

Psychology in the Media

INQ 260

Spring 2016

MWF

Block 3: 10:50-11:50 (Life Science 502)

Instructor: Dr. Gili Freedman

Office: Life Sciences 531B

Office Hours: Tuesdays 2:45-4:45 and Wednesdays 1:00-2:00 (& by appointment)

Phone: 540-375-2477

Email: freedman@roanoke.edu

About the Instructor

I am a visiting assistant professor in social psychology here at Roanoke College, and I am very excited to be guiding you in an exploration of psychology and the media. I hope that you will each take the time to visit my office and chat with me.

Course Description

How accurately do popular media sources portray current psychological knowledge? Movies, sitcoms, newspapers, magazines, and blogs often report findings from psychological science. How often do they get it right, and how often do they get it wrong? Do they manipulate findings in order to make their points? This course explores the core methodologies (observational, survey, and experimental) of psychological science by comparing and contrasting popular vs. scientific treatments of current and perennial topics within the core areas of psychology (biological, developmental, cognitive, social, and clinical). Topics will vary, but may include amnesia, school shootings, effects of Facebook use, antidepressant effectiveness, Dissociative Identity Disorder, ADHD prevalence, and self-esteem.

Learning Goals

The overarching goal of this course is for you to learn to think like a psychological scientist.

Specifically, by the end of this course, students should be able to:

- Describe and apply social science methodologies appropriate for the course's discipline and topic
- Write about course topics clearly and effectively
- Communicate effectively about the course topic in an oral format
- Critically evaluate primary sources in the field of psychology
- Identify and use reliable sources in well-organized, research-based presentations and papers
- Analyze, interpret, compare, and present media reports in relation to the primary source

Readings

- Ψ **Chapters** – Selected chapters will be assigned and posted on INQUIRE.
- Ψ **Journal Articles** – Reading that will be completed by the class will be posted on INQUIRE. Group/Individual readings will be located through database sources.
- Ψ **Media Sources** - Movies, sitcoms, news reports, newspapers, magazines, and blogs will be selected based on topics covered and be posted on INQUIRE, distributed via email, or viewed in class.
- Ψ **Resource** – Hacker, D. (2009). *Roanoke College edition: A writer's reference* (6th Ed.). Boston, MA: Bedford/St. Martins.

Assignments and Grading

Course Requirements: All assignments listed here are required to complete the course. Learning outcomes are achieved through a variety of assignments. The assignments will provide opportunities to enhance students' critical thinking, writing, and oral presentation of the representation of psychological science in the media. Further details on these assignments will be posted in INQUIRE along with grading rubrics.

- Ψ **Oral Presentation (10%)** – Students will give one individual presentation each during the semester. Each presentation will be 4-6 minutes long. The presentation will focus on a media article and the scholarly article it portrays. Students will have to summarize the scholarly article including the methods used and analyze how accurately the media portrayed the article.
- Ψ **Comparative Paper (15%)** – Students will individually write 1 comparative paper. In the comparative paper, students will compare and contrast a media report/depiction of a psychological topic to the scientific source it is based on. Students will examine the differences and the accuracy of the translation, as well as describe the methodology used in the scientific source.
 - The topic can come from biological, developmental, cognitive, social, or clinical psychology.
 - The paper must be double-spaced and 4-6 pages in length (not including the reference page).
 - Correct APA format is expected.
 - The two readings (media article and empirical article) will be turned in on March 21st and will be graded on whether each article is appropriate for the assignment and if they report on the same phenomenon.
 - A complete draft of the entire paper will be brought to class for a peer-workshop day on April 11th. It will be graded for completion (i.e., each part of the paper has to be completed at that point).
 - The final paper is due on April 22nd. Details about grading will be given during class.
- Ψ **Reflection Papers (15%)** – Students will write five 2-page (double-spaced) reflection papers. Details will be given during class.
- Ψ **Research (5%)** - Students must interact with research by reading articles about past studies and passing their comprehension quiz or by participating in current psychology studies at Roanoke College.
 - Each article quiz is worth 1% of your grade. Each hour of research participation is worth 1% of your grade. By the end of the semester you must have earned 5 percentage-points.
 - Additional information about specific articles, their quizzes, and research participation is posted on INQUIRE.

- Ψ **Quizzes (42%)** – Students will complete **6** quizzes (1 for each unit in the course). Quizzes will assess students’ understanding of the readings assigned during each unit and the information presented during class periods. Quizzes will consist of multiple-choice and short-answer questions.
- Ψ **APA Homework (3%)**: Students will complete a homework assignment in which they write APA references. Details will be given in class.
- Ψ **Final Exam (10%)** – Students will complete a cumulative final exam. The exam will cover assigned readings, topics covered during in-class discussions, and information from the homework assignments. The final exam will consist of multiple-choice, matching, and short answer questions.
 - INQ260A: The final will be on **Monday, May 2nd from 8:30-11:30a.m.**

<u>Assessment</u>	<u>Points Possible</u>	<u>Percentage</u>
Oral Presentation	90	10%
Comparative Paper	135	15%
Readings	18	2%
Draft	27	3%
Final Paper	90	10%
Reflections	135	15%
Reflection 1	27	3%
Reflection 2	27	3%
Reflection 3	27	3%
Reflection 4	27	3%
Reflection 5	27	3%
APA Homework	27	3%
Quizzes	378	42%
Quiz 1	63	7%
Quiz 2	63	7%
Quiz 3	63	7%
Quiz 4	63	7%
Quiz 5	63	7%
Quiz 6	63	7%
Final Exam	90	10%
Research	45	5%
Total	900	

Final Grades

Your final grade will be determined by adding all points earned (see above table for points possible). Letter grade cutoffs are as follows:

Final Grade	Percentage	Points
A	92-100%	828-900
A-	90-91.9%	810-827
B+	88-89.9%	792-809
B	82-87.9%	738-791
B-	80-81.9%	720-737
C+	78-79.9%	702-719
C	72-77.9%	648-701
C-	70-71.9%	630-647
D+	68-69.9%	612-629
D	62-67.9%	558-611
D-	60-61.9%	540-557
F	0-59.9%	0-539

	Date	Content Material	Quiz	Reading	Assignment Due
1	M 1/18	Intro to the course			
	W 1/20	Critical Thinking		Chocolate	
	F 1/22	More Critical Thinking!		Chocolate 2	
2	M 1/25	Finding, Reading, and Understanding Articles		Pennebaker (1979)	
	W 1/27	NO CLASS			
	F 1/29	NO CLASS		APA Handout	
3	M 2/1	APA Style & Domains of Psychology			APA HW: Print & bring to class
	W 2/3	Psychology in the Media & Presenting			
	F 2/5	Developmental Basics & Intro Quiz	Quiz 1		
4	M 2/8	Developmental in the Media: Preschool		Lehrer (2012)	
	W 2/10	Developmental in the Media: Attachment		Attachment at Hogwarts	
	F 2/12	Developmental in the Media: Gender Development		The Simpsons	
5	M 2/15	Snow Day			
	W 2/17	Media Day: <i>Hercules</i>			
	F 2/19	<i>Hercules</i> Continued & Developmental Quiz	Quiz 2		
6	M 2/22	Biopsychology Basics		Survivor	Reflection 1
	W 2/24	Biopsychology in the Media: Brain Training		Brain Gym	
	F 2/26	Biopsychology in the Media: Brain Issues and Concussions		Concussions	
7	M 2/29	Biopsychology in the Media: Drugs Start <i>Awakenings</i>		Psychopharmacology	
	W 3/2	<i>Awakenings</i> Continued			
	F 3/4	<i>Awakenings</i> & Biopsychology Quiz	Quiz 3		
8	Spring Break!				
9	M 3/14	Cognitive Basics		Shamu	Reflection 2
	W 3/16	Cognitive in the Media: Eyewitness Testimony		Eyewitness Testimony	
	F 3/18	Cognitive in the Media: Language & Lying		To Catch A Liar	
10	M 3/21	Media Day: <i>My Cousin Vinny</i>			Comparative Paper Readings Due

	W 3/23	<i>My Cousin Vinny</i> Continued			
	F 3/25	NO CLASS			
11	M 3/28	Clinical Basics & Cognitive Quiz	Quiz 4	Rosenhan (1973)	
	W 3/30	Clinical in the Media: Mood Disorders		Marbles	Reflection 3
	F 4/1	Clinical in the Media: Schizophrenia		Prime Time	
12	M 4/4	Clinical in the Media: Therapy		Boundaries	
	W 4/6	Media Day: <i>What About Bob?</i>			
	F 4/8	<i>What About Bob?</i> Continued & Clinical Quiz	Quiz 5		
13	M 4/11	Comparative Paper Workshop Day			Comparative Paper Draft Due!
	W 4/13	Social Basics		Resisting Social Influence	Reflection 4
	F 4/15	Social in the Media: Video Games		Aggression	
14	M 4/18	Social in the Media: Stereotyping and Prejudice		The Word That Shall Not Be Named	
	W 4/20	Social in the Media: Hazing		Aronson & Mills (1959)	
	F 4/22	Media Day: <i>12 Angry Men</i>			Comparative Paper Due!
15	M 4/25	<i>12 Angry Men</i> Continued & Social Quiz	Quiz 6		Reflection 5 & Research Points!
Monday, May 2nd from 8:30-11:30: Cumulative Final Exam					

Notes:

****This is a tentative guideline and subject to change as necessary to accommodate the needs of the class****

* Unless otherwise stated, all assignments and readings are due BEFORE CLASS STARTS on the due date.

Class Policies

Attendance Policy

Students are expected to come to class having reviewed the assigned material with questions to ask and ready to participate. Students will be responsible for all material covered and all announcements made, even if not in attendance. Lectures and discussions will often contain information beyond the text, thus it is recommended that students avoid absences. Attendance will be taken through in-class activities. Although these activities will not be graded, students who miss more than 3 in-class activities will receive a 5-point deduction for each additional absence. If students miss a class, it is their responsibility to obtain any missed information from fellow classmates; in-class activities, however, cannot be made up.

Expected Amount of Work

This course expects you to spend at least 12 hours of work each week inside and outside of class.

Missing Assessments

All presentation dates are final. Oral presentations cannot be made up in the event of absences. Reflection papers and the comparative paper will be accepted for 24 hours after the initial due date, but will receive a full letter grade deduction. Any assignments turned in past 24 hours of the original due date/time will be given a zero. Make-up of quizzes will be at the professor's discretion, and if granted, will occur no later than 3 days after the scheduled quiz date. Make-ups are only granted in extenuating situations (i.e., medical emergencies) and should, preferably, be taken before the scheduled quiz.

Technology Policy

This class is designed to be one of learning, inclusion, and discussion. Use of cell phones during class disrupts that atmosphere and is therefore prohibited. **Cell phones must either be off or on silent (NOT on vibrate).** If you are expecting an emergency call during class, you must tell me at the beginning of class and for that class period only your phone may be on vibrate. If you get the emergency call, you should leave class as quietly as possible to take it.

I strongly discourage the use of laptops or tablets in class because research has shown that they are not beneficial for student learning in the context of this type of class. My goal is to work with each of you to have you learn as much as possible and do as well as possible in this class. Using a laptop or tablet during class will likely thwart both of these goals. If you need a laptop or tablet for a specific reason, you can see me during the first week of school.

Grade Disputes: I am willing to discuss a grade with you during my office hours or by appointment. However, in order to be considered, you must submit any formal grade disputes to me in writing and within one week of receiving the grade. With the exception of calculation errors, no grade changes will be made to final grades at the end of the semester.

Office of Disability Support Services: I am happy to work with you to make sure that every student is on an equal playing field. If you need accommodations (or think you might) to perform your best, please talk to me at the beginning of the semester. The Office of Disability Support Services, located in the Goode-Pasfield Center for Learning and Teaching in Fintel Library, provides reasonable accommodations to students with identified disabilities. Reasonable accommodations are provided based on the diagnosed disability and the recommendations of the professional evaluator. In order to be considered for disability services, students must identify themselves to the Office of Disability Support

Services. Students requesting accommodations are required to provide specific current documentation of their disabilities. Please contact Dr. Bill Tenbrunsel, Director of the Center for Learning & Teaching, at 540-375-2247 or e-mail tenbruns@roanoke.edu.

If you are on record with the College's Office of Disability Support Services as having academic or physical needs requiring accommodations, please schedule an appointment with Dr. Tenbrunsel as soon as possible. You need to discuss your accommodations with him before they can be implemented. Also, please note that arrangements for extended time on exams, testing, and quizzes in a distraction-reduced environment must be made with the Center for Learning & Teaching at least 2 business days (M-F) *before every exam*.

Academic Integrity: (<http://www.roanoke.edu/portal/registrar/studenthandbook.pdf>)

I am very serious about academic integrity. This class is a learning community and you jeopardize both your own learning and the sense of community when you fail to uphold your academic integrity. I will not tolerate this.

Roanoke College is a learning community that places immense value upon academic integrity. It is students' responsibility to review, understand, and abide by the academic integrity policy as defined and outlined in the brochure *Academic Integrity at Roanoke College*. It is the professor's responsibility to report those who are suspected of such acts to the Academic Integrity Council.

Academic integrity violations include (but are not limited to) using unauthorized materials or devices such as cheat sheets or electronic devices (e.g., cell phones, tablets, laptops) during an examination, providing and/or receiving unauthorized assistance during an examination or on an independent assignment, allowing others to conduct research for you or prepare your work, plagiarism (*please carefully review this section in your handbook and see the professor if you have any questions*), and/or falsifying or inventing any information or citations in an academic exercise.

Student Resources:

Ψ **The Goode-Pasfield Center for Learning and Teaching** (Fintel Library)

Ψ **Writing Center** - Roanoke College's Writing Center, located on the lower level of Fintel Library, offers writing tutorials focused on written and oral communication for students working on writing assignments/projects in any field. Writers at all levels of competence may visit the Writing Center at any point in their process, from brainstorming to drafting to editing, to talk with trained peer tutors in informal, one-on-one sessions. The Writing Center is open Sunday through Thursday from 4 to 9 pm. Simply stop in, or schedule an appointment by going to www.roanoke.edu/writingcenter, where our schedule of writing workshops and creative writing playshops is also posted. Questions? Email writingcenter@roanoke.edu or call 375-4949. Like our Facebook page for updates!

Ψ **Subject Tutoring** - Subject tutoring is a CRLA Nationally Certified Program located on the lower-level of Fintel library in room 005. Subject Tutoring offers individual appointments in 30-minute intervals for Lab Sciences, Modern Languages, Math & CPSC, Social Sciences, and Business & Economics. Hours are Sunday - Thursday 4 p.m. - 9 p.m. For a list of tutorials or to make an appointment, go to www.roanoke.edu/tutoring.