

program will be constructed (i.e., it's worth the time and effort). There are a variety of quality activities that would count for this participation which are listed below. These requirements will be further discussed in class and on an individual basis.

Students will need to keep a log of each day of laboratory participation. Document the amount of time worked and the tasks accomplished. Make sure to include the name of the faculty member or supervisor of the laboratory. These supervisors may be contacted at the end of the semester to help assess the quality of your participation and thus, determine your final participation grade. All laboratory work must be completed by Friday, April 28th. Final laboratory reports are due at the beginning of class on **Monday, April 24th**.

Participation may be defined in the following ways:

- Shadowing an established researcher in the lab (graduate student or advanced honors student)
- Interviewing established lab team members to learn more about the lab's theoretical framework, research methodology and/or current projects
- Attending laboratory meetings (with the permission of the faculty advisor)
- Actively assisting in research (data entry, running subjects, analyzing data, etc)
- Other activities may qualify as participation, as long as the student and faculty agree in advance.

Please be sensitive to the fact that some faculty members require a specific time commitment from students who work in their laboratories. Ask permission to participate, be clear about the extent of your participation, and be aware of faculty expectations. Use these interactions to polish your professional social skills.

30 points: Two "Thought" Papers

You will be required to write two 15 point "thought" papers. These papers will require a careful consideration of the current state of the field of psychology. *You are encouraged to discuss the paper topics with faculty members, community professionals, graduate students and/or other students.* Although ***only you*** should write the paper, ideas can be gathered from many sources. Please do not send out mass e-mails to faculty members asking them questions. You should make appointments or use other opportunities to discuss the topics in person.

Papers should be 3-5 pages, double-spaced and typed. Papers will be graded based on the following: ideas, thoughtfulness, organization, supporting ideas, logic and spelling/grammar. Late papers will be penalized two points for each day beyond the deadline. A paper submitted after the start of class on the assigned date will be considered one day late. Late papers should be placed in my mailbox (Chrosniak) in David King Hall or submitted during class time. Please do not e-mail papers.

You should **bring 17 copies of your paper to class on the scheduled due date** in order to distribute them to the instructor and to your classmates. During scheduled 'discussion days,' we will discuss the different perspectives addressed in these papers. You are expected to come to class prepared to discuss any and all of your classmates' papers.

PAPER #1: Due Wednesday, February 15th

What is (are) the goal(s) of psychology? Is one more important than the other? How are they accomplished? Is the field of psychology doing a good job of meeting these goals? Where are we headed in the future?

PAPER #2: Due Wednesday, March 1st

Psychology is sometimes considered a social or "soft" science. There is often a line drawn between research within the field of psychology and research in the "hard" science fields, such as biology, chemistry, or physics. Why is this distinction drawn? Is it an appropriate division? Why or why not?

20 points: Introduction to Honors Thesis (Draft 1): Due Monday, April 17th

The thesis draft (3-5 pages in length) should be a preliminary introduction section for your honors project. In order to write this paper, you will have to choose a specific topic of interest. You do not need to know the precise methodology you plan to use; however, you do need to have a narrow, achievable (albeit, tentative and early) project goal. The introduction section will summarize the research that has been done in your general area of interest and should be written in APA style.

Start with an opening paragraph that defines the general topic of interest to you. Then, begin with broad ideas and move to more specific ideas and research examples. Studies that are particularly relevant to the study you plan to do probably will require a paragraph or two of explanation each. Aim for around 4-7 references cited at this point. Some will be only mentioned to support a point. Others will be described in a paragraph or two as part of the rationale for your study.

You may want to refer to published journal articles to give you an idea of how an introduction should be written. However, keep in mind that theses are generally longer and more detailed than published papers. Whereas a published paper may mention a relevant study, in a thesis, that study might require a paragraph of explanation. Your job in your thesis is to demonstrate

to your committee that you 1) are knowledgeable about the research that has been done in your area of interest, 2) can communicate that information to an educated audience in a scientific manner, and 3) are able to justify the need/purpose of your own study. Sample theses can be found in the Honors Library in David King Hall 2051.

20 points: Introduction to Honors Thesis (Draft 2): Due Monday, May 1st After receiving feedback on the first draft of the introduction, you will have the opportunity to improve and expand on that draft. If you plan to continue with your original topic, your paper should be expanded to approximately 8-10 pages in length, and should include about 10-15 references. You also have the option of changing topics at this point. If you do so, follow the guidelines for draft 1 on your new topic.

By the end of the semester, you should have a tentative idea of which faculty members you might want on your committee. (Hopefully, you have been talking with the faculty member and have developed some sort of relationship but your decision does not have to be firm at this point.) List the faculty members whose research interests you on a separate sheet of paper and submit it with draft 2.

Class Schedule:

Attached you will find a tentative class schedule. The schedule will be updated throughout the semester, and revised versions will be distributed during class time and by e-mail. Students are responsible for knowing the updated information, including reading assignment and class location.

Graduating with Honors:

Students must finish the honors program with at least a 3.5 grade point average (GPA) across their three honors courses (i.e., Honors I, Honors II, and Honors III) in order to graduate with honors. In addition, students must maintain an overall GPA of at least 3.25 and a psychology GPA of at least 3.4.

Last Day to Add (Full Semester Course)	February 7, 2006
Last Day to Drop (Full Semester Course)	February 24, 2006
Elective Withdrawal Period (Full Semester Course)	February 24, 2006

Additional Information:

If you are a student with a documented disability and require some academic accommodation, please see me and contact the Disability Resource Center (DRC) at (703)993-2474. All academic accommodations must be arranged through that office.

TENTATIVE SCHEDULE - SUBJECT TO CHANGE

Honors Class, Spring, 2006

(Updated versions will be distributed throughout the semester)

DATE:	SPEAKER or ACTIVITY:	REQUIRED READING(S) & SPECIAL LOCATIONS:
1/23-25	Welcome and Orientation	
1/30 (Mon)	Debbie Boehm-Davis (Human Factors)	Improving Product Safety and Effectiveness in the Home (2005) Debbie Boehm-Davis (Book Chapter)
2/1 (Wed)	Robert Smith (Biopsychology)	Animal Models of periadolescent substance abuse (2003) <i>Neurotoxicology and Teratology</i> , 25, 291-301.
2/6 (Mon)	Lois Tetrick (Industrial/Organizational)	TBA
	Lou Buffardi (Industrial/Organizational)	TBA
2/8 (Mon)	Susanne Denham (Applied Developmental)	Social-emotional learning in early childhood: What we know and where to go from here (2005). S. Denham & R. P. Weissberg. (Book Chapter)
2/13 (Mon)	James Sanford (Applied Cognition)	False Memory Readings TBA
	Mike Hurley	Reading TBA
	Visit by Psi Chi Officers	
2/15 (Wed)	Jane Flinn (Biopsychology)	Reading TBA
2/15 (Wed)	Adam Winsler (Developmental)	Overt and covert verbal problem-solving strategies: Developmental trends in use, awareness, and relations with task performance in children ages 5-17. (2003) <i>Child Development</i> , 74, 659-678. (available online)
	Paper #1 due (Bring 17 copies to class)	
2/20 (Mon)	June Tangney (Clinical)	Tangney, Mashek, D. & Stuewig, J. (manuscript). Working at the social-clinical-community-criminology interface: The GMU Inmate Study
2/22 (Wed)	Jon Mohr (Clinical)	Reading TBA
2/27 (Mon)	Discussion of Paper #1	
3/1 (Wed)	Johannas Rojahn (School Psychology)	TBA
	Paper # 2 due (Bring 17 copies to class)	
3/6 (Mon)	Discussion of Paper # 2	
3/8 (Wed)	TBA	

3/13-3/15	SPRING BREAK-NO CLASS
3/20 (Mon)	TBA
3/22 (Wed)	Discussion of Research Papers Writing workshop
3/27 (Mon)	TBA
3/29 (Wed)	Class Discussion
4/3 (Mon)	TBA
4/5 (Wed)	Discussion Day More on writing in APA format
4/10 (Mon)	TBA
4/12 (Wed)	TBA
4/17 (Mon)	Thesis Draft #1 Due (bring 1 copy to class)
4/19 (Wed)	TBA
4/24 (Mon)	Final Lab Report/Logs Due Discussion of projects and papers Return Thesis Draft #1
4/26 (Wed)	Thesis Draft #2 Due (bring 1 copy to class)
5/1 (Mon)	Discussion of Thesis Drafts
5/3 (Wed)	Last Day of Class