

Senior Integrative Project
PSYC 499 01, Spring 2015, 2 credits
Monday & Wednesday, 2:00-2:50
Canevin Hall G1

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Office Hours: Use Starfish to make an appointment

Course Description:

During this senior-level course you will draw upon your work as a psychology major at Duquesne University in order to complete your psychology portfolio. The content of this course will vary across the semester, and you will be expected to work independently at certain times. By the end of this course you will have a working version of your portfolio, which will serve as a representation of your work as a psychology major. Although you may add information to your portfolio at a later date (particularly if this is not your final semester at Duquesne), the version you complete in this course will be used to determine the fit between your work and the Psychology Department's Undergraduate Teaching/Learning Goals.

Course Goals:

- By the end of this course you will have a complete version of your psychology portfolio. This version will demonstrate how your course work and other experiences as a psychology major have helped you to:
 1. Understand the fundamental concepts, issues, and interest areas of psychology, both as a human science and a natural science.
 2. Think critically and creatively about human psychology and life as a whole.
 3. Communicate ideas effectively.
 4. Be critically and socially engaged with the contemporary world, including being appreciative of its many forms of diversity.
 5. Work with and apply ethical principles, both personally and in service.
 6. Become prepared for careers and/or graduate study in psychology, social work, and counseling, and in related fields such as education, business, law, health care, and human services.
 7. Cultivate your potential as a distinctive individual and participant in society.
- Additionally, this course will assist you in becoming more prepared for the next step in your trajectory, whether that is entering the work force, beginning graduate school in a psychology related field, beginning graduate school in another field, or whatever else it is you intend to do post-graduation.

Readings (all will be on Blackboard):

Fischer, C.T. (2003). Infusing humanistic perspectives into psychology. *Journal of Humanistic Psychology*, 43(3), 93-105.

www.apa.org (selections from)

Zubizarreta, J. (2009). An overview of student learning portfolios. In J. Zubizarreta *The learning portfolio: Reflective practice for improving student learning (2nd ed)* (pp. 3-18). San Francisco: Jossey-Bass.

Evaluation:

Attendance/Participation: 50 points total – You are expect to attend all scheduled class periods on time. You must attend and be prepared for your individual meeting. If you are unable to attend class due to an emergency, you must let me know as soon as possible. You may be asked for documentation. You are responsible for knowing when the class meets.

Two short papers: 10 points each (20 points total) – More details about the topic will be presented in class. See the grading rubric for more information.

Seven goal drafts: 10 points each (70 points total) – We will go over detailed information in class. See the grading rubric for more information.

Goal 1 Rewrite: 10 points – More details will be discussed in class

Job fair selfie/essay: 10 points – You must attend the job fair on 2/11 and provide either a selfie or brief essay (see Blackboard for instructions) to document your attendance.

CV/resume draft: 10 points – You will update the resume or CV that you completed for Orientation to the Psychology Major. See the grading rubric for more information.

Presentation: 50 points – I will go over the requirements for the presentation in class.

Two goal workshop days: 10 points each (20 points total) – In order to help you successfully complete your goal reflections and evidence, we will take extra time with the first two goals. For each goal, you will spend class time evaluating a peer's draft and vice-versa. You will earn 5 points for bringing a draft of your goal (reflection and evidence) and 5 points for serving as a peer reviewer.

Senior Survey: 10 points – You must complete the online senior survey. You will complete this in class. Please note that while I will be able to determine if you have completed the survey, I will not be able to connect your name to your responses.

Final Portfolio: 150 points total – I will go over very detailed requirements for the final portfolio in class. You will receive a detailed rubric. Please note that the majority of this grade will be based on improvement.

Rubric: (applies to the 2 short papers, 7 goal drafts, goal draft rewrite, and CV or resume.)

You grade will based on your ability to meet the basic requirements of the assignment and the quality of your writing. **You will *not* be graded on your opinion about the program or your own progress.** Please see me if you have any questions or concerns about this.

10 points	Assignment is turned in on time, well organized, clear, and proofread. You completed all requirements of the assignment.
9 points	Your assignment is almost worth 10 points, but there is one fairly minor problem (e.g., multiple typos, organizational errors).
8 points	There are multiple small problems and/or the assignment is less than a week late.
7 points	You failed to meet one major requirement of the assignment (e.g., it is missing a piece of evidence) and/or the assignment is more than a week late.
6 points	You failed to meet more than one major requirement of the assignment and/or it is more than 2 weeks late.
5 points	The assignment is very poorly written and/or it is more than 3 weeks late.
1-4 points	There are multiple problems with the assignment. I will use my judgment to choose the exact point value.
0 points	You did not turn anything in, or you turned in drafts of your goals or CV/resume on or after December 3 rd .

Point Value/Grading Scheme

372-400 = A	332-347 = B	280-307 = C
360-371 = A-	320-331 = B-	240-279 = D
348-359 = B+	308-319 = C+	<240 = F

Academic Integrity:

You are responsible for knowing what constitutes academic dishonesty. For more information, you can download a PDF titled "Academic Integrity Policy" from <http://www.duq.edu/about/administration/academic-affairs/policies-and-procedures> in order to refresh yourself with Duquesne's policies. In our current Google/YouTube/Wikipedia/etc society it is easier than ever to *unintentionally* violate a policy. Even an unintentional breach of integrity is subject to sanctions. I strongly encourage you to speak with us if you have any questions. If I suspect that a policy is violated I will follow the procedures outlined by the University throughout the course of investigation and sanctioning process (if it is determined that a violation has occurred).

Disability Services:

I strive to make my classroom a positive learning experience for all students. If you have (or believe you may have) a disability that requires accommodations please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (x6657). You may also contact me individually, however you must have documentation in order to receive accommodations.

Additional Policies:

- Use of cell phones (including texting) is distracting, and is therefore prohibited. Cell phones must be silenced and stowed away. If you need to keep your phone out due to extenuating circumstances, see me ahead of class.
- I do not communicate with students via text message. I understand that this is usually the most convenient way for you to receive messages, but for this class you must check your email regularly. All important information will also be posted on Blackboard, so you should check there if you are worried that you are not receiving my messages.
- I do my best to keep up with email, but please understand that I have many other responsibilities and cannot always reply immediately. I will respond to all emails **within two business days**. I **always** respond to email, even if to just say that I have received your message. If you do not hear back from me, assume that I did not get your email and try to contact me again.
- All work **must** be turned in through the Assignment area on **Blackboard** unless it is an in class assignment. **I do not accept assignments sent via email.**

Course Schedule

<i>Date</i>	<i>Day</i>	<i>Topic</i>	<i>Assignment/reading due on this date</i>
1/12	M	Introduction & syllabus	
1/14	W	Your future	Assignment: Where do I see myself in 5 years?
1/19	M	MLK Day - no class	
1/21	W	What is Psychology?	Reading: Fischer (2003) and The APA definition of Psychology Assignment: How will I incorporate psychology into my future career/education?
1/26	M	What is a Portfolio?	Reading: Zubizareeta (2009)
1/28	W	Goal 1	
2/2	M	Information about Presentations	
2/4	W	Goal 1 Workshop	Bring a hard copy draft of Goal 1
2/9	M	Presentations	Assignment: Goal 1 Reflection + evidence
2/11	W	No class - go to the job & internship fair!	
2/16	M	Presentations	Assignment: Selfie or brief essay from job fair
2/18	W	Presentations	CV/resume draft due
2/23	M	Presentations	
2/25	W	Goal 2	Assignment: Goal 1 Rewrite
3/2	M	Spring Break - no class	
3/4	W	Spring Break - no class	
3/9	M	Goal 2 Workshop	Bring a hard copy of Goal 2
3/11	W	No class - work on Goal 2	
3/16	M	Goal 3	Assignment: Goal 2 Reflection + evidence
3/18	W	No class - work on Goal 3	
3/23	M	Goal 4	Assignment: Goal 3 Reflection + evidence
3/25	W	No class - work on Goal 4	
3/30	M	Goal 5	Assignment: Goal 4 Reflection + evidence
4/1	W	No class - work on Goal 5	
4/6	M	Easter Break - No class	
4/7	T	Goal 6	Assignment: Goal 5 Reflection + evidence
4/8	W	No class - work on Goal 6	
4/13	M	Goal 7 & final instructions	Assignment: Goal 6 Reflection + evidence
4/15	W	Individual Meetings	
4/20	M	Individual Meetings	Assignment: Goal 7 Reflection + evidence
4/22	W	Individual Meetings	
4/27	M	Individual Meetings	
5/1	F	Senior Survey & Final Portfolio due	Meet as a class for senior survey

I reserve the right to modify this schedule at any time.