FORMAT 1

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See http://www.uaf.edu/uafgov/faculty/ad for a complete description of the rules

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words

APPROVALS:

Sample Syllabus

PSY F301 W/O Psychology in Action — Instructor TBA
3 credits
May be repeated once toward psychology major requirement

Office location
Fall or Spring, Yr, Day/Time — Phone, email
Location (bldg, rm) — Office hours

Prerequisites:
PSY 101, ENG 111X, ENG F211X/F213X, COMM F131X/F141X, any social science research methods course, and minimum 9 credit hours of psychology coursework or permission of instructor

Required materials:

1. UAF email – You are expected to access your UAF email account or forward all your messages to your primary account from the UAF server.
2. Blackboard – We will use Blackboard (BB). You are expected to keep up with posted announcements, changes, assignments, and other postings. You can access Blackboard at http://classes.uaf.edu
3. A flash drive for your presentations.
4. Folder or notebook to keep course handouts and returned assignments.
5. American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Required readings

American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC.

Cress, C.M., Collier, P.J., & Reitenauer, V.L. (2001). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Sterling, VA: Stylus.

Ehrenreich, B. (2011). Nickel and Dimed: On (Not) Getting by in America. Picador,

Feldman, D. B. and Silvia, P.J. (2010) Public Speaking for Psychologists. Washington, D.C.: American Psychological Association.

Additional readings will be selected from (available electronically)

Lott, B. and Bullock, B. (2007). Psychology and Economic Injustice: Personal, Professional and

Tentative Course Calendar:

Week#1 TOPICS: Introductions, Course Overview, Community Based Learning; Social Justice
Reading: Cress et al. Ch. 1-3

Week # 2 TOPICS: Community partner engagement; individual student conferences (W -Guideline C)
Resources: Writing and Speaker Centers
DUE: Weekly reflective journals
Reading: Sensoy and DeAngelo Ch. 1-2
Cress et al Ch. 4-5

Week # 3 Oral presentations # 1
Reading: Cress et al. Ch. 6

Week # 4 TOPICS: Psychology and class; Policy implications
DUE: Critical Review due
Reading: Ehrenreicht

Week # 5 TOPIC: Poverty and psychology; Policy Implications
Reading: Lott and Bullock (Ch 4 & 5)

Week # 6 Oral Presentations #2
Reading: continue research individual topics

Week # 7 Topic: Current Policy Issues in this Community
Guest Speaker from Arctic Alliance
Reading: continue research individual topics

Week# 8 TOPIC: Cultural Considerations
DUE: Integrated Literature Review
Guest Speaker from Fairbanks Native Assn.

Week # 9 Topic: Immigration and Social Justice
Film: El Norte

Week #10 Topic: Guidelines for peer review
DUE: First draft research paper

Week #11 Topic: Racism and Oppression
DUE: Peer edited papers
Reading: Sensoy and DiAngelo (Ch.3-8)

Week #12 Topic: Injustice and implications for counseling
Speaker: TBA

Week # 13 TOPIC: Assessing the Engagement Effort
DUE: Final Paper Due
Reading: Cress et al. (Ch. 9-10)

Week #14 Oral Presentation #3

Course Policies:

*My primary goal is to support your success in this course. I'm happy to talk with you about content, field work issues, lectures, study strategies, and anything else you may need!!!

* The syllabus is subject to change. The progression of every course is dependent upon the unique dynamic between a class and instructor. Should anything in the syllabus need revision, your input will be considered. You will be notified in writing (in class and on Blackboard) of any modifications.

*Writing and Oral assignments are due on the day assigned. Your grade will be dropped 10% for each day they are late.

* You will have the opportunity to attend seminars, and we may have guest lecturers. It is expected that you show the speakers the utmost respect: arriving early, staying the entire time, ensuring electronics are silenced, and remaining quiet during the presentation.

* The use of personal electronic devices (cell phones, texting, laptops) is not permitted in the classroom. Activity on any device is very distracting to other students. Please ensure they are silenced.

*Attendance is required unless you have a documented reason. This class is highly dependent on your participation in our community project and part of each class time will be used to move the project forward.

*Be on time. Showing up late is disrespectful, disruptive, and unfair to the students who do show up on time and puts you at risk for missing important information.

This course is designated to meet oral communication intensive course according to Core Curriculum and meets requirements as detailed by the UAF Faculty Senate:

a. Each student must be involved in the preparation and delivery of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations is to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given a large auditorium and involves the use of a public address system.
b. All presentations must involve question and answer interaction. As appropriate for the discipline, it is highly desirable that there be at least one assigned respondent

ASSIGNMENTS: Your grades will be individually assessed and based on Organization, delivery, content, preparation, ability to answer questions and overall poise. Each presentation must have a clear introduction, body and conclusion. Students will receive instructor and peer feedback after each presentation. Submit and outline on the day of your presentation.

1. Oral Presentation #1 (15% or 50 pts) Community Partner Overview (10 minutes each)
Students will chose to work with one of three community partners. Students working with the same community partner will work together as a group to divide up the topics appropriately (we don't want to hear about agency goals three times!). The presentation(s) taken together will address the following topics?

- What is the agency's overall goal and philosophy concerning clients?
- What social issue(s) is/are the agency addressing?
- Who are the clients? What are their demographic characteristics?
- What are some of the agencies with which your site has important relationships? What do they do?
- What have you been able to learn about the relationship between your agency and the surrounding community?
- What local, state, and national political issues affecting your agency and its clients?

2. Oral Presentation #2 (25% or 50 pts) Social Policy Issue
You will be asked to choose one topic related to psychology and social justice (ex. issues of poverty, class, discrimination, immigration, social policy, homelessness, etc.) that is relevant to your placement site.
To help prepare for your papers and to facilitate critical thinking about your topics each student will present one empirical journal article you are using for your paper assignment (i.e., an article that describes a study). These presentations should be about 10 minutes long followed by a brief discussion of the paper. The presentations should include a description of the purpose of the study, the sample, research methodology, results, and your own thoughts/critique of the study. You need to have either a handout or use PowerPoint to aid your presentation. You also need to email me your article before your presentation so I can post it on Blackboard.

Your presentations will be evaluated based on the following criteria:

a. quality and relevance of the article chosen
b. completeness of the description of the study
c. clarity of the presentation and handout
d. thoughtfulness of your critique of the article

3. Oral Presentation #3 (35% or 50 pts) Presentation to Community Partner
Based on your field experience and academic research, provide a summary of your research findings. The presentation should be clearly connected to your field experience and relevant to the community partner. What are your findings as they related to policy recommendations? Your talk should include a handout or a PowerPoint to aid your presentation. Provide a copy to your instructor and your community partner.

Your presentation will be evaluated based on the following criteria:

a. clarity of the presentation and the handout
b. quality and relevance to community partners
c. thoughtfulness of policy recommendations

WRITING ASSIGNMENTS

1. Diagnostic essay (non-graded) During the first week of class you will write a short essay in which you define your understanding of "social justice" By the end of the second week of class, each student will meet individually with the instructor. During that conference, the instructor will provide feedback on writing strengths and discuss areas for improvement, including

3. Critical review of one scholarly article related to the topic you chose. (10% 100 pts). This should be a 3-5 page paper

(excluding the cover sheet and references) written in APA style. This will be a written version of your second oral presentation. Your paper will be evaluated on the following criteria:

a.