Welcome to your culminating semester in the Psychology Department’s honors program!

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Office: 316 Weiss Hall
Office Hours: 12:30-1:30pm on Tuesdays & Thursdays; also by appointment
Email: khirshpa@temple.edu

Teaching Assistant: Jessa Reed
Office: 566 Weiss Hall
Office Hours: 9:00-10:30am on Tuesdays; also by appointment
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Meeting Time & Location: Students will attend class on Thursdays, 11:00am-12:20pm.

Prerequisites: This is the culminating course in a four course series. Students must have completed Psychology 2991 and Psychology 4991 prior to enrolling in this course. Either completion of 3991 prior to this semester or co-current enrollment with 4996 is also required. Please note that Honors is a program that is by invitation only. Students must maintain a 3.5 cumulative GPA to stay in the program. Further, if for any reason student performance is deemed unacceptable with respect to class requirements or to lab requirements, he or she may be asked to leave the program.

Recommended Text and article:
Pasek, J. (2011). Writing the empirical social science research paper: A guide for the perplexed.

Course Website: This course has a Blackboard site where the syllabus, readings, and assignments will be uploaded. Announcements will be posted with job postings, research opportunities, and relevant articles from news sources that relate to our course. Weekly written responses to the course material will be posted to the discussion board feature of Blackboard. Please check this site regularly.

Course Overview: Toni Morrison offers these encouraging words – “If there's a book you really want to read, but it hasn't been written yet, then you must write it.” This semester, you will accept her challenge by writing your thesis.
Aims: We have three central goals for this class – 1) understanding how to read primary sources, 2) writing an APA-style thesis, poster and powerpoint presentation, and 3) reflecting and revising. We believe that these goals mutually support one another. For example, reading journal articles in high-impact journals provide examples of high-quality scientific writing.

Course Structure: Elements of the course are designed to strengthen at least our course aims. For example:

To address understanding how to read primary sources –
- Weekly readings on a “hot” topic in psychology will be assigned. This semester we study a budding area in the field – mindfulness. Each week’s readings will highlight one particular perspective on studying mindfulness (e.g., true experimental designs, interviews, observations).
- Class discussions will highlight key themes, resolve any uncertainty about methods or statistics, and generate future directions. These discussions will also address limitations not only in the study design, but also in the author’s writing. For example, did the authors clearly state the hypotheses? Do the results justify the authors’ discussion section?

To address writing an APA-style thesis, poster and powerpoint presentation –
- As the adage goes, “Rome was not built in a day”… and your thesis is no exception! The weekly outline below specifies when each section of your thesis should be submitted to your advisor for feedback. Deadlines for revised sections are also noted below.

To address reflecting and revising –
- The reflection process will be modeled during our discussions of primary articles.

Student Responsibilities: As a 4996 student, you will be responsible for the following:
- Reflective Responses to weekly readings. These concise reflection responses must be uploaded to the Blackboard discussion board no later than 8am each Tuesday.
- Discussion Leader. You will sign up to lead a discussion with several of your peers. You will review the discussion board for your week, reflect upon students’ thoughts, and synthesize themes and generate thoughtful questions. You must send your discussion plan to Kathy & Jessa no later than 8pm on Wednesday. Kathy & Jessa will respond to your themes (and offer suggestions if needed) by midnight on Wednesday.
- Submit your research to TURF & Psi Chi conferences. Sharing one’s research is a critical component in the field of psychology. Please refer to the weekly course outline below for deadlines.
- End-of-the-semester Presentation. You will give a 15-minute powerpoint presentation, akin to a conference presentation. A sign-up will be available later in the semester and will be announced on Blackboard.
- Thesis! A final draft of your thesis must be submitted to Kathy no later than the last day of class.
- Participation in the poster session where you present your work in “poster” style
**Evaluation:**

- 80% thesis & Powerpoint
- 20% attendance and discussion

**Disability Statement:** Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible.

**Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)

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<th>Date</th>
<th>Class Focus</th>
<th>Readings To be Discussed</th>
<th>Work Due</th>
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| 1  | 1/24   | Overview of the DigitalU     | Hingston, S. (December 2010). Is it just us or are kids getting really stupid? *Philadelphia Magazine*.  
http://www.phillymag.com/articles/feature-is-it-just-us-or-are-kids-getting-really-stupid/  
http://www.newyorker.com/online/blogs/newsdesk/2012/12/will-robots-take-over-our-economy.html#ixzz2GlgKW3xO |          |
Optional:  
Rabin, Roni (November 9, 2010). Behavior: Too much texting is linked to other problems. *New York Times*  


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<td>Thesis Method’s section presented to Advisor. Make sure that you report all methods in ways that are consistent with the techniques you used for final data collection. Ensure that you write this in a way that is replicable by an outside reader.</td>
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<td>Revised Introduction sent to Kathy &amp; Jessa. Get advisor feedback on methods.</td>
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Today I want you to go back to your cell phones. Jessa Reed is embarking on a study of cell phone use by parents. There are a couple of ways in which cell phone use by parents might invade the parent-child relationship. It might change the emotional valence of the conversations or it might break the thread of fluid speech that is characteristic of normal conversations. I bet this is also true of natural conversations that we have on a day to day basis. Yet, there is no research in this area.

For today’s class I ask that you spend the 5 days before class collecting data during meal times. How often do you get a call or a text? Pls write down the number of times per each meal. In what ways do these calls or texts intrude or buttress your conversations or those of others at the table?

Also please observe another table or go to a restaurant and check out the cell phone use at another table. What did you see? What might we observe and what would the worthwhile categories of observation be if we were to frame an interesting psychological question in this area.


Check out the survey questions used for this report at: http://pewinternet.org/~media/Files/Questionnaire/2012/Teacher%20survey%20and%20Methodology%20questions.pdf
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<th>Progress Reports &amp; Presentations</th>
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| 10 3/28 |  | Digital media use among diverse populations  
http://www.pewinternet.org/~/media/Files/Reports/2012/PIP_Older_adults_and_internet_use.pdf  
Press Release: Connect 2 Compete (10/23/2012)  
Write up Discussion section and submit to Advisor  
Get feedback from advisor on results section |
| 11 4/4 |  | PROGRESS REPORTS & PRESENTATIONS  
Revised Results to Kathy & Jessa  
Get feedback on Discussion section. Practice powerpoints |
| 12 4/11 |  | PROGRESS REPORTS & PRESENTATIONS  
Revised Discussion to Kathy & Jessa  
Practice powerpoints |
| 13 4/18 |  | TURF PRESENTATIONS |
| 14 4/25 |  | PROGRESS REPORTS & PRESENTATIONS |
| 15 5/2 |  | Concluding Remarks  
Final Thesis submitted  
Final poster is written and submitted to advisor |

May 7: Poster Session in 6th Floor Weiss Hall  11-1:00  
All 4996 students must report by 10:30 to display their posters.  
*Please make sure that your advisors have a copy of the evaluation forms that must be returned to me by May 3th.