and their future plans.
2. Students will explore one or more careers they would be interested in pursuing after graduating with a Bachelors degree in psychology and be able to determine their personal fit with the career.

3. Students will increase their writing skills for essays, research, and feedback giving.
4. Students will demonstrate strategies for improving academic skills (such as but not necessarily limited to time management, stress management, and study skills).
5. Students will explore their ability to work in a collaborative relationship and they will give and utilize constructive feedback to increase their ability to think critically and make revisions.
6. Students will build and apply their understanding of their connections to others through class exercises and service learning to increase their ability to participate fully in the wider community.
7. Students will demonstrate knowledge of how their interaction with the greater community connects to their career and educational goals through articulating in their ePDP their sense of their own civic identity.
8. Students will know and utilize resources at IUPUI and in the Psychology Dept. that will help them be successful at graduating in 4 years.

TLC learning outcome information:
In relation to our theme "Freaks, Geeks, Cliques and Clans," we have established two shared learning outcomes. As a result of participating in this TLC, students should develop:

- *an introductory understanding of the epistemological assumptions that shape the practice of anthropology and psychology.* Anthropology and psychology are related disciplines and each examines the nature of the human condition; Both disciplines, however, approach the topics of learning, culture and behavior using distinctive combinations of methods and theoretical approaches that shape how each field produces knowledge about humanity.

- *an increased ability to engage in perspective taking and withhold judgment*.

- *a higher level of awareness of themselves as active learners and participants in society (aka. self-efficacy).* Through this TLC, you will be exposed to a variety of in and out-of-class experiences, including service at a local community school. These experiences will be used to prompt you to reflect and broaden your understanding of ways in which you can, and reasons why you should, use your knowledge, skills and abilities to positively impact both your local communities and the global community.

Course Expectation:
Since learning is a cooperative effort, you are expected to take an active part in your own learning. This means that attendance in class is critical. YOU are responsible for the information given in class, the readings, and your assignments. If you have a question, ask. If you have a comment, speak. If you are questioning, continue. What you get out of the class and what you learn depends greatly upon what you put into it. In addition, your participation affects other's learning as well. Come to class on time and prepared. Do not participate in activities that take away from other's opportunity to learn. This also means that assignments are DUE ON TIME. Requesting feedback on your work from your group is due the day you get your section for review done. There will be no make-up homework. Much of what you are expected to do is based on a timeline that is not flexible. Be considerate of the entire community that includes the students, instructor, and guest instructors.

Grading will be based on a point system:
A   91-100
B   81-90
C   71-80
D   61-70
F   Less then 61

Assignments are worth:

Feedback on your teams PDP submissions once a week: 10%
About me: 5%
Educational goals 5%
Academic Showcase showing the links in the TLC: 10%
4 year plan in table with copy in Onestart Planner: 10%
Career research and goals 10%
Psychological Literacy, Civic Identity and Community Connections section of ePDP includes service in IPS 20%
Mission statement: 5%
Full PDP in presentation mode and presented in class: 20%
Participation in class: 5%

Total = 100%
Participation in class means: coming on time and prepared to class (e.g., read text, complete assignments), being respectful of others and actively listen, ask questions, and participate in class activities.
Extra credit: Up to 5 pts of extra credit for advising, career, research, Psychology events, or other Psychology related activities such as psychology open house or open discussions/meet the faculty with the clubs.

Format of Homework Assignments

All homework assignments must be typed and submitted in Oncourse. Most are submitted in your ePDP. Acceptable homework assignments are complete, reflective of your best work, contain accurate information, will exhibit **no more than one** grammatical, spelling, punctuation, or capitalization **error;** and will be accepted only at the beginning of class when it is due. Also, all writing needs to be formal writing: no "text or email grammar is acceptable". Because of the intensity and quickness of a class that meets only once a week, homework will be accepted early only, not late if a student needs to miss a class. All assignments should be done individually using the feedback of your groups. Descriptions of assignments will be given out in class or found in the ePDP matrice.

Honesty and Integrity

In this class, you will earn your grade. Any work not your own will not be accepted and will receive a 0 number of points. Work not your own includes any non-documented sources you use, paraphrasing or quoting without recognition, and copying other's answers or work. If you know that someone else is cheating, you have an obligation to yourself and the rest of the class to let the instructor know.

CONTRIBUTIONS

Attending and contributing to course discussions will be vital for success in college. When you are here and contribute, you will be in the best position to demonstrate what you have learned. Therefore, you are expected to arrive to class on time prepared to contribute daily in this seminar. This expectation includes having completed any required reading and writing assignments prior to the start of each class session so that you are prepared to contribute to our seminar's conversations and activities.

TARDINESS

Arriving late to class and leaving early from class is a disruption to the academic process in college and is highly discouraged. Come to class on time, plan to remain in class the full time, and return from breaks on time. If you must be late or leave early, please discuss your situation with your professor and arrive or leave the classroom quietly. Generally, students who arrive to a class more than 15 minutes late or leave a class more than 15 minutes prior to the conclusion of a class are counted as absent.

ELECTRONIC DEVICES IN THE CLASSROOM

You've committed to spend each class period exclusively with your classmates and instructional team. Any outside communication can wait until class has ended. Therefore, m*ake sure your phone and laptop are turned OFF and stored away before you enter our classroom*. Phone calls, texting, and typing during class are not permitted. Violating this policy by disturbing others during class can have negative consequences, including being marked as absent or being asked to leave class.

ADMINISTRATIVE WITHDRAWAL POLICY

A basic requirement of this course is that you will attend and contribute in class. Keep in touch with one of the instructional team members if you are unable to attend class. If you miss more than 2 classes in the first 4 weeks of school without contacting one of the instructional team members and getting permission, you will be administratively withdrawn from this course. In addition, if you are administratively withdrawn from Sci I12000, you will automatically be withdrawn from your linked Psy B110 and Anth A104 courses. Our class meets once per week; thus, if you miss two or more classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications because the withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact any member of the instructional team.

Service at IPS #302

The service requirement of this course (which will be noted on your transcript as having met the "S" of RISE") will be at IPS School #302 Center for Inquiry elementary school. The address of this school is:

Address:

725 North New Jersey Street

Indianapolis, IN 46202

Phone: 317-226-4202

It is located downtown on the corner of New Jersey and St. Claire streets. There is parking behind the school. You will need to fill out the volunteer form and get your fingerprints done at the City County building downtown to start the service. This needs to be done by **Wednesday, Sept.5, 2012, and BEFORE you start your service!**

Volunteer Procedures

It is the policy of the Indianapolis Public Schools to require volunteers who have sustained direct contact with students, or serve as representatives of the schools, be fingerprinted for a background check. Such positions include: volunteer coaches, unpaid club sponsors, unsupervised overnight chaperones, volunteers who are responsible for large sums of moneys collected on behalf of the organizations and schools, student teachers, and unpaid interns with student contact assignments. At the discretion of the Superintendent, other volunteers may be fingerprinted upon receipt of a written request from the building principal stating the reason for conducting a background check. Indianapolis Public Schools is responsible for the direct costs associated with obtaining the criminal history information required under this policy.

ADMINISTRATIVE GUIDELINES

1. All potential volunteers must complete a **Volunteer Participation Request Form**(see below). These forms may be obtained from the school principal. In addition, they may also be found on the Indianapolis Public Schools website (Parents & Community link).
2. Once the Volunteer Participation Request Form has been completed, and the principal has made a determination regarding whether a criminal history background check is required, the principal should fax a copy of the form to the Human Resources Division at (317) 226-4016.
3. Each principal should review the Volunteer Participant Request Form to determine whether a county criminal history background check is required. If a Principal desires a criminal history background check on a potential volunteer, who will not have sustained directed contact with students as defined in the policy, the principal should make a written request to the Superintendent and/or the Chief, Human Resources. Each principal is encouraged to look to see if any potential volunteer is listed in the Indiana Sheriff's Sex Offender Registry. This list can be accessed on the internet at http://www.insor.org/insasoweb.
4. Potential volunteers, *who are required by policy or by the Superintendent*, should be given the IPS County Criminal History background check form for each county of residence in which they have resided within the past two (2) years. (Please see attached criminal history background check forms.)

Marion County Residents – use the form that is specific to the Indianapolis Metropolitan Police Department. Present the form along with photo ID, **in person**, to the Indianapolis Police Department. No processing fee will be assessed if the proper form is used. Once the background check is processed, it will be picked up from the Police Department and delivered to IPS Human Resources, by a School Police Officer. The background check process may take several school days. Potential volunteers should not report until approval has been given to the principal by the Human Resources Division.

Non-Marion County Residents – use the criminal history check form that is not addressed to the Indianapolis Police Department. Fill in the county name in on the form and then contact the local Sheriff's Department, to inquire on the procedure for obtaining a criminal history background check. Each county may vary on the process. A processing fee may be assessed to the potential volunteer applicant who does not live in Marion County. Applicants outside of Marion County are responsible for making sure that IPS Human Resources receives the criminal history background check.

5. Potential volunteers who incur a cost for obtaining a Non-Marion County criminal history background check may submit a valid receipt for reimbursement to the Indianapolis Public Schools Human Resources Division. Once the receipt has been verified against a Volunteer Participation Request Form, the Human Resources Division will submit it to the Budget Office to be processed.
6. Once the criminal history background check has been received in the Human Resources Division, a volunteer participation eligibility report will be sent to the appropriate school.
7. Volunteers must complete the Volunteer Participation Request Form each school year.
8. The Human Resources Division will maintain a database of all volunteer participants, based on the Volunteer Participation Request Forms, received from each school.

Date and Place	Class Topic	Homework to do	Homework due in class
Wednesday, Aug. 22, BS 3012	Introductions, syllabus review, talk about Strengths Quest. Go to www.strengthsquest.com,	Do Strengths Quest, fill out volunteer paperwork for IPS and get fingerprinted.	
Wednesday, Aug. 29, BS 3012	Education and Principles of Undergraduate Learning. . Time management. Divide into PDP teams.	Read in Strengths Quest Chapters 1-3. Answer Answer the prompts in your ePDP in the About Me section.	5 top strengths from Strengths Quest
Wednesday, Sept. 5	Learning and Cognition insights. What is my ePDP? What does it mean to be Psychologically literate?	Give feedback to group members for their About Me in the ePDP using the DEAL model.	About Me in ePDP submitted.
Wednesday, Sept. 12, BS 3012	What is my Civic Identity? What do I know about it? How will it help me in college, career, and community?	Read in Strengths Quest chapters 4-5. Show when you are going to be at IPS in the Doodle calendar.	Your educational goals due in your PDP. DEAL feedback for group members in ePDP on their About Me.
Wednesday, Sept. 19, BS 3012	To graduate, what are the things I need to get done, make sure I've done, and how to use Onestart and the planner.	Utilize the Psychology office, LD 123 and make your 4 year plan in the planner on the PDP. Comment on team members' educational goals in the PDP.	Readings and calendar sign-up
Wednesday, Sept 27, BS 3012	Internships/Externships- find one and get involved and what you can do with a BA/BS in Psychology	Read Chapters 9 and 10 in Strengths Quest web site.	Comments on team members' educational goals.
Wednesday, Oct. 3, Library	Career research and using databases in the library.	Read Chapters 6-7 in Strengths. Do Career research.	
Wednesday, Oct. 10, BS 3012	Group Advising and strengths.	Write Career research in ePDP. Finish PDP section on your Career goals with the added information about the research you did in the career you are interested in APA style.	
Wednesday, Oct. 18, no class,	Fall break	Meet with Psychology Advising office, LD 123, 274-6765 for academic planner.	4 Year Educational plan due in the PDP in the planner.
Wednesday, Oct. 24, BS 3012	Culture and Positive Psychology	Write up TLC connections paper for the Academic showcase. Comment on groups Career research in the PDP.	Career research in ePDP due.
Wednesday, Oct. 31, BS 3012	Registration	Read Chapter 8 in Strengths. Comment about team members' academic showcase in PDP.	Feedback due on Career goals and research done in PDP. Academic showcase due in PDP

Date and Place	Class Topic	Homework to do	Homework due in class
Wednesday, Nov. 7, BS 3012	RISE opportunities – discussion of service experience	Write up service experiences. Put in Campus and Community Connections in ePDP.	Feedback on Academic showcase due in ePDP
Wednesday, Nov. 14, BS 3012	My Mission or purpose statement. How to revise. What changes have been made this semester?	Work on mission statement. Place in the top of your About Me section of your PDP. Feedback for group of their service experiences in their ePDP.	Campus Community Connections due in ePDP
Wednesday, Nov. 21, No Class Thanksgiving break		ePDP revisions and ePDP.	Campus Community Connections feedback.
Wednesday, Nov. 28, No class	Class off, meet with Cindy to go over your PDP in presentation mode. Call Psy Advising office, 274-6765 or psyadv@iupui.edu	Put entire PDP in presentation mode and make edits.	Add Mission Statement to PDP about me section. Comment on co-curricular experiences of other members in PDP.
Wednesday, Dec. 5, BS 3012	PDP presentations		Entire PDP due in presentation mode.