CLAYTON STATE UNIVERSITY

Note: Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

Introductions / Overview:
Welcome to PSYC 1101 – Community Engagement (CE). As stated in the Course Description below, this course will introduce you to a broad array of major topics in psychology. There will be various activities throughout the course to facilitate your learning. This section of PSYC 1101 is unique in that while much of the learning experienced will be classroom-based, an additional important part of the learning experience in this class will occur through student engagement in a service learning project with the Clayton County Senior Services Department (http://www.claytoncountyga.gov/departments/senior-services.aspx). To learn more about the community engagement portion of this course, see page 2 (Definition of Service Learning and Community Engagement for PSYC 1101-CE).

Course Description:
PSYC 1101 (CRN 21033), Intro to General Psychology, (3-0-3)
A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, and personality.

Instructor Information:
Dr. Christina Grange
phone: (678) 466-4732
e-mail: cgrange@clayton.edu

Office Hours
Monday 2:00-5:00pm
Tuesday 9:30am-11am
Thursday 12:30pm-2pm

Office Location
Magnolia Hall/NBS, Room 112

Class Meeting:
Tues/Thurs. 11:15am-12:30pm
Clayton Hall 220

Text:
Introduction to Psychology, OpenStax (https://openstaxcollege.org/textbooks/psychology)

This course will utilize a free, web-based book provided by the non-profit organization, OpenStax College. This organization uses grant funding to improve student access to quality learning materials. OpenStax is an initiative facilitated through Rice University.

Students are encouraged to use PriceLoch.com to comparison shop for textbooks.

Student may choose to use the web-based version, PDF version or a hard-back copy of the text. Note that traditional print copies of the text can be ordered through the University Bookstore or at Amazon.com.

General Education Outcomes (Core Curriculum Outcomes - Area E)
Students will examine and apply concepts of social identity and individual differences, such as ethnicity, race, gender, age, class, ability or sexual orientation.

For additional Education Outcomes visit the link below:
http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf

Program Learning Outcomes:
- Apply the major concepts, findings, and theoretical perspectives of psychology to course service learning experiences and other applied activities.
- Evaluate research critically and apply research methodologies used in psychology
- Demonstrate knowledge of individual and cultural differences and their influences on beliefs, values, and interactions with others.

Course Goals:
Outcome 1: Apply their knowledge of psychological concepts to interpret the lived experiences ("stories") of community members through involvement in course community engagement activities.

Outcome 2: Demonstrate knowledge of major perspectives in psychology (including Behavioral, Biological, Cognitive, Positive/Humanistic, Social, & Psychodynamic) by identifying key concepts and identifying major theories, and applying major perspectives to everyday living

Outcome 3: Demonstrate knowledge of the scientific process in psychology by identifying the basic steps of the scientific method and identifying commonly-used research methods such as the experiment, correlation, survey, and case study

Outcome 4: Identify applications of the major perspectives to areas including development, personality, mental health, learning, and memory

Definition of Service Learning and Community Engagement for PSYC 1101-CE

What is Service Learning?
Students understandably wonder what service learning is and how it relates to this course. For the purposes of this class, *service learning is defined as involvement in community-centered activities that facilitate student application of key psychological principles*. This application will occur in a manner that can promote community awareness of the way in which psychology affects people's lives, stimulate students to recognize the value and applicability of course content, and demonstrate the connection between what is learned in class and social/community issues. Community Engagement is of particular value in this course. It occurs when the class and community agency work cooperatively to yield something that is considered to be of value to local community members.

Why will academic community engagement be used in this course?
Introduction to Psychology-CE is designed so that students will be able to better understand specific aspects of the psychological experience via the application of key concepts to community-centered initiatives. An ultimate goal is to have a better impact on the broader community. An objective towards this goal is to apply psychological concepts in a manner that optimize student learning, while also generating products and ideas that can have a positive impact on the experiences of community members. This "real world" component of the course is designed to mutually benefit communities and the students.

Computer Requirement:
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please visit: http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

To properly access the course content you will need to download the following free software:
- Adobe Reader (needed to access files in PDF format): http://get.adobe.com/reader/
- Adobe Flash (needed to access video content): http://get.adobe.com/flashplayer/

Basic Computer Skill Prerequisites:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to use Microsoft PowerPoint™
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser

Supplemental Technology Skills:
For the PACE project students will work in teams. Each team should include one person with an existing competency or who can develop a competency for at basic videography using smartphone or computer web-cam technology (or the equivalent).

In-class Use of Student Notebook Computers:
Student notebook computers are NOT allowed during course instruction and discussion, unless special permission has been granted. In such cases, if there is any reason to think that the permission is being abused, the instructor reserves the right to discontinue the computer use.

Desire2Learn (D2L) Online Classroom:
Though this is a fully "seated" class, course content will still be disseminated via the D2L platform. Students submit all course assignments via D2L.

You can gain access to D2L by signing on to the SWAN portal. If you experience any difficulties in D2L, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Course Communication:

All students will be placed on a listserv used to disseminate information to the class or share updated for which more information will be available via D2. You will not have access to the listserv without using your campus account. E-mail will be used extensively during the semester for both instructional and communication purposes. Please check your CSU email account regularly - at least once every other day – to be current on all course updates. You are responsible for information shared via email.

Please send all email correspondence to cgrange@clayton.edu – not the Desire2Learn's internal e-mail system. Messages sent to the D2L email will not receive a response.

Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.

In order to receive a response to your email please include the following information:
Email Title: Course-Issue (e.g., Intro to Psych – PACE question)

Email Content:
1. Student first and last name
2. Course name (meeting date/time)
3. Assignment of interest (if applicable)
4. Detailed concerns about issue of interest
5. Related emails as applicable (e.g., if student is suggesting that there was a previous attempt to contact the professor)

Major Student Activities:
- Demonstrating knowledge of the reading requirements
- Engage in the assigned service learning activities
- Answering and asking questions during class (class participation)
- Attending to lectures (from professors or guests)
- Completing assignments and projects
- Taking notes during class
- Communicating with professor as required
- Demonstrating respect for perspectives shared in class
- Attending class regularly and promptly

Course Activity Requirement:

Exams:

Four exams will be administered in this course. The final exam WILL BE cumulative addressing content from all chapters discussed over the course of the semester.

Attendance:

University Attendance Policy
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy:
- ❖ Absences: You are given 3 absences to use as needed in this class. The instructor will not make a distinction between excused and unexcused absences. Doctor's appointments etc. should be scheduled during non-class hours.
- ❖ In the case of a missed test, a make-up test will be given only in the case of extreme circumstances, such as car accidents, death in the family, severe illness, etc**. You must contact me via email prior to the start of the test** to let me know that such a circumstance has occurred, and **you must provide an electronic copy (via email) of acceptable (subject to the instructor's approval) documentation** supporting the reason for your absence; otherwise, you will not be allowed to make up the test and will be assigned a zero.
- ❖ Attendance will influence your grade. Regular attendance is strongly encouraged as test questions are created in large part from class notes and regular activities; therefore class attendance strongly influences course grades.
- ❖ Tardiness: If class has begun when you arrive, please enter the room quietly. In regards to tests, if you are more than 10 MINUTES late for a test you will be considered absent and administration of the test will be at the faculty member's discretion.
- ❖ Leaving class prior to dismissal is STRONGLY discouraged and may count towards an unexcused absence.

Partnering Academics and Community Engagement (PACE) Project
The PACE Project is a group-based initiative that also involves several individual level activities. All group members are responsible for each assignment. For those group-based assignments all group members will be assigned the same grade. Due dates associated with the PACE project are integrated into the schedule below.

There are three key roles associated with these PACE groups. The Project contact is the "point person" for the group. This individual would likely do the scheduling to meet with the elder at the Senior Center and submit relevant group assignments to DropBox. The Audio-technician is the individual who, based on feedback from the group, edits the 30-40 minute audio down to a 5-8 minute interview. The Presentation Coordinator organizes, with the help of the group, all content that should be integrated into the presentations.

A note about group projects: Group projects are an amazing way to contribute strengths benefit from the strengths of others, and obtain keen insights to the realities of working with a team to produce a high quality outcome (also known as a deliverable) which is a parallel to what many will experience in professional experiences. A challenge to the group work experience at the collegiate level is often that there will be a group member who, inevitably contribute less than

others to the projects. This phenomena is called social loafing[1]. If this occurs in your group, please email concerns to the course instructor. The professor reviews all concerns has the authority to assign a zero to the "social loafer" for that assignment. For many reason, please avoid being that group member who is a social loafer.

A detailed overview of the activities associated with this semester's Community Engagement Project is available at the end of the syllabus but, for student convenience, deadlines associated with these activities are included on the course schedule below.

Course Schedule
<u>Tentative Calendar of Course Topics and Activities</u>

WK	Date	Lesson Topic	Graded assignments are due by 5pm on specified dates
1	Aug 16	Welcome, Overview, and Service Learning	
	Aug 18	Chapter 1: Introduction to Psychology	
2	Aug 23	Special Presentation: Clayton County Department of Senior Services	
	Aug 25	Chapter 2: Psychological Research	Clayton County Senior Center visit: 8/26 Individual PACE Pre-Implementation Reflection Essay: 8/26 Pre-Assessment -Dr. Miller email: 8/26
3	Aug 30	Chapter 3: Biopsychology	
	Sep 01	Chapter 3: Biopsychology	Deadline to assign teams kinship care providers
	Sep 05	**Labor Day Holiday**	
4	Sep 06	PACE Working Group	Individual Theme-based Interview Questions: 9/9
	Sep 08	Special Presentation: Special Presentation: Ms. N. Hutson, Director, Department of Campus Life	
5	Sep 13	Special Presentation: Mr. Horowitz-Garcia, Manager StoryCorps	
	Sep 15	Exam 1 (CH 1, 2, 3)	
6	Sep 20	Chapter 6: Learning	
	Sep 22	Chapter 6: Learning	
7	Sep 27	Chapter 7: Thinking and Intelligence	Deadline for Initial Meeting with Kinship Care Provider : 9/28
	Sep 29	Chapter 7: Thinking and Intelligence	
8	Oct 04	Exam 2 (CH 6, 7)	Group Theme-based Interview Questions: 10/5
	Oct 06	PACE Working Groups	

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[1] Social loafing is the phenomenon of a person exerting less effort to achieve a goal when they work in a group than when they work alone

		**Oct 7 Last day to withdraw without academic accountability**
9		**Oct 10 – Oct 11 Fall Break – No Classes**
	Oct 13	Chapter 9: Life Span Development	Group Kinship Care FULL Interview: 10/14
		*October 13-14 Clayton State 8th Annual Diversity and Leadership Conference*
10	Oct 18	Chapter 9: Life Span Development	
	Oct 20	PACE Working Group	Individual Interview Reflection Essay: 10/21
		*October 21, 2016 PACE Networking Event (5 EC points on your Kinship Care Interview)*
11	Oct 25	Chapter 12: Social Psychology Overview	Group Submission of Psychological Concept Submission: 10/26
	Oct 27	Chapter 13: Industrial Psychology Overview	Group Submission of Final Edited Kinship Care Interview: 10/28
12	Nov 01	PACE Working Group	
	Nov 03	Exam 3 (CH 9, 12, 13)	Individual Letter to Kinship Care Provider: 11/4
13	Nov 08	PACE Working Group	
	Nov 10	Chapter 15: Psychological Disorders	Group Presentation Submission
14	Nov 15	Chapter 15: Psychological Disorders	Individual PACE Post-Implementation Reflection Essay 11/16
	Nov 17	Group Presentations	
15	Nov 22	Group Presentations	
		**Nov 23 – Nov 27 Thanksgiving Holiday**
16	Nov 29	Group Presentations	
	Dec 01	Exam Review	Post-Assessment -Dr. Miller Email: 12/2
	Dec 6	**FINAL CUMULATIVE EXAM 10:15-12:15pm**	Individual Peer Assessments (in class)

Evaluation Activities

All DropBox assignments are due to the assigned D2L folder by 5pm on the specified due date, unless otherwise specified. Also, please note that you are responsible for these assignments (and related due dates) with or without a reminder.

Weight	Activity
30%	PACE Group Project Activities (Detailed activities are on the Project Guide)
10%	PACE General Tasks Log of group contributions and tasks
50%	Exams (4 in total)
10%	Attendance

Grading:

The D2L gradebook will be used to reflect grades for assignment.

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

Students are responsible for keeping track of their own class averages during the course of the semester.

Mid-term Progress Report:

The mid-term grade in this course, which will be issued by September 28, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on October 7. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, October 7, 2016.

Instructions for withdrawing are provided at this link: http://www.clayton.edu/registrar/withdrawal

The last day to withdraw without academic accountability is published in the academic calendar at: http://www.clayton.edu/calendar.

General Information
- ❖ Cell phones and other electronic devices can be distractions from learning and instruction. This course meets once a week for a brief period. As a result, your undivided attention is required unless otherwise indicated. As a result, please adhere to the following policies.
  - ○ It is VERY tempting to text during class lectures. However, doing so is NOT permissible. If an emergency arises and communication with someone outside of class is necessary, please step out to handle personal business.
  - ○ Please turn off cell phones or put them on silent. Do not take calls during the class time. If an emergency arises and communication with someone outside of class is necessary, please step out to handle personal business.

- ❖ CSU campus policies prohibit class attendance by adults or children who are not registered for the class. Therefore, children **<u>are not allowed</u>** to attend classes with you, for any reason.
- ❖ E-mail: Expect an email response within 48 hours from the time you send it. If you have a more urgent issue, please use the phone number listed at the top of the syllabus.

Basic Student Responsibilities and Student Handbook:
Each Clayton State University student must abide by the rules and regulations pertaining to student conduct as indicated in the Student Handbook and the University Catalog. It is the responsibility of the student to obtain these documents and become familiar with this information.

Plagiarism Detection Software
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Academic Dishonesty
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs.   Judicial procedures are described at http://adminservices.clayton.edu/judicial/.

Disruption of the Learning Environment
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn from class and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:
http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm

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<u>STUDENT RESOURCES</u>
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Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu
Academic and other Support Services Available at CSU:
1. Center for Academic Success website - http://www.clayton.edu/cas/
2. The Writers Studio website - http://www.clayton.edu/arts-sciences/english/writersstudio
3. Counseling and Psychological Services - www.clayton.edu/counseling

Operation Study: At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details:
http://www.clayton.edu/operation-study

Introduction to Psychology – Community Engagement
FALL 2016

PACE Project Oral History with Kinship Care Providers at
the Clayton County Senior Services Department

This community engagement initiative is inspired by the national StoryCorps initiative. StoryCorps' mission is to "provide people of all backgrounds and beliefs with the opportunity to record, share and preserve the stories of our lives. We [StoryCorp] do this to remind one another of our shared humanity, to strengthen and build the connections between people, to teach the value of listening, and to weave into the fabric of our culture the understanding that everyone's story matters. At the same time, we are creating an invaluable archive for future generations." To hear more about StoryCorps via an animated story featuring the StoryCorps founder, David Isay (About StoryCorps).

Specific to the goals of PSYC 1101 PACE Project

The PSYC1101 PACE Project is designed to:
1. Enable student to work cooperatively with their team while cultivating communication, management, collaboration, and interpersonal skills that contribute to the development of an oral history narrative to benefit a local family.
2. Appraise and demonstrate the relevance of psychological concepts to the often complex lived experiences of community members.

This project aims to support the students as they work to understand psychological concepts and their relevance. An important supplemental goal is for students to continue to develop additional skills related to collaboration, communication, interpersonal relationships, and management that are relevant to all fields of study and professional endeavors. In sum, this course aims to facilitate a learning experience that supports each student's professional and personal development.

Proposed Structure of PSYC 1101 PACE Project

The major project for this course involves the development of an audio recording that reflects a cooperative partnership between students at Clayton State University and individuals involved in the Clayton County Senior Services Department Kinship Care Program. As stated on the website,

> *The Kinship Care Resource Center, located in Jonesboro at the Shelnutt*
> *Inter-generational Center, provides support and services to grandparents*
> *raising grandchildren and other relative care in parent-absent homes.*
> *This is a great opportunity for those families raising their grandchildren,*
> *nieces, and/or nephews looking for assistance relating to tutoring,*
> *recreation, trips, and more.*

Participants in this program are referred to as kinship caregivers. Teams of 4-6 students will work to capture a portion of the oral history of an assigned kinship care provider at the Clayton County Senior Services Center (e.g., Team Ethel Huggs). Over the course of the semester,

members of each team will meet with their kinship care provider to build rapport that will support their effort to document the provider's oral history for this course project. The final product will be 7-10 minutes interviews that reflect a topic or issue agreed upon by the team and kinship care provider. The team will be expected to extract a more subtle theme from the interview (which will be separate from the overall topic).   The format and nature of the stories are inspired by StoryCorps.

This is a link to some interesting questions proposed by StoryCorps. Check it out to get some ideas of some good questions that you may want to ask during the actual interview when capturing the kinship care provider's oral history: http://storycorps.org/great-questions/

Project Components

1. PACE Required Tasks

As specified on the syllabus's course schedule, there are several tasks associated with this project. As this is a PACE course, 4 of the tasks are specific to data collection for PACE. Those are specified below while the due dates are on the syllabus.

Beginning of the semester	Ends of the semester
• Pre-test Assessment (completed at the beginning of the semester)	• Post-test Assessment (completed at the beginning of the semester)
• Pre-PACE Reflection Essay (see D2L's associated DropBox for prompts)	• Post-PACE Reflection Essay (see D2L's associated DropBox for prompts)

2. Initial interview protocol draft (individual grade)

Each member of the team should submit a guide that includes at least 10 questions that they would ask their kinship provider. These questions should be somewhat related to one another. For example, asking about someone's childhood is not overtly related to asking about their experiences raising children. Visit the StoryCorps website for ideas regarding potential interview questions (Great Questions - StoryCorps) and feel free to adapt selected questions as necessary.

This assignment is considered the first draft of the questions and reflects that each group members independently thought of questions and how they relate to psychological concepts BEFORE coming together with the group.

3. Group-based interview protocol – at least 10 questions (group grade)

Groups will have at least two meetings with their assigned kinship care providers. Groups will select at least 2-3 group members who have the availability, reliability, and an appropriate level of comfort to contribute to and facilitate these meetings. If all group members would like to attend the meeting that is ok, but only 2-3 should be directly involved with the kinship care provider. Others can serve as observers or note-takers. The first of the meetings will allow for general rapport building between the team and the care providers.

The initial meeting will be a valuable time to:
    a. Prepare the kinship care provider for what to expect as a participant in this project (specifically their role in the project and that they will receive an edited copy of the interview at the end of the course).

b. Obtain a sense of what the kinship care provider may want to talk about in the interview. If they are unsure, the group members can prompt him/her with questions like such as, "What stories do you want your family to hear in 20 years?", "What memories or life experiences do you want to leave with your community members?", "What are experiences that you always wanted to share?". It can sometimes be difficult to get the care provider focused on a particular topic or direction of inquiring during interviews. Teams can use the initial meeting as an opportunity to obtain information and set the stage for how the interview and, if necessary follow-up interview, will be framed.

After their first meeting with the kinship care provider, each team will develop and submit an interview protocol that reflects what the focus of the interview will be. This interview guide will direct the interview with kinship care provider. Based on the initial meeting, this interview should have a specific theme or direction that will yield a high quality interview. Questions that appear to be about several unrelated topics will yield a poorer score for this assignment.

The group interview protocol will be used to guide the inquiry that will occur during the second meeting with the kinship care provider. Students will receive feedback on the interview questions prior to their scheduled interview (2nd meeting) so that they make necessary adjustments prior to the actual interview.

Note that each guide will be unique and specific to the individual with whom the team is working though there may be some similar themes. For example, the topic of raising children may have come up a lot, but each individual has their unique experience and/or perspective that will result in a different theme.

The ultimate goal is to use this protocol to complete an interview (maybe 40-50 minutes) that will be edited down to a 7-10 minute final product reflecting on some portion of the kinship care provider's life (past, present or future) or an issue of particular importance to him/her.

Teams will have the option of scheduling a third meeting with the kinship care provider to clarify any interview information that they receive. Teams are strongly encouraged to participate in a third interview if it will improve the quality of their final product.

4. Full recording of the Kinship Care Provider Interview (group grade)
As stated, groups will be able to select at least 2-3 group members who have the availability, reliability, and an appropriate level of comfort to complete the interview with the kinship care provider. If all group members would like to attend the meeting that is ok, but only 2-3 will be directly involved with the kinship care provider (i.e., one may complete the interview, another may work the recording device, another may take notes about the overall process). The goal is for, one way or another, the interview to be recorded in a quality, timely and professional manner. One of these people or another person in the group will be responsible for submitting the interview for a grade.

This interview will be graded according to the quality of the questions, the reflection of a particular theme, and the level of student engagement in the interview process. Interviews should be 30-40 minutes in length.

5. Interview reflection assignment (individual grade)
Each group member will submit an individual reflection assignment. The submitted assignment should address the following questions (250-300 words total):

a. Briefly describe the person you interviewed (in about 50 words or less). This is a totally original and thorough description. If you were not able to attend the initial or interview meeting, your summary should be based on listening to the interview (which should definitely occur before your submission) and feedback from team members.
b. Explain how you understand that at least 6 psychological concepts will be related to this interview (approximately 200 words). Responses should (a) reflect an accurate understanding of 6 psychological concepts and (b) make specific reference to elements of the interview that demonstrate or reflect these concepts.
c. If given the opportunity to do a follow-up interview, what questions might you recommend get asked (40-50 words)?

6. **Edited Oral History Final Product (group grade)**

This will be the group's best effort to create a type of StoryCorps segment! For inspiration regarding what this final project should be akin to, view examples at the following website: http://storycorps.org/listen/. Final edited interviews should be 7-10 minutes in length.

Projects will be graded based on the following criteria:

a. Creativity: Did this team do the bare minimum with this presentation or did they integrate other forms of technology in a way that is creative and engaging?
b. Presentation Design: Is the visual component of this presentation organized in a way that I can easily understand and navigate? Is there consistency in the formatting, animation, font, etc.? If electronic elements are included, do they work?
c. Accuracy and adherence to project requirements: Is the connection between the concepts and the kinship interview accurate? Did the team accurately explain how the psychological concept is related to the final 7-10 minute interview? Was a theme associated with the particular topic identified in the presentation?
d. Writing Quality: Is this presentation free of typos? Does it use proper sentence structure? Can I understand the points being made in an efficient manner (e.g., without a lot of text on the slides).

7. **Group Presentation of how Psychology is Present in the Oral Histories of Kinship Care Provider (individual grade)**

Group presentations will have 20 minutes to complete their presentations. During the presentations, each group will share their final 7-10 minute interview with the class. Remaining time will be used for the group to teach the audience (professor and classmates) 10 psychological concepts as demonstrated in the interview.

Presenters should be:
1. Professional and engaging
2. Highly familiar with each of the concepts introduced in the presentation (feel free to meet with the professor to obtain clarity about concepts)
3. Able to adequately link each of the terms to the interview that was completed
4. Familiar with the PowerPoint technology and about to navigate the presentation independently
5. Clearly integrated as a group showing that they have worked collaboratively on the final course project

Professionalism is REQUIRED. Creativity is STRONGLY encouraged and will impact the grade received.

50% of this assignment grade will be based on the actual presentation (the product itself). The remaining 50% will be based on the quality of each group member's contribution to the presentation.

6. Letter to the Interviewed Kinship care provider (individual grade)
Each group member is required to write a letter to the kinship care provider their group interviewed. Letters should address the kinship care provider specifically. Letters (150-200 words in length) should include, but are not limited to, the following:
    a. Brief reintroduction to the provider (name, major, classification, why he/she took this course)
    b. Unexpected lessons learned as a result of completing the project
    c. Summary of how the interview process was of benefit to his/her personally.
    d. Summary of how the interview process was of benefit to his/her professional growth.

Letters should be Arial font, 11 point, single spaced, 300-400 words in length. A greeting and closing should be included.

7. Peer Assessment (individual grade)
Each group member will provide feedback regarding their judgement of each group member's project completion that will be summarized to yield an overall rating on a scale of 0-100. The average of those grades (from all group members aside from the one being assessed) will be integrated into the individual's overall PACE Project assignment. This grading process will occur using a rubric that will be distributed in class.

Formatting

Aside from the group project, all written assignments should be submitted using the following criteria:

    ✓ Typed in Microsoft Word (assignments submitted as PDFs or in other formats aside from MS Word will not be graded).
    ✓ Name, Course, Assignment title included on document
    ✓ Single Spaced
    ✓ Arial, 11 point font
    ✓ 1 inch margins