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Instructor

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Navigating the course

Everything you need is in the "Modules" and "Syllabus" sections.

The Modules section contains all the units/modules for the course.

To start the course, go to Modules -->Important Information --> complete required aspects of module to be able to access the rest of the course.

E mail and communication policies, student hours, and setting up an appointment

**Student hours (for online meetings) are listed on YouCanBookMe**

I am using the site 'youcanbookme' to allow students to set up zoom meetings with me if they feel their questions cannot be answered via e mail.

You must sign up for a timeslot 12 hours ahead of time. Be mindful of your availability - if you select a meeting time and fail to attend our zoom meeting, that means you took a meeting opportunity from another student.

Make sure to check your e mail before our appointment for our zoom appointment link.

Students can expect responses via e mail between 9am and 5pm on weekdays and generally within 48 hours (excluding weekends and holidays).

If I do not respond within 48 hours, please e mail me again (check to make sure you entered the correct e mail address). I am not ignoring you. It is consistently an issue with CSUB outlook that e mails are not received until several hours or even days after they are sent.

Never e mail assignments to me (e.g. if you are having difficulty with an online submission) unless I ask you to do so; it is very easy to forget or misplace such e mails. I also prefer to have all submissions in a permanent, easily searchable space. Furthermore, I often use rubrics and specific grading functions embedded in the course website to provide feedback. I am not able to do so when files are e mailed to me. I will not accept assignments via e mail.

Do not use the chatroom or comment features in Canvas assignments or quizzes to ask questions about assignments or feedback. It is very easy for me to miss these and I don't always get notifications about them, therefore your questions/comments may never be replied to. Instead, e mail me directly.

Objectives and goals of the course

This is a senior level course. Although the course has relatively few lectures to watch, students are expected to put in the required hours considered average/normal for classes towards the course. Below is a copy and paste from the [CSUB student handbook. (Links to an external site.)](https://www.csub.edu/admissions/_files/myRunnerHandbook.pdf)

**"Adjust to a college schedule. You won’t spend all day in classes like you did in high school. The majority of your work will be done OUTSIDE of class. Expect to spend six to nine hours a week studying outside of class for every three unit course you’re taking."**

Generally, students are expected to spend 2.5 hours in lecture and 6-9 hours for homework and studying **per class** in college. Because this is a seminar rather than lecture course, however, students can expect to to incorporate the 2.5 hours normally reserved for lectures into their reading, writing, and studying time for this course.

Senior Seminar courses are designed to incorporate major areas of psychology under a particular theme. In the CSUB psychology department, our “Area A and B Foundation/Core Courses” represent the major areas of psychology. These courses include:

Area A
PSYC 2230, Biological Psychology
PSYC 3210, Principles of Learning
PSYC 3220, Sensation and Perception
PSYC 3240, Cognitive Psychology

Area B
PSYC 2250, Lifespan Development
PSYC 3250, Child Psychology
PSYC 3260, Social Psychology
PSYC 3270, Abnormal Psychology
PSYC 3280, Personality

Students within the major have to complete at least 2 courses in each of these areas.

This Senior Seminar course incorporates information relevant for many Area A and B courses with an overarching theme of health/wellbeing. Many of these topics interact with each other within our readings and documentaries. For example, when we are covering topics like racism and health, information from previous classes you've had that were related to biology (the physical aspects of stress), abnormal (the psychological toll of racism), and social (the societal perpetuation of racism) interact to affect the health of minorities. In general, we are viewing many of these issues through a “biopsychosocial” lens. This means we are looking at how bodies/biology, internal processes (cognitions, personality, etc.), and our social environment interact to influence our health and wellbeing. The Area A and B classes can be divided among these biological, internal, and social domains.

This course will also promote learning in several of the Psychology Department’s Goals and Objectives. Emphasis will be placed on the following (adapted from the information at http://www.csub.edu/psychology/mission/index.html):

Goal 1: Knowledge base of psychology

Goal 2: Research methods in psychology

Goal 3: Critical thinking skills in psychology

Goal 4: Applications of psychology

Goal 5: Values in psychology

*All of these are assessed via discussion boards, assignments, and writing requirements.*

Course requirements

Because students have taken research methods and this is a senior level class, I expect that they should know APA style by now. They should also be familiar with how an APA style paper is written and set up considering that part of this course and many past psychology courses requires reading research articles and, oftentimes, writing APA style papers. If a student has not had a course involving APA style instruction, I suggest visiting the Purdue Owl website on APA style and accessing the APA style manual (6th  or 7th  edition is fine), as well as contacting the Psychology Tutor who will be working with the Social Sciences and Education tutoring center. You can visit this page to find info about the tutoring center:  [https://www.csub.edu/admissionsandaid/studentsupportprograms/tutoring/index.html (Links to an external site.)](https://www.csub.edu/admissionsandaid/studentsupportprograms/tutoring/index.html) . Look for the “Social Sciences & Education Tutoring Center” on the page to see their e mail address and available tutoring hours (which may be updated after the semester starts).

GE Requirements:

This course provides a holistic integration of students’ university experience and reinforces their oral communication skills in preparation of completing their studies at CSU, Bakersfield. Students may take this course within their major if the student learning outcomes of the capstone course are embedded in the Senior Seminar of their major. Theme-based capstone courses of 1-3 units will also be available for students.

Goal 1. Students will articulate how their foundational skills, other General Education coursework, and other major and minor coursework has prepared them for their career and will help or has helped them achieve other life goals.

* Outcome 1A. Students will articulate how their foundational skills and other General Education coursework has prepared them for their career and will help or has helped them achieve other life goals.
* Outcome 1B. Students will articulate how their major and minor coursework has prepared them for their career and will help or has helped them achieve other life goals.

***These goals are assessed with the GE/Capstone Goal 1 assignment.***

Goal 2. Students will demonstrate proficiency in critical thinking, information literacy, oral communication, written communication, and quantitative reasoning.

* Outcome 2A. Students will demonstrate critical thinking, information literacy, oral communication, written communication, and quantitative reasoning skills appropriate for a bachelor degree.
* Outcome 2B. Students will create and deliver an effective oral presentation in a professional manner using information and techniques appropriate for the subject and audience.

***These goals are assessed via the summaries assignments, the final paper, and the final presentation***

Capstone Course Requirements

1. Contain assignments that require students to reflect on their overall general education experience and provide the opportunity for students to show how the study of the arts, humanities, natural sciences, social sciences and behavioral sciences relates to their achievement of the bachelor degree.
	1. ***These goals are assessed with the GE/Capstone Goal 1 assignment.***
2. Contain assignments that require students to demonstrate proficiency in critical thinking, information literacy, oral communication, written communication, and quantitative reasoning and evaluate student work using rubrics containing the essential dimensions identified by GECCo.
	1. ***These goals are assessed with summaries assignments and the final paper.***

3. Have oral communication assignment(s) that constitute(s) at least 25% of the grade for the course.

* 1. ***This goal is assessed with discussion boards and the final presentation.***

Pre-requisites and required knowledge, minimum technology requirements

 At least 90 units and completion of JYDR. Satisfies general education requirement Capstone.

You must have the ability to record yourself. As a capstone course, 25% of students’ grades must come from oral communication. Because we are an online asynchronous class, this means you will have to record yourself for discussion boards and presentations. Information on how to do so using canvas recording features for discussion boards and assignments is available in the “Important Information” introductory module. You can also find information here: [https://community.canvaslms.com/t5/Student-Guide/How-do-I-record-a-video-using-the-Rich-Content-Editor-as-a/ta-p/432 (Links to an external site.)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-record-a-video-using-the-Rich-Content-Editor-as-a/ta-p/432) . This means you need access to a webcam and a microphone. Any assignment that requires a recording must involve both video and audio.

You must have the ability to open pdfs, word documents, and watch videos.

You must have the ability to access the Walter Stiern online library resources as some of our assignments require visiting links to library resources where students will have to sign in.

Textbook and lecture information

**There is no required textbook. Video lectures are provided on the course website within each module with which they are associated.  Any required readings are also assigned within the modules or assignments for which they pertain.**

How course work is graded

You can keep track of your grades in our course website. You can even perform "what if?" calculations by going into canvas and tinkering around with ungraded assignments by entering possible points you might get to see how they could affect your final grade. If you have any questions about your grades, please feel free to ask me. Assignments in the course are weighted. This means that no matter how many points an assignment contains, it is worth a specific pre-determined percentage of students’ grades.  For example, the Topic Assignment could be worth 200 points or 5 points, but either way it still only makes up 5% of your grade. See the information on the course website to view the breakdown of weights for each course component. This can be found on the syllabus page and in students' grades section.

Final grades will be assigned on the following scale:

A = 93 – 100%

A- = 90 – 92.9%

B+ = 88 – 89.9%

B = 83 – 87.9%

B- = 80 – 82.9%

C+ = 78 – 79.9%

C = 73 – 77.9%

C- = 70 - 72.9%

D+ = 68 – 69.9%

D = 63 – 67.9%

D- = 60 – 62.9%

F = 59.99% and below

I do not curve grades. Curving actually means assigning the 10% highest-scoring students an A, the next 10% highest-scoring students a B, the 60% middle range students a C, and dividing the remaining 20% between D’s and F’s. Students’ grades can actually *be brought down* through curving.

I also do not “bump up” grades.

**If a student asks me for extra credit, to round up their grade, etc., I will deduct AT LEAST 1% from their overall grade.** I have made it clear that I do not accept grade haggling.  Respect my time and your fellow classmates who earned their grades without persuasion.

Contesting a grade or asking for additional feedback

If a student has an issue with a grade they should contact me within a week of receiving a grade. Students should wait until they actually receive a grade (either a 0 or some other grade) as it can take a while to grade items. If something is marked as ungraded, do not e mail me to contest the grade because "ungraded" (not having any score at all) means it has not been graded yet. There is no grade to contest. Wait until you get an actual grade. I expect students to regularly look at feedback and keep up with their grade.

Attendance

Attendance is not taken in this course.

Late and make-up work

Students are deducted 50% of the points for an assignment for each that day passes after the due date. This essentially means that students can turn in late assignments one day late.

Because this is an online class, assignments are open for multiple days and all due dates are listed ahead of time, I will accept no excuses to turn in an assignment late for full credit. All late assignments (discussion boards, other assignments) are automatically 50% off regardless of the reason they are late - no exceptions. There will also be no allowance for extensions.

Exercises and assignments

All class materials should be submitted as .doc/.docx files (unless otherwise specified). If a file is not submitted in the above formats, the student will receive a 0 on the assignment with no opportunity for resubmission.

Do not change the format of assignments - I will deduct points if you do. Due dates can be found on the syllabus page.

Throughout the course, students will have several modules that involve reading, summarizing, synthesizing, and discussing articles and documentaries. These are broken down into summaries assignments and discussion boards. Each module has a summaries assignment and discussion board. The summaries assignment contains the readings and/or documentaries for that module. It is also where students submit their summary and synthesis document for that module's readings. The discussion board is a place for students to upload discussion videos concerning at least 1 reading or documentary, as well as reply to other students' uploads.

Information on how to complete summaries assignments can be found here: <https://csub.instructure.com/courses/11375/pages/how-to-do-summaries-assignments?module_item_id=405733>

Information on how to complete discussion boards can be found here: <https://csub.instructure.com/courses/11375/pages/how-to-do-discussion-boards?module_item_id=405751>

Both of these guides are in the introductory/important information module that students have to complete before accessing other course materials.

Major Paper

I want you to pick a group of people or a public health issue and review literature that provides evidence from a biopsychosocial perspective of the issue. Examples could be how racism affects the health of Black, Hispanic, Indigenous etc. people in the U.S. How sexism affects the health of those identifying as feminine or masculine (e.g. affecting men via toxic/hostile masculinity). How transphobia affects the health of transgender individuals. How poverty affects the health of the impoverished (you can even find studies on particular impoverished groups, like individuals living in the Appalachias). How stigma affects the health of those with mental health issues (in general or for specific mental health issues). You can write your paper on topics we cover throughout the semester. You can use sources I've provided in your review. You can also write your paper on topics we haven't covered.

The final paper will be completed in several steps:

1) Topic Assignment

In the Topic Assignment you will tell me what your topic of interest is and provide a brief background on your topic. You will talk about the aim of the review and what your proposed conclusions are. More information will be provided in the Topic Assignment file on Canvas.

2) Final Paper

You will tie in readings you’ve selected from the weeks throughout the course with readings you have found on your own (or chosen from supplementary readings) to create a cohesive and coherent review. The readings you select from the course can be both readings that were part of the Summaries Assignments or readings that are part of background/supplementary materials pages. Your Final Paper review needs to be at least 20 pages (this includes title page, abstract page, and references), and needs to be in APA style (6th or 7th edition is fine).

3) Final Presentation

The Final Presentation will be a recording that you upload to Canvas to the appropriate assignment. This presentation also satisfies the Capstone requirement for oral competency.

A note about “pre-grading” assignments

I don’t pre-grade things like exams or quizzes and allow students to correct errors before turning them in for any class - and I imagine no student would consider asking a professor to do so - so the same goes for assignments. The goal of assignments is to gauge your understanding of the material and encourage active engagement with the class and course material. Assignments are an assessment of your understanding and engagement in class. I simply do not have time to grade items twice for students. If you have specific questions before you turn in an assignment, want clarification on something, or want to discuss aspects of assignments - feel free to ask. I am more than happy to answer specific questions or clear things up for you.

However, I will not grade your assignment for you before you turn it in. For your major paper, I will help you with conceptual issues, but the goal of the major paper assignment is for you to show me what you learned.

Withdrawal

The last day to withdraw from the course without receiving a "W" on your transcript is **listed on the CSUB website here:** [https://www.csub.edu/facultyAffairs/Academic\_Calendars/index.html (Links to an external site.)](https://www.csub.edu/facultyAffairs/Academic_Calendars/index.html) . After this, you must have a serious and compelling reason to withdraw from the class, information of which also has a deadline listed in the above-linked website. ‘Serious and compelling’ withdrawals are only granted if 1) the student has completed at least half of the coursework and has earned passing grades in that work, 2) a ‘serious and compelling’ reason for being unable to complete the work develops, and 3) if the chair of the department and the dean of the school agree that the situation warrants a withdrawal.

Academic integrity

Academic misconduct is considered a serious offense and repercussions for such behavior can be severe. Academic misconduct includes such things as cheating on exams or quizzes, allowing someone to cheat off your exam or quiz, acts of plagiarism (e.g. using someone else's ideas as your own without providing a citation, buying a paper online, etc.). You can read more about Academic Integrity in your student handbook or course catalog. If you commit an act of academic misconduct, expect to receive a zero for the assignment and an F in the course; I am also obliged to forward the information to the Dean of Student Life. If misconduct occurs more than once, you may be referred to a disciplinary board and possibly may be expelled from the university. Please do not take this chance. It truly is not worth the risk.

Academic support

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Disenrollment policy

The instructor reserves the right to disenroll students who disrupt class, fail to respect others' confidentiality and privacy, or create an unsafe learning and working environment for others.

Student Mental Health Services

Life is hard and college can make it harder. Research shows that college students commonly report high levels of stress, feelings of hopelessness, pain, and sadness. If you feel overwhelmed, you’re not alone and you shouldn’t feel ashamed, but you should try to get help because you don’t deserve to feel that way. Below is a link to the CSUB counseling center where you can find resources for mental health services. Be as well as you can.

[https://www.csub.edu/counselingcenter/ (Links to an external site.)](https://www.csub.edu/counselingcenter/)

Course schedule

The course schedule can be found on the syllabus page in Canvas. Due dates can also be viewed in students’ grades sections. Students are responsible for keeping up with due dates for assignments, quizzes, and exams.

Due dates may change and assignments may be added or removed. If there is any alteration, students will be notified.

Here is a tutorial on setting up alerts:

[https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434 (Links to an external site.)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434)

Below is a video on how to set up alerts for your account in canvas about assignments, feedback, etc.

<https://csub.techsmithrelay.com/connector/embed/index/3X8s>