

Course Syllabus - P324

Instructor: Dr. Robin K. Morgan

Office: Crestview 127 **Office Phone:** 941-2298

Office Hours: MTWR 8:00 - 10:45 or by appointment

Email: rmorgan@ius.edu

WebPage: http://homepages.ius.edu/LZ/RMORGAN/web_docs/



An objective tells what the learner will be able to perform as a result of some learning experiences.

Course Goals/Objectives: By the end of this course, students should be able to:

- Define & evaluate criteria for abnormal behavior and specific psychological disorders,
- Recognize or "diagnose" common psychological disorders,
- Describe common explanations for the etiology of psychological disorders,
- Outline effective treatments for specific psychological disorders, and
- Effectively use APA format to summarize the empirical literature on a topic relating to abnormal psychology

Requirements:

1. **Case Studies:** Four sets of case studies will be given to students one week before "grand rounds." On the day of grand rounds, students, in assigned groups, will be responsible for presenting one case - of the professor's choice - to the class. Students who are unable to work with their group will be expected to present a separate case - of the professor's choosing - to the class. It should be clear that the professor may ask students **ANY** question concerning the case to be presented. Each case presentation will be worth **15** points for a total of **60** points. Typically, students missing grand rounds will not be able to make up this assignment.

Grading Criteria for Cases:

| | |
|--------------------------|-----------------|
| Accuracy | 8 points |
| Clear, concise | 4 points |
| Able to answer questions | <u>3 points</u> |
| | 15 points |

2. **Diagnostic Criteria Presentation:** Each student will be given a maximum of 5 minutes for presenting diagnostic features related to an assigned disorder. Students should use overheads or PowerPoint for this presentation. The professor will assign disorders on the first day of class. Each presentation should cover diagnostic criteria (symptoms), culture, gender, age, prevalence. Covering unassigned material will result in the lowering of your grade. This assignment is worth **20** points and must be completed on the day assigned.

Grading Criteria for Diagnostic Criteria Presentation:

| | |
|------------------------------|-----------------|
| Accuracy | 7 points |
| Clear, concise | 4 points |
| Able to answer questions | 4 points |
| Evidence of research | 3 points |
| Appropriate use of overheads | <u>2 points</u> |
| | 20 points |

3. **Annotated Bibliography:** Each student will be required to complete an annotated bibliography on a topic approved by the instructor. This assignment is worth **80** points. For purposes of this class, an annotated bibliography will consist of the following:

- Title page
- Article Reviews: Full reference, description of study, major findings, flaws in study, student opinion based on evidence - **Must have 5-8 empirical articles**
- Overall Summary
- Reference Page
- Copies of all articles used

All papers must conform to APA style. Students will present a summary of the paper at the end of the semester. First drafts of papers will be due **9/30/04 at 1:15 p.m.** Minimal requirements for the first draft include annotated bibliographies of at least two articles to be used in the final paper. **All annotated bibliographies are due 11/30/04 at 1:15 p.m.** Late papers will NOT be accepted for any reason.

Grading Criteria for Annotated Bibliography:

| | |
|---|-----------------|
| APA Format/ Appropriate Grammar | 10 points |
| Adequate Reflection of Current Literature | 18 points |
| Writing Style Clear and Concise | 15 points |
| Writing Style Professional | 8 points |
| Summary – Complete and Reflective | 15 points |
| Presentation | 10 points |
| First Draft Completed | <u>4 points</u> |
| | 80 points |

Presentation:

| | |
|-----------------------------|-----------------|
| Clarity | 2 points |
| Accuracy | 3 points |
| Organization | 2 points |
| Ability to Answer Questions | <u>3 points</u> |
| | 10 points |

4. **Attendance and Participation:** IU Southeast has an official no-cut policy. How that policy is implemented is left to the discretion of the instructor. I will be keeping track of who attends class and who is contributing to class discussions and group discussions/activities. Attendance and class participation will be worth **20** points. It is important to note that participation is graded according to the quality of participation and not simply quantity of participation. Being tardy will negatively impact this area. In addition, failure to attend during the annotated bibliography presentations automatically lowers your final grade by one letter grade.
5. **Comprehensive Final:** Each student will complete a comprehensive final during the regularly scheduled final exam period (12/7/04). The comprehensive final will be worth **20** points and will consist of multiple choice and short-answer items.

Why I don't curve grades

1. Curving promotes competition over cooperation.
2. Learning does not follow a normal curve. Perhaps height is evenly distributed throughout the population but the students in my classes are not a random population sample.
3. I want all students to be encouraged to learn the material and that by doing so they can earn an A.
4. I would never lower my standards so that some students could earn A's or B's just to fit a curve.

Writing Course Objectives:

Helm, T.E. (2000). What are you assessing? *College Teaching*, 48(3), 90-94.**

Veronin, M.A. & Patry, R. (2002). Instructional objectives: What they are, what they aren't. *Pharmacy Education*, 1(4), 207-213.

Writing Rubrics:

Anderson, R.S. & Puckett, J.B. (2003). Assessing students' problem-solving assignments. *New Directions for Teaching & Learning*, 95, 81-87.**

Dlugos, P. (2003). Using critical thinking to assess the ineffable. *Community College Journal of Research & Practice*, 27(7), 613-629.

Whitcomb R. (1999). Writing rubrics for the music classroom. *Music Educators Journal*, 85(6), 26-32. - Although written for elementary, it is quite good for examples.

Grading:

Boretz, E. (2004). Grade inflation and the myth of student consumerism. *College Teaching*, 52(2), 42- 46. - Interesting that IU is mentioned specifically.**

Walvoord, B.E. & Anderson, V.J. (1998). *Effective grading: A tool for learning and assessment*. New York: Jossey-Bass. - Discussion of "To Curve or Not to Curve" begins on page 100.**

****Available in the ILTE**

Socratic Method: To Do It or not to Do It—That is the Question
Eric Schansberg (FACET DAY 2004)

Defined:

I. Why to do it or not to do it...

A. To Do It

B. Not To Do It

II. How to do it (or not to do it)...

A. Method Details

1.) types of questions

2.) grading C.P.

B. Style Points

TAXONOMY OF EDUCATIONAL OBJECTIVES

COGNITIVE PROCESSES

(Simple)

(Complex)

| Knowledge <i>(Recall)</i> | Comprehension <i>(Understanding)</i> | Application <i>(Generalize)</i> | Analysis <i>(Break Down/Discover)</i> | Synthesis <i>(Compose)</i> | Evaluation <i>(Judge)</i> |
|--|--|---|--|--|--|
| Remembering previously learned material | Grasping the meaning of material | Using learned material in new and concrete situations | Break down material into its component part so that it may be more easily understood | Putting material together to form a whole | Judging the value of material for a given purpose |
| Cite Count Define Distinguish Draw Identify Indicate Label List Locate Name Pick Point Observe Quote Read Recite Recall Recognize Record Repeat Select Sort State Tell Trace Underline | Associate Compute Conclude Describe Differentiate Discuss Distinguish Estimate Explain Extrapolate Illustrate Interpret Prepare Predict Rephrase Restate Summarize Transform Translate | Apply Calculate Classify Complete Construct Demonstrate Develop Dramatize Employ Examine How To Illustrate Organize Practice Relate Restructure Select Use | Analyze Categorize Compare Contrast Detect Distinguish Explain Group Identify Infer Interpret Order Relate Separate Summarize Survey Transform | Arrange Combine Compose Construct Create Derive Design Develop Formulate Generalize Integrate Invent Modify Organize Plan Prepare Prescribe Produce Propose Specify | Appraise Assess Critique Decide Determine Evaluate Grade Judge Measure Predict Rank Rate Recommend Select Test |

Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Benjamin S. Bloom, Bertram B. Mesia, and David R. Krathwohl (1964). Taxonomy of Educational Objectives (two vols: The Affective Domain & The Cognitive Domain). New York. David McKay.

<http://www.kcmetro.cc.mo.us/longview/ctac/blooms.htm> Nice general background

Anderson, L.W., & Krathwohl (Eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

<http://coe.sdsu.edu/eet/Articles/bloomrev/index.htm> Revision based on Anderson & Krathwohl, 2001

Education learning concepts and types of Cognitive Processes based on Bloom's Taxonomy

1. Familiarity of 70 of the most common flowering plant families
Knowledge

2. Knowledge of each family including important characteristics
Knowledge

3. The families that the common genera are members of
Knowledge

4. Ability to use the botanical terminology to describe plants
Application

5. Comprehension of the use of guides and keys to identify plants.
Application

6. Knowledge of the major groups of plants including their important characteristics
Comprehension

7. Interpret the transect data from each of the four localities
Analysis

8. Propose a hypothesis on how succession will affect the composition of the flora
Synthesis

Written Exam Assessment

| | F | D | C | B | A | Distinguished |
|--------------------------------|---|---|--|---|--|--|
| Knowledge Questions | Little recalling of knowledge. Unable to distinguish, identify, locate, recognize or select. | | Shows basic ability to recall much of the knowledge asked. Misses details. | | Shows nearly complete recall of previously learned material. Demonstrates knowledge in a variety of forms including distinguish, draw, indicate, and select. | Has a rich recall of knowledge and shows evidence of comprehension of subtleties. |
| Comprehension Questions | Some recall of knowledge. No evidence of understanding. Poorly written and organized. | | Some understanding and ability to explain, based on clear evidence of knowledge of previously learned material. Shows some organization. | | A clear understanding of recalled knowledge. Able to describe, discuss, explain, restate and summarize. Well organized and written. | Clearly grasps meaning of material. Shows extension using material to support other interpretations, make predictions, or reorganize in new structure. |
| Application Questions | Shows knowledge but little understanding and is not able to use material in new situations. Poorly organized and weakly developed. | | Shows an understanding of the material. Is able to somewhat generalize and develop ideas. Shows some organization. | | A clear understanding of subject and able to generalize to new examples. Organized and able to apply, examine and use information to construct, develop and illustrate examples. | Goes beyond generalization of knowledge to reflection and insight on the problems. May try to formulate, modify and combine to put problem in broader context. |
| Synthesis Questions | Has problems with understanding and generalization of knowledge. Unable to compose ideas into a whole. May be poorly organized and developed. | | Shows understanding and some generalization. Some organization and ability to combine and integrate ideas and knowledge into a whole. | | Well developed ability to synthesize. Able to combine, create, develop and organize to construct design and produce operationally usable whole. | Able to use knowledge to elegantly synthesize a previously unrealized result. Shows ability to analyse both previous generalizations as well as new synthesis. |

Introduction to Biological Sciences 2
L102

Spring 2004, Exam 1
Take-home Essay Questions, 20 points, 10 points each

These essay questions are designed to test students at different levels of understanding. The two levels you will be tested on are comprehension and synthesis. Please feel free to refer to the handout including the rubric and Bloom's taxonomy. All sources of information are fair game as long as the students do their work individually. **Students should not collaborate with any other L102 student.** If the answers to two or more essay questions appear too similar, the first test will be null and void and the students will be given different questions and repeat the exam. All answers should be reworded from the original sources. **Do not plagiarize.** If I find answers that are identical or nearly identical to any reference source you will receive no credit. I expect very complete and thoughtful answers to the essays, not simply rewording of the text or copying information for an encyclopedia. I would expect the student should take over 3 hours to complete the questions, and they should be well organized, neat and preferably typed (if not, at least legible). **Although there are no size recommendations, it is unlikely a paragraph with a few lines will adequately answer a question.**

Information from the essays may also be on the in-class portions of the test.

You should include the additional sources, other than your book, for information.

20 points, 10 points each

Please rewrite the question in your own words.

A. Comprehension. Differentiate between anaerobic and aerobic cellular respiration. For each, summarize the major steps, and describe the production of energy and arrangement of the 6 original carbon molecules at the end of the step. Remember to also discuss the final energy gain and state of the carbon originating from glucose.

B. Synthesis. It has been suggested that life on earth may have a common origin with life on other planets, such as Mars. On earth, Eukaryotic cells are not found before 2 billion years ago, while Prokaryotic cells are not found before 3.5 billion years ago. The rocks on Mars, that are being investigated, are over 2 billion years old. Based on your knowledge of living cells on earth, compose a hypothesis that addresses the problem of what these cells on Mars might look like.

Survey of the Plant Kingdom
B203

Take-home Exam 1

Fall, 2002

This essay exam is designed to test students at different types of knowledge. Please see the Written Exam Assessment rubric for guidance. All sources of information are fair game as long as the students do the work individually. **Students should not collaborate with any other student or individual!** If the answers to two or more essay questions appear to be too similar, the first test will be null and void, and the students will be given different questions and repeat the exam. Information from the take-home exam also will be on the in-class exam.

I expect very complete, accurate and thoughtful answers, not simply reworking or copying from a source. It should take several hours to read, understand, formulate, outline and answer the questions. It is unlikely that a complete answer will be less than a page long. The results should be organized, neat and legible (ideally typed).

Please include a reference list of the sources you used.

Choose one question for each. Please state the problem and rewrite the question in your own words before answering.

Comprehension Questions (10 pts):

Summarize the process in which two plant species with different chromosome numbers can make a fertile hybrid and explain why it would be considered a separate species.

Illustrate the steps in which a cladist would show the relationships between 3 species. Include a discussion of how one would determine whether a character state is ancestral or derived.

Synthesis Questions (10%):

Attached is a copy of a photograph and a description of a new flowering plant fossil. Analyze the data and then give an explanation of why this is an important find, based on your knowledge of angiosperm origins.

Formulate why, if the three conditions we discussed for evolution exist, evolution is inevitable. Then propose, with support, whether increases in diversity and the production of new species are inevitable as well.

Plant Growth and Development
B373

Take-home Exam 1

Spring, 2001

Choose **ONE** Question from each group. If you do two, I will only grade the first. See the Assessment Rubrics for guidance.

Please state the problem and rewrite the question in your own words before answering.

Knowledge Questions (25%):

Draw an embryo at the organogenesis stage (heart stage in dicots) and label all the primary meristem(s) and organs.

Diagram the structure of the apical meristem. Label the different zones and layers.

Comprehension Questions (25%):

Plants appear to have a limited number of branching morphologies. Explain the constraints which limit the optimal morphology that plants can have and thus have limited the evolutionary possibilities in land plants.

Choose several hormonal **or** other physiological controls and explain how they affect plant growth and development.

Application Questions (25%):

You have a chimeric plant with a 1/3 phyllotaxy. One vertical column of leaves have white (albino) cells in the center while the cells on the edges are green. Describe the structure of the apical meristem that could give such a result.

Describe the methods you would use to show the number cells the root develops from after the zygote begins to divide.

Synthesis Questions (25%):

Contrast the development of a moss sporophyte and a seed plant sporophyte. Then propose some of the developmental changes that must have occurred during the evolution of the elaborated sporophyte.

Based on our knowledge of gene mutants, propose a model of how the apical meristem functions and is maintained. Include at least four of the genes and specify how the various zones of the apex are affected.