

3750 Topics in Psychology Syllabus

1

Verbal Behavior

Intro

This course has been designed for the general student population, not just psychology majors. Success on various activities in the course earn credits, and the total of these credits produces one's grade. Oral communication assignments make up 8 of the 13 possible credits. This course serves as an **oral intensive** component of the **General Education Requirements (GER)**.

Basis of Grade

Credits for the course grade occur as shown below. Page reference tells where details about each task may be found. ANY ORAL PRESENTATION NOT DONE: deducts a credit from Credit total.

Credits	Task	Page
1-3	Success on Thoroughness, Reliability, and Initiative Behaviors	2, 3
1-4	Oral fluency on 2 decks of SAFMEDS with classmate and professor	4
1	3:1 success ratio on weekly timed Free-Writes	5
1	3:1 success ratio on Free-Say class discussions held each session	6
1	Success on written Basic Concept Free-Write	7
1	Success on Verbal Monitoring Project including oral presentation	8
1	Success on Readings Research Project including oral presentation	8
1	Success on Print Media Project including oral presentation	8

Course Grade

Course grades will be earned as follows:

Credits Earned	Grade
12-13	A
9-11	B
6-8	C
4-5	D
0-3	F

TRIP Log

We use the acronym TRIP standing for "thoroughness," "reliability," "initiative" and "problem solving." These concepts summarize the behaviors we will monitor through a simple system of checks and misses on a TRIP Log. You keep the Log in a manilla folder which you pick up when you come to class and leave when you depart.

Letter	Action Aim
T	Thorough behavior checks outnumber Xs three to one
R	Reliable behavior checks outnumber Xs three to one
I	Initiative: checks outnumber Xs three to one
P	Problem solving by monitoring and charting behaviors; by gathering info, by responding through speaking and writing, by earning credits, by incorporating into life skills

Thoroughness, Reliability, and Initiative

Thoroughness

You display thoroughness by:

Behavior	Aim	TRIP Log letter
Draw an Info Map or Memory Map for each reading for each class session	One map for each session assignment from each text	1-4 ✓ if done 1-4 Xs if missed or not done on time
Free-Write (allowed to redo misses or mess ups at frequency of 1/day after class)	Organized prioritized outline summary of each assigned reading done in a 3-minute in-class timing on each text	1-4 ✓ if success 1-4 X if missed or below aim
Hold/See Front/Say Back/Turn Green or Red SAFMEDS	A per minute aim increases each day until fluency aim occurs (see Daily Timing Record Sheet)	✓ if meet the aim for the day on Green deck ✓ if meet aim for day on Red deck Otherwise: X on either
Multiple of 10 timings on one day on one deck	Up to you on how fast you want to get these tasks finished and how many pts. you want to earn	Score only if credit earned; never an X here; #= the number of timings ÷ 10

Reliability

You display reliability by:

Behavior	Aim	TRIP Log Letter
Come to class	Each day class meets	✓ = you were there (otherwise 4X)
Bring materials	All needed materials including DTRS, SCC, pencil, green and red SAFMEDS	✓ = you brought everything needed (otherwise X)
Stay in class	Until dismissal	✓ = made it to the end (otherwise X)
Practice and record SAFMEDS outside of class	At least one timing on each deck every day of the week	✓✓ = did both decks and recorded every day since last class (or else X, XX or ✓X)
Monitor both decks of SAFMEDS on SCC	Basic and eventually Advanced charting of both decks	✓✓ = monitored each day on SCCs and have all charting requirements (otherwise XX, ✓X)

Continued on next page

Initiative

You display initiative by:

Behavior	Aim	TRIP Log Letter
Getting to class on time	In seat before end of "resonant tuning"	√ = got here on time X = late to class
Volunteering 1 or more responses for every 8 minutes of class discussion on text readings	Frequency of .12 or greater (responses/minutes)	√ = achieved needed frequency X = too few responses
Finishing projects with presentations before deadline	Redo until finished; finish as soon as possible	# = bonus for each project on day finished successfully*
Finishing Green SAFMEDS; Finishing Red SAFMEDS	50 per minute or better with 5:1 or better accuracy (20 sec. timing). Or 60 per minute hits (no accuracy requirement)	G# = Green bonus points* R# = Red bonus pts.*

* see Course Calendar on page 10 for bonus amounts that occur on a particular day

SAFMEDS (Interpersonal Communication)

4

Intro	<p>SAFMEDS (Say All Fast Minute Each Day Shuffled) provide the course facts or ideas that the professor wants you to learn fluently.</p> <ul style="list-style-type: none">• Each card contains a brief statement which you see on the front• You attempt to say the correct response which appears on the back• Studying the cards involves reading, comparing, sorting, etc.• Timings involve holding the deck and performing under a time limit
Overview	<p>The SAFMEDS task serves several functions within the course. The learner:</p> <ul style="list-style-type: none">• experiences interpersonal communication as both speaker and listener• establishes fluent behavior on course material through daily practice• experiences “performing under pressure” in one-on-one situations• experiences first-hand how nonfluent behavior blocks one’s performance• experiences first-hand how fluent behavior facilitates one’s performance
Timings	<p>The preferred method of SAFMEDS practice involves timings.</p> <ul style="list-style-type: none">• You prepare for a timing by shuffling the <u>entire deck</u>• Take enough cards off the top to last you for the timing duration• Most timings will last for 20 seconds• Hold the cards in one hand and prepare to turn them with the other• Set a timer and start the timing• See the front of the card and say the answer, then turn the card• A counter will score your responses as “hits” or “Xs” on in-class timings
Monitoring	<p>You monitor SAFMEDS timings each day of the week on a DTRS (Daily Timing Record Sheet). Monitor each SAFMEDS deck as follows:</p> <ul style="list-style-type: none">• Keep track of the number of timed timings you do each day (minimum=1)• Choose one to report (whichever one you want)• Record Hit count, X count, timing length, and Floor (1/timing length)• The frequency aim you should shoot for each day occurs in its own column• After reaching fluency with professor, continue monitoring one timing per day
Charting	<p>You chart your SAFMEDS learning on an SCC (Standard Celeration Chart). How to chart will be taught in class. When you reach fluency with both classmates and professor on a SAFMEDS deck, you turn in your SCC of your learning picture.</p> <ul style="list-style-type: none">• Use an open circle to record the number of timings you did each day• Use a dash to show the Record Floor for your chosen timing• Use a dot to indicate your Hit frequency (count per minute)• Use an X to show your X frequency (count per minute)• Chart any zero counts about the width of a pencil below the Record Floor
Tips	<p>You might find these SAFMEDS tips helpful.</p> <ul style="list-style-type: none">• Carry your decks everywhere you can.• Practice timings throughout the day.• Practice in front of your friends, even though they’re not in the class.• Practice both decks. Don’t try to become fluent on one before starting the second.

Intro	<p>Free Writes describe the learning channel throughputs of timed writing samples that demonstrate:</p> <ul style="list-style-type: none">• what the learner found to be the most useful information acquired in the readings• organization of the information• prioritization of the information• comprehensive effort by the learner across the assignment
Overview	<p>The Free Write format:</p> <ul style="list-style-type: none">• allows the learner to exercise critical thinking in response to the question: "What importance or relevance does this material have for me and those around me, either now or in the future?"• avoids necessity of guessing what professor deems important• distributes consequences for reading and organizing to a weekly basis• lays a basis of practice in information gathering and retention
Free Writes	<p>A Free-Write opportunity consists of a four 3-minute timings the last class meeting of each week. You attempt an organized summary of the major and minor points covered by the readings of the week in outline form.</p> <ul style="list-style-type: none">• A check (✓) occurs for a successful job on each assigned book that week• An X occurs if you miss an attempt or mess up an attempt• You may try to remediate 1 3-minute X after class each session• 3:1 ratio of successes to Xs for semester produces one credit toward grade
Monitoring	<p>You monitor your Free-Write performance each week after receiving feedback.</p> <ul style="list-style-type: none">• Count the number of words you wrote in the 5 minutes allotted• Record date, Word count, and Word per minute frequency on your F-W
Charting	<p>You chart your Free-Write word counts on an SCC (Standard Celeration Chart).</p> <ul style="list-style-type: none">• Locate the day line that corresponds to the day the F-W took place• Use a dash to show the Record Floor (1/12 minutes = .083)• If you received a 3 or 4 ✓s of any type, use a dot to indicate your word frequency• If you received 2 or more Xs, use an X to indicate your word frequency• If you were absent on that day, you would not chart anything on that day line• Chart any zero counts about the width of a pencil below the Record Floor
Tips	<p>In setting up a Free Write:</p> <ul style="list-style-type: none">• Prioritize what seems most important; you don't have time to cover everything• Organize the important information with key words and lists• Find and state three to nine main ideas• Avoid irrelevant or filler verbage• Get the main points down and then go back and elaborate• Practice before class under the time limit to test your readiness

Free Says (Group Communication)

6

Intro	<p>Free Says describe the learning channel throughputs of in class discussions that demonstrate:</p> <ul style="list-style-type: none">• Important ideas found in the reading• Reflections on relevance and impact of the information you gathered from reading• Questions on what you read to which you seek help or other opinions• Responses to how others interpreted information differently• Your responses to questions others had
Overview	<p>The Free Say format:</p> <ul style="list-style-type: none">• allows the learner to exercise critical thinking by orally responding to the question: "What importance or relevance does this material have for me and those around me, either now or in the future?"• moves classroom actions away from lecture listening and note-taking• moves classroom actions toward active thinking and orally responding• moves consequences for reading and responding to a more frequent basis• helps overcome fears many people have of speaking in front of a group• provides practice in monitoring verbal behavior frequencies of another person
Free-Says	<p>A Free Say opportunity occurs nearly every class session. You attempt to comment, ask and answer questions regarding the assigned readings for the day. Everyone who contributes at least once every eight minutes gets a point towards course grade.</p> <ul style="list-style-type: none">• A check occurs for a successful frequency of .12 per minute or better each day• Agreements or disagreements alone do not count as a contribution• An X occurs if you respond less than once every eight minutes• 3:1 ratio of successes to Xs for semester produces one credit toward grade
Monitoring	<p>You monitor your Free-Say performance each class session.</p> <ul style="list-style-type: none">• Keep track of your number of contributions as counted by counter and professor• Counter changes each session as you pair up with a different partner each time• Record date, Hit count, discussion length, and Floor (1/discussion length)• The minimum frequency aim you should shoot for equals .12 per minute
Charting	<p>You chart your Free-Say contributions on an SCC (Standard Celeration Chart).</p> <ul style="list-style-type: none">• Locate the day line that corresponds to the day the class met• Use a dash to show the Record Floor for the Free-Say discussion duration• Use a dot to indicate your Hit frequency (count per minute)• Chart any zero counts about the width of a pencil below the Record Floor
Tips	<p>In preparing for a Free-Say:</p> <ul style="list-style-type: none">• Use your See Write notes(Info Map or Memory Map) as a basis for comments• Apply your critical thinking skills to ask and answer questions• Try to keep your answer short and to the point• Don't try to make more than one point per response; you only get credit for one• Don't make comments for only one or two people to hear; speak loudly & clearly• Strive to improve your comfort level in this mode if you have fears

Basic Concept Free-Writes (Written Communication)

7

Basic Concept Free-Write

A Basic Concept Free-Write opportunity consists of a ten minute timing done near the end of the semester. You attempt an organized summary of what you found to be the major points covered by each book you read for the course.

- A check (✓) occurs for a successful job on each book
 - An X occurs if you miss an attempt or mess up an attempt
 - You may try to remediate the ten-minute Basic Concepts as time permits
 - Checks on all books on the same F-W produces one credit toward grade
-

Overview

The Basic Concept Free Write provides the learner an opportunity to:

- exercise critical thinking in response to the question: "What important ideas did these books provide me?"
 - summarize information gathered
 - practice the retrieval of such information in an organized format
 - consolidate the learning which took place on the weekly Free-Writes
-

Monitoring

You monitor your Basic Concept Free-Write performance after each attempt.

- Count the number of words you wrote in the 10 minutes allotted
 - Record date, Word count, and Word per minute frequency on your F-W
-

Charting

You chart your Basic Concept Free-Writes word counts on the SCC for your weekly Free-Writes.

- Locate the day line that corresponds to the day the BC F-W took place
 - Use a dash to show the Record Floor (1/10 minutes = .10)
 - If you received a all ✓s of any type, use a dot to indicate your word frequency
 - If you received any Xs, use an X to indicate your word frequency
 - If you were absent on that day, you would not chart anything on that day line
 - Chart any zero counts about the width of a pencil below the Record Floor
-

Tips

In preparing the Basic Concept Free-Write:

- use the weekly Free-Writes as source material in addition to texts
 - limit yourself to the ideas themselves rather than your evaluation; the idea wouldn't be on your Free-Write if you didn't consider it important
 - prioritize ideas within each source
 - limit sources to five plus or minus two main ideas
 - practice before class under the time limit to test your readiness
-

Projects (Making Presentations)

8

Intro	<p>Each student will do three projects. All involve an oral presentation.</p> <ul style="list-style-type: none">• Verbal Monitoring Project• Readings Research Project• Print Media Project <p>Failure to do any oral presentation deducts one Credit from other Course Credits earned.</p>
Overview	<p>The three projects on which learners will make presentations provide opportunities to:</p> <ul style="list-style-type: none">• learn and practice key behaviors involved in making presentations• learn and practice strategies and tactics that enhance presentation effectiveness (strategic communication)• achieve a credit towards course grade if successful with $\checkmark+$, \checkmark, or $\checkmark-$• remediate performance if unsuccessful with X (so long as time permits)
Verbal Monitoring	<p>The Verbal Monitoring Project consists of:</p> <ul style="list-style-type: none">• recording your Free-Say performances each class session as monitored• charting these frequencies on a Standard Celeration Chart• showing and describing Celerations, Bounces, Jumps, Turns and Outliers• presenting the information to the class using chosen available technology (overhead projector, ELMO, computer projector, video)
Readings Research	<p>The Readings Research Project consists of:</p> <ul style="list-style-type: none">• finding some feature of interest within one or more of course texts to count• charting these counts on a Standard Celeration Chart using successive pages across the bottom• showing and describing Celerations, Bounces, Jumps, Turns and Outliers• presenting the information to the class using chosen available technology (overhead projector, ELMO, computer projector, video)
Print Media	<p>The Print Media Project consists of:</p> <ul style="list-style-type: none">• finding five articles in print media that relate to course topics• clipping or printing these articles• commenting on similarities to course topics you specify• commenting on differences with those topics• submitting the articles and comments in a written form• organizing a 2-minute oral presentation of the material• making a competent oral presentation using guidelines
Tips	<p>In preparing your presentation:</p> <ul style="list-style-type: none">• use the checklist of skills for making a presentation• use the checklist of skills for strategic communications• practice delivering the presentation under timed conditions

Resources

9

Texts

Six paperback texts will be used in the course. See Course Calendar for assigned readings.

Author	Title
Robert Anton Wilson	Quantum Psychology
Tom Brown, Jr.	The Quest
Robert A. Monroe	Far Journeys
Robert A. Monroe	Ultimate Journey
Bruce Moen	Voyage Beyond Doubt
Harriet H. Carter	Guided Tour to the Afterlife

Materials

Presentation materials will involve:

- mylar transparencies (about \$.40 per sheet)
- transparency pens (black, blue, green, red): non-permanent or permanent (\$4)
- Daily per minute Standard Celeration Charts (\$.10 per chart)
- Daily per day Standard Celeration Charts (\$.10 per chart)

The first two items on the above list will be unnecessary if the classroom comes equipped with an ELMO.

Other materials needed:

- SAFMEDS (Red and Green): \$4

Professor

Stephen A. Graf

Office: 338 DeBartolo Hall

Office phone: 330-742-1616 (voice mail if not in office)

Dept. phone: 330-742-3401 (secretary answers if M-F 8 am-4 pm)

Edress: TheGraffer@aol.com

Mailbox: Psychology Dept., 3rd floor, DeBartolo Hall
