



**PSYCHOLOGY IS  
EVERYWHERE!!!**

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Psychology Today

**PURPOSE:** TO INCREASE AND ENHANCE YOUR UNDERSTANDING OF CURRENT RESEARCH IN THE WIDE AND VARIED FIELDS OF PSYCHOLOGY AND TO DEMONSTRATE YOUR UNDERSTANDING OF THE RESEARCH AND ITS IMPORTANCE IN THE SCIENTIFIC COMMUNITY AND BEYOND.

FOR EACH OF THE ARTICLES THAT YOU READ, WHETHER SPECIFICALLY ASSIGNED OR TO FULFILL YOUR TERM REQUIREMENTS, YOU SHOULD STAY FOCUSED, READ AND RE-READ WHEN NECESSARY AND APPROPRIATE, AND READ FOR DEEP UNDERSTANDING. REMEMBER, MATURE READERS DO NOT SAY “I DON’T GET IT, ANY OF IT” AND MOVE ON.

IN ORDER TO RECEIVE FULL CREDIT FOR THE ASSIGNMENT (WHICH WILL DIFFER, DEPENDING UPON THE ARTICLE) YOU SHOULD THOUGHTFULLY AND THOROUGHLY COMPLETE THE FOLLOWING:

**HEAD YOUR PAPER WITH YOUR NAME, ARTICLE NAME, MAGAZINE/WEBSITE NAME, DATE IF AVAILABLE**

**1. SHOW EVIDENCE OF GENERAL UNDERSTANDING**

IDENTIFY THE MAIN IDEA OF THE ARTICLE. COVER INFORMATION SUCH AS “WHAT IS THE NEW DISCOVERY?” “WHY IS IT IMPORTANT?” “DOES IT DIFFER FROM PREVIOUS SCIENTIFIC UNDERSTANDING AND IF SO, HOW?” “WHAT RESEARCH METHOD(S) WERE USED,” AND PERTINENT INFORMATION SUCH AS IV/DV, POPULATION, SAMPLE, CORRELATIONS, ETC.

**2. MARK YOUR CONFUSION**

IDENTIFY PARTS OF THE ARTICLE THAT RESULTED IN CONFUSION FOR YOU. READ AND RE-READ THE AREAS THAT CAUSED YOU CONFUSION. BE METACOGNITIVE AND REFLECT ON WHAT CONFUSED YOU, HOW YOU TRIED TO WORK THROUGH YOUR CONFUSION, AND WHETHER OR NOT YOU WERE ABLE TO GAIN A GREATER UNDERSTANDING OF THE AREAS THAT CONFUSED YOU. LIKE ANY OTHER SKILL, ONE MUST WORK ON AREAS THAT ARE INITIALLY DIFFICULT IN ORDER TO IMPROVE. DO NOT SIMPLY “GIVE UP” IF YOU ARE INITIALLY CONFUSED. THIS PART OF YOUR REFLECTION SHOULD BE INTROSPECTIVE, DISCUSSING YOUR EXPERIENCE WITH THE TEXT AND HOW YOU TRIED TO UNDERSTAND IT.

**3. EXTEND YOUR UNDERSTANDING**

IF THE MAIN TOPIC OF THE ARTICLE ***HAS BEEN*** ADDRESSED IN CLASS:

- ✓ HOW DOES IT SUPPORT, REFUTE, OR ENHANCE YOUR EXISTING UNDERSTANDING OF THE TOPIC? ***USE DETAILS AND EXAMPLES FROM THE TEXT AND BEYOND TO SUPPORT YOUR ANSWER.***

IF THE MAIN TOPIC OF THE ARTICLE ***HAS NOT BEEN*** ADDRESSED IN CLASS:

- ✓ WHAT NEW KNOWLEDGE, TOPIC PERTAINING TO THE MIND AND/OR BEHAVIORS OF PEOPLE, HAVE YOU GAINED FROM THE ARTICLE? ***USE DETAILS AND EXAMPLES FROM THE TEXT AND BEYOND TO SUPPORT YOUR ANSWER.***
- ✓ WHAT LINE OF QUESTIONING DOES IT RAISE IN YOUR MIND? (WHAT MORE DO YOU WANT TO KNOW ABOUT THE TOPIC?)

YOUR COMPLETION OF THIS ASSIGNMENT SHOULD CLEARLY DEMONSTRATE THE FOLLOWING:

- ✓ YOUR UNDERSTANDING OF THE MAIN IDEA OF THE ARTICLE.
- ✓ YOUR UNDERSTANDING OF HOW THE INFORMATION CONTAINED IN THE ARTICLE FITS INTO THE CLASS AS A WHOLE, INCLUDING YOUR TEXT, OUR DISCUSSIONS, AND THE INSTRUCTOR’S PRESENTATIONS.
- ✓ YOUR ABILITY TO BE METACOGNITIVE, AND EXAMINE YOUR PROCESS OF READING, WHERE YOU STRUGGLED, AND HOW YOU REACTED TO YOUR STRUGGLES.

<p>30 points – 30-29 pts 20points – 20-19 pts 10 points – 10-9 pts</p> <p><b>“ABOVE AND BEYOND EXPECTATIONS”</b></p> <p><i>“I wanted to do my best possible work, learn more about the topic, and I took the time and effort to do so.”</i></p>	<p>30 points – 28-24 pts 20 points – 19-16 pts 10 points – 8-7 pts</p> <p><b>“CLEARLY AND EFFECTIVELY MEETS ALL EXPECTATIONS”</b></p>	<p>30 points – 23-10 pts 20 points – 15-8 pts 10 points – 7-4 pts</p> <p><b>“APPROACHING MEETING ALL EXPECTATIONS; INCOMPLETE - BUT SURPASSING 50% ”</b></p> <p><i>“I wanted to get the assignment done to get the points and so I didn’t have to worry about it anymore.”</i></p>	<p>30 points – 9-0 pts 20 points – 7-0 pts 10 points – 3-0 pts</p> <p><b>“NOT UP TO EXPECTATIONS; INCOMPLETE - LESS THAN 50%”</b></p>
<ul style="list-style-type: none"> <li>• Effort <u>clearly exceeds</u> expectations of an introspective, thoughtful response to all of the points specified in the directions.</li> <li>• Response <i>clearly, thoroughly and accurately</i> discusses all three areas of focus, <i>regularly</i> utilizing appropriate, academic vocabulary for the subject/topic.</li> <li>• 100% complete</li> </ul>	<ul style="list-style-type: none"> <li>• Effort <u>that clearly meets</u> all expectations of an introspective, thoughtful response to all of the points specified in the directions.</li> <li>• Response <i>clearly, thoroughly and accurately</i> discusses all three areas of focus, <i>regularly</i> utilizing appropriate, academic vocabulary for the subject/topic.</li> <li>• 100% complete</li> </ul>	<ul style="list-style-type: none"> <li>• Some effort to meet the expectations of an introspective, thoughtful response to all of the points specified in the directions.</li> <li>• Response <i>somewhat</i> discusses most of the three areas of focus with some inaccurate or incomplete information.</li> <li>• Utilizes <i>some</i> appropriate, academic vocabulary for the subject/topic.</li> <li>• &gt; 50% complete</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no effort to meet the expectations of an introspective, thoughtful response to all of the points specified in the directions.</li> <li>• Response <i>barely</i> discusses some of the three areas of focus, with inaccurate or incomplete information.</li> <li>• Utilizes <i>little or no</i> appropriate, academic vocabulary for the subject/topic.</li> <li>• &lt; 50% complete</li> </ul>

**THERE MAY BE TIMES WHEN WE HAVE A SOCRATIC SEMINAR THAT REVOLVES AROUND THE ARTICLES THAT YOU WILL BE READING. THESE INSTANCES WILL BE ANNOUNCED IN ADVANCE. WHEN THIS OCCURS YOU WILL BE RESPONSIBLE FOR (AND AWARDED POINTS FOR) COMING PREPARED WITH THE FOLLOWING:**

- ❖ 2 conversation starters that you feel would get your peers interested in the topic of your article, involved in a discussion about your article, and would lead to a lively discussion about the topic of your article.
  - *You may want to consider how the information in the article may affect your peers, your family members, how people interact with one another, existing laws or regulations (and the possibility of eliminating, strengthening, or modifying them,) how to plan for your future, how to make adjustments in the present, how to process and consider events from the past, etc.*
- ❖ One of the 2 conversation starters must suggest a topic for discussion that can be discussed even if a student had not read the article.
  - *For this, you may want to share the basic information, and ask for opinions, experiences, emotions tied to the information that you will share. Remember, for this question, assume that no one else has read the article, so you need to generate interest in what you have to share, so that some other students can discuss it.*

