

# Lesson Plan

## Making a Study Plan and Managing Your Study Time

### Sub Indicator 9.3 Postsecondary Education Programs

#### Common Core Standard

Students will integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY RH.11-12.7

#### Learning Objective(s)

Students will be able to make their own study plan for their current or future classes that allows them to make the most of their time while allotting specific time to study and/or work on homework.

### Materials

- Reflection Sheet
- Semester Plan at a glance and existing syllabi (4 syllabi)
- Personal Time Survey
- Calculator(s)
- SmartBoard, projector, writing materials, computer, and this [video](#)

### Opening Activity – Whole Group, 5-10 Minutes

**Activity Purpose:** This activity helps youth to begin to understand how to manage their time in a college setting.

#### Description of Activity:

1. Say to the youth, today we are going to talk about managing your time now and when you may start a college program.
2. Next, have the youth watch the [five minute video](#) on time management
3. After the youth have viewed the video, ask them the following questions:
  - A. What tips did they learn from the video?
  - B. Any tips they would add?
  - C. How might they use those tips when they get to a college setting?

**How will students demonstrate their learning?** This activity gives background information on the subject matter which will facilitate the learning in activity 1.

## Activity 1 - Individual Activity, 20 minutes

**Activity Purpose:** Youth will fill out a personal time survey to gauge how they spend their time currently on various daily activities.

### **Description of Activity:**

1. Adult will pass out the personal time survey and read the directions.
2. Adult will remind students that it can be approximation times and that everyone's time and schedule will look different.
3. Adults will also remind the youth they can use calculators for the calculation part of this activity.
4. Youth will fill out the personal time survey to the best of their abilities.

\*Adult will monitor the youth while they are working individually and be ready to answer any questions that the youth may have while they are completing this activity.

### **How will students demonstrate their learning?**

1. By the end of this activity, the youth will be able to better answer questions on how they spend their time and gauge if additional or less time is needed for other activities.

## Activity 2 - Individual or Small Group Activity, 25 minutes

**Activity Purpose:** Youth will demonstrate their knowledge of time management by filling out a study plan from the given semester at a glance template and syllabi.

### Description of Activity:

1. Youth will be given the semester at a glance template as well as four pre-made syllabi
2. Adult will explain to the youth that they are to look through each syllabi and then fill out the given template with all the important dates for assignments, tests and quizzes.
3. Youth will then fill out the semester at a glance template.
4. Youth will lastly answer the corresponding questions that go along with the semester at a glance template that they have filled in.

### How will students demonstrate their learning?

1. This activity can be used as an informal assessment for the adults to gauge whether or not the youth understand how they could make their own study plan in a college setting.

## Closing Activity - Individual Activity, 5 minutes

**Activity Purpose:** Students will complete a reflection sheet individually to reflect on their knowledge on time management and how they may take that new knowledge and apply it when they are in a college setting.

**Description of Activity:** This reflection activity asks students open-ended questions that will help the youth to process their understanding and knowledge about time management and how they might use this new knowledge and skills when they attend a college program. Students should answer these questions to the best of their ability.

\*Adults can prompt when needed. This activity is used as a wrap-up and closing activity.

**How will students demonstrate their learning?** This is an individual activity that demonstrates students have an understanding of what they learned and how they might use their new knowledge outside of the classroom.

# #104 PHOTO IMAGING

**BLOCK 3 / November 2nd - 25th, 2020**

## PHOTO IMAGING #104 (2D studio art basics)

Sandra L. Dyas

Block 3

[sdyas@cornellcollege.edu](mailto:sdyas@cornellcollege.edu)

### **Class Information:**

We will meet on **Zoom daily CST** to discuss the readings/viewings as a class. This will be in real-time. I do not formally lecture; I will add additional information to the readings/viewings and ask questions. There will be a slide show and a discussion about the material together in class. *It is imperative that you thoroughly read and understand the material prior to class discussions.* Be prepared. Please participate in the discussions. It is being respectful to your classmates to join the conversations. If you remain quiet, I will assume you are not listening. Grades will be lowered due to little or no participation.

You can reach me very easily using my [sdyas@cornellcollege.edu](mailto:sdyas@cornellcollege.edu) email or [sandralouisedyas@gmail.com](mailto:sandralouisedyas@gmail.com). Instead of official office hours I will be available for email and/or on Zoom to discuss questions. I will do my best to be answer emails within a few minutes. I will let you know if I am going to be away from my computer for any great length of time. Please realize **I will not be answering emails after 9pm CST**. Students may remain after class on Zoom if you would like to chat with me. I usually am on Zoom about 10-15 minutes before class begins, also. This is also a good time to talk to me informally.

### **Course Objectives/Description:**

This introductory art class is devoted to exploring, discussing and making art using lens-based media. Technical instruction will focus on using digital cameras (phone cameras are fine) to create photographs and video art. **Experimentation will be stressed.** Assignments will focus on creativity and expression of ideas. Formal elements of composition will be applied in creating the photographs. Theories, history and practice of artists using photography and video will be explored. **All links and assignments will be in forums on Moodle. Due dates are listed on Moodle and in the syllabus.**

Students will be required to research and present one artist's work, understanding the aesthetic and/or conceptual approach to subject matter and why artists make art. Students will also be required to research historical methods of making photographs as it applies to their chosen artist. (*see artist presentations*) You will work in groups at times to aid in your understanding of the material and to create a good classroom environment. It is important to create a positive atmosphere because we will be sharing our artwork and doing critiques.

We will use several platforms in our learning: Instagram, PhotoShop, Zoom, Moodle, Google documents and Google Photo. We will be accessing *Films on Demand* via our library. To set up your library account, you will need your ID number and you will reset your account. Directions are in CTL Services document. If you need help, email the library and/or Matt Zhorne.

# #104 PHOTO IMAGING

## BLOCK 3 / November 2nd - 25th, 2020

### Educational Priorities and Outcomes (EPOs) and Learning Objectives

- Understand and demonstrate the basic technical concepts of the camera which are covered in class including depth of field, time manipulation of the image, ISO, film exposure. (Knowledge, Communication, Reasoning)
- Solve compositional as well as aesthetic problems when creating a photograph in the camera. (Knowledge, Inquiry, Communication)
- Understand and demonstrate a knowledge of basic 2D composition. (Knowledge, Communication, Reasoning)
- Research and present on a selected artist, including pertinent historical research as well as showing visual connections among the works of all of the artists covered. (Inquiry, Communication, Intercultural Literacy)
- Gain a personal understanding of why artists make work. (Inquiry, Well-Being)
- Evaluate and analyze photographs— Learn to read visual language. (Knowledge, Inquiry, Communication)
- Gain basic historical knowledge of the history of photography. (Inquiry, Knowledge)
- Consider and integrate various cultural and historical ideas into your work. (Intercultural Literacy, Knowledge, Inquiry)
- Create a cohesive body of work. (Vocation, Communication, Knowledge)
- Discuss and evaluate your photographs as well as your classmates' works during class critiques. (Communication, Reasoning)

### Requirements:

- **Attendance** and participation in all class discussions and critiques. *All assignments must be shared with me by 9am in the designated folders. Dates are noted.*
- **Excused Absences Only.** Let me know in advance if you are going to miss a class because of illness and explain how you will handle missed class work. If you become ill and must miss three or more days because of illness, the class should be dropped.
- **Be on time.** If you are consistently late-- *it will affect your final grade.*
- **Artist Presentations:** Students will be responsible for presenting one artist within the history of photography/art. Take this assignment very seriously.
- **Projects:** Individual projects are not graded with letter grades. If you are concerned with your grade at any time, please talk to me. You will learn by doing. Your work/ideas should improve. *Creativity, energy and improvement should be apparent in your work.*

**GRADING** If your work is finished on time, attend class and participate, you are ensured a C. A's and B's are reserved for students who excel beyond average and competent work. It is all about your passion, creativity, curiosity and effort. I want to see progress.

**A** AMAZING! Show personal insight in projects, *extra thought, effort and creativity.* I also expect a great amount of participation in class discussions. 90-100%..

**B** REALLY GOOD WORK. Do above average work. 80-90%.

**C** YOU DID THE ASSIGNMENTS but did not exceed them. 70-80%.

**D** YOU DID NOT FAIL. 60-70%.

**F** YOU FAILED. Below 60%.

# #104 PHOTO IMAGING

## BLOCK 3 / November 2nd - 25th, 2020

- 50% Photo Projects + Written Responses to Forum & Lecture
- 15% Final Project + Reflection Paper
- 20% Artist Presentation & *Daily Practice on Instagram*
- 15% Attendance & Participation, *Adding comments on your peers' photos*

### Course Expectations:

1. Understand the basic principles of photography.
2. Experiment with subject matter, lighting, blur, texture, vantage point and composition.
3. Obtain a basic understanding of using a camera to make art
4. Obtain a basic understanding of what photography is, theories regarding it, as well a medium to make art. This includes modernist, post-modernist, conceptual and contemporary photography.
5. Obtain an understanding of numerous artists in the past and present using photography to make art.
6. Work passionately and obsessively as an artist - Content, Technique, Creativity are all KEY
7. Obtain an understanding of why artists make work. *What is the artist's intention?*
8. *Participate in all class critiques and discussions. Ask questions, make comments!*

### Important COVID 19 Rules

To keep everyone on campus safe and reduce the chance of Covid-19 transmission, each student on campus should:

- Complete the Symptom Checker each day before your morning class.  
Students who do not complete the Symptom Checker will be asked to leave class.

As the FYS instructor, I will check who has completed the Symptom Checker before we begin class. **All Symptom Checkers must be submitted by 9am the day of class** to allow me time to review the results. I will ask those who have not completed the checker to leave class to complete it. *This is required of me to do even as this is a 100% online course.*

If you begin feeling ill, especially with symptoms of Covid-19 (fever, cough, shortness of breath, loss of sense of taste, or other symptoms), return to your residence hall, avoiding contact with any other person, and contact the Student Health Center (319-895-4292) immediately. The College will make sure you are taken care of, but we also need to get you tested and to know if you have Covid-19.

If your self-reported Symptom Checker results demonstrate that you have tested positive for COVID 19, have symptoms of COVID 19, have been in contact with someone who has tested positive for COVID 19, and/or has symptoms of COVID 19 I will ask you to leave class, return to your dorm room, and call Student Health Services at 319-895-4292. Students should not return to class until they have contacted and spoken with the nurses there regarding your Symptom Checker results. As addressed above, as a Caring Community the College will make sure you are taken care of, but you may need to be tested before returning to class.

# #104 PHOTO IMAGING

## BLOCK 3 / November 2nd - 25th, 2020

### Academic Support

Please contact your FYS faculty, Student Success instructor, and academic advisor as soon as possible if you are having difficulty with the course or if a serious sickness/incident occurs during the block. Similarly, if you need to miss class, let your faculty or instructor know ahead of time.

Your Resident Assistant (RA) and Flock Leader can also provide support and advice regarding academic issues, time management, and life at Cornell more broadly.

If medical or psychological conditions arise during the block, please consult with your faculty, your instructor, and/or with a medical or psychological health provider, before your progress in the course may become impeded. If such concerns make the completion of this course infeasible, you may petition for a health withdrawal (WH). Be aware that Cornell counselors and health professionals will not normally issue support for a WH unless you have consulted them at or near the onset of the problem.

We encourage you to use the resources of the **Center for Teaching and Learning** (Consulting Librarians, Quantitative Reasoning Studio Consultants, Writing Studio Consultants, etc.) and there are many other ways that we and others can help directly and indirectly, but you have to let us know!

*Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading "Academic Policies – Honesty in Academic Work."*

*Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see [cornellcollege.edu/disabilities/documentation/index.shtml](http://cornellcollege.edu/disabilities/documentation/index.shtml)*

*Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.*

*At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.*

*This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, and intercultural literacy.*

# #104 PHOTO IMAGING

**BLOCK 3 / November 2nd - 25th, 2020**

**WEEK ONE:** “The artist exists because the world is not perfect. Art would be useless if the world were perfect, as a man wouldn’t look for harmony but would simply live in it.”  
*Andrei Tarkovsky 1932-1986*



## Mon 1

10:00-12:30 Begin the **Daily Practice Assignment**: Moodle PDF (on Moodle)  
Discuss basics of composition/ view slides

**Assignment:** *Early Photography and The Inventors: Photo* — on Moodle.  
Due Date for Responses is Tuesday, this week by 9:00am.

**Assignment: Art Project #1: “Staged Portraits”** Due date: Friday, Week One by 9am.  
See details on Moodle. The photos go into a shared google slide show.

**Assignment: Due Week 3, Thurs: Artist Presentations** (syllabus): Choose artist and email me asap with your choice. Create Google Slide Show: Present a **mini synopsis** on chosen artist. Show 3 photographs of your chosen artist’s work and in your own words explain why you are interested in this work. **Do not hand-in.**

This mini presentation is ONLY a preview of what you will eventually present during Week 3. This is NOT the final artist presentation (Due Week 3). This is a preview. Show 3 images and tell us WHY you chose this artist. Length: about 3-4 minutes.

# #104 PHOTO IMAGING

## BLOCK 3 / November 2nd - 25th, 2020

### Tues 1

10:00-12:30 **Early Photography Lecture / Written Response Due by 9:00am today.**

Remember to turn in the written response answering the questions. *Label Document with Title of assignment and your Name. Place in designated folder.*

**Assignment:** *Basic Technical Principles of Photography pdf on Moodle:* View links and answer questions. Do not submit your answers. Be prepared to answer questions in class tomorrow - **Wed, Week 1**. There are 19 questions to answer. Be able to answer questions in class WED. Type out your answers and be prepared. You may work in groups of 2-3 people. You must understand this information in order to fully control a camera. This is the beginning, we will go over these principles more than once.

**Wed 1** No morning class. Study: Basic Technical Principles of Photography  
**Be able to answer the questions in class today.**

**1:30-3** **Basic Technical Principles of Photography:** On Moodle: PDF has a list of links to videos to help you understand the basic technical principles of photography.

### Thurs 1

10:00-12:30 **Due: Mini** Previews/Presentations of your selected artist

**Explain ART Project #2: Variations & Shadows** (Due Week 2).

See Moodle for more information

**TBA: Continue Slide Show: Basic Principles of Photography**

1:30-2:30 **Workshop with Matt Zhorne** Zoom — Photoshop & GIMP (required)  
[MZhorne@cornellcollege.edu](mailto:MZhorne@cornellcollege.edu)

**Assignments: ART Project #1: Staged Portraits Assignment Due Fri. 9am**

1) In a Google Slide show that I will create and share, each student must add three portraits. Use one page per image and label it with your name. If it has a title, add the title. Articulate WHY these are your best images in our class critique.

2) **Watch and Review the Link - [How to Critique: PBS Art Assignment on Moodle](#)**

### Fri 1

10:00-12:30 **Critique Art Project #1: Staged Portraits (group slide show)**

1:30-3pm Continue Critique if needed

Go over assignments for Week 2 (**see next page**)

# #104 PHOTO IMAGING

## BLOCK 3 / November 2nd - 25th, 2020

**Assignment:** Work on **ART Project #2: Variations & Shadows** See Moodle for instructions and slides. Also see below.

- 1) In a **Google Photos Folder** — with your name and the name of the project — share with me and members of class - 10 of your very best photographs for Art Project #2. Due Monday (week 2) by 10pmCST. Comments on each other's photographs are DUE prior to our formal critique on Tuesday morning (week 2).
- 2) Create your own Google Slide Show that you will share on Tues, Week 2 - DUE in class at 10:00am CST - the 2nd critique. Show 5 of your best images and place only one photograph per slide. Title if desired. *Be able to articulate WHY these are your best images.*

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**WEEK TWO:** “Photography is about finding out what can happen in the frame. When you put four edges around some facts, you change those facts.”

Garry Winogrand

### Mon 2

10:00-12:30 Continue Discussing **The Technical Principles of Photography**  
Review the questions and answers/ Go over the slides in preparation  
Discuss ARTIST PRESENTATIONS  
**Discuss Art Project #3: BLOW UP / Response Paper + Project**

**Art Project #2: Variations & Shadows :** Due Monday (week 2) by 10pmCST.  
Comments on each other's photographs are DUE prior to our formal critique on Tues, Week 2 morning. (see Moodle for instructions)

**Art Project #3: BLOW UP: WHAT IS DUE:** One original photo + 10 detail photos that are compositionally interesting. Create a Google Slide Show to share in class ONLY. Due on Thurs, Week 2. Discuss your experience in class. **Paper is due also. I will create a folder to place your response paper in.**

Watch and Review the Link - [How to Critique: PBS Art Assignment on Moodle](#)

### Tues 2

10:00-12:30 **Critique Art Project #2: Variations & Shadows**  
1:30-3 Continue

# #104 PHOTO IMAGING

**BLOCK 3 / November 2nd - 25th, 2020**

## Wed 2

10:00-12:30 TBA  
1:30-3 TBA

**Assignment:** View all of the videos and links on Moodle under **Art Project #4: The Art of the Selfie**. Write a response to the forum and submit your papers into a designated folder in Google Docs. **This response paper is due on Friday at 9amCST.** This is a serious assignment, conceptually and aesthetically.

## Thurs 2

10:00-12:30 **Critique Art Project #3: BLOW UP** (google slide show only + paper)  
1:30-3 Continue Critique

## Fri 2

10:00-12:30 **Explain ART PROJECT #4: THE ART OF THE SELFIE**  
(responses to the forum must be submitted before class by 9amCST)

**Assignments:** Work on Artist Presentations and ART Project #4

- In a Google Photos Folder — with your name and the name of the project — share with me and all members of class 8-10 of your best edited photographs for **ART Project #4 - The Art of the Selfie**. *This is due by THURS (week 3) by 9AM CST.* *Make comments on each other's photographs. I will review and give feedback to each of you regarding your work. Realize that you should continue to work on this project all week. The final photos will be due at the critique on Friday, Week 3 in class.*



# #104 PHOTO IMAGING

**BLOCK 3 / November 2nd - 25th, 2020**

## WEEK THREE: Making ART using Photography

### Mon 3

10:00-12:30 Artist Presentations (about 5-7 presentations)

1:30-3 Artist Presentations (about 5 presentations)

**Individual Meetings:** I will make individual appointments with you via Zoom if I feel the meeting is needed, to discuss Project #4 photos. Please work on this project.

### Tues 3

10:00-12:30 Artist Presentations (final presentations)

1:30-3 **Individual Meetings?**

**Assignment: The Art of Complaining:** Attend the lecture on Wed. night November 18th at 7pm (Zoom). Write a response to the lecture and to the links provided on Moodle. 1000 words. Submit into designated folder. **Due: THURS week 3, 10PM CST**

### Wed 3

10:00-12:30 Explain **ART Project #5 (FINAL)** *Time is On My Side*

7pm [Guerrilla Girls Lecture](#) on Zoom (required to attend)

### Thurs 3

10:00-12:30 Your response to the Guerrilla Girls is due tonight at 10PM CST  
We will discuss the lecture in class + **Instagram Assignment**

### Assignment:

**Create a Google Slide Show that you will share tomorrow - DUE: Friday @ 9AM.** Show 5-6 of your best images and place only one photograph per slide. Be able to articulate WHY these are your best images. Review compositional strategies (formal elements). **Be sure to also show include in your slide show several images from artists' works that inspired you and WHY. This is part of your grade.**

# #104 PHOTO IMAGING

**BLOCK 3 / November 2nd - 25th, 2020**

**Fri 3**

10:00-12:30 **Critique: Art Project #4: The Art of the Selfie**  
1:30-3 Continue Critique

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## **WEEK FOUR: *Final Project & Final Critiques***

**Follow your inner moonlight; don't hide the madness. — Allen Ginsberg**

**Mon 4**

10:00-12:30 **Daily Practice/ Instagram Project Critique in Class**  
1:30-3 Continue

### **Assignment Due Today:**

In a Google Photos Folder — with your name and the name of the project. Share with me and all members of class 10-12 of your best photographs for **ART Project #5 - Time is On My Side**. *This is due TODAY: MON (week 3) by 10PMCST.*

**Tues 4**

10:00-12:30 **Final Critique / ART PROJECT #5: *Time is On My Side***  
*In a Google Slide show — 6-7 of your best + the artist you emulated*  
1:30-3 **Continue Critique**

**Wed 4**

10:00-12:30 **TBA**

# #104 PHOTO IMAGING

**BLOCK 3 / November 2nd - 25th, 2020**

## DUE DATES

Early Photography and the Inventors (response)  
Mini (Preview) of Artist Presentations (slide show)  
Art Project #1: Staged Portraits (slide show)

Due: Week 1, TUES

Due: Week 1, Thurs

Due: Week 1, FRI

Art Project #2: Variations & Shadows  
Artist Presentations  
Art Project #3: BLOW-UP (+ Paper)  
Response to The Art of the Selfie

DUE: Week 2, Mon & Tues

DUE: Week 3: Mon & Tues

DUE: Week 2, THURS

DUE: Week 2, FRI

Written Response to Guerrilla Girls Lecture  
Art Project #4: The Art of the Selfie (Google Photos)  
Art Project #4: The Art of the Selfie (critique/ slide show)

DUE: Week 3: Thurs

DUE: Week 3: Thurs

DUE: Week 3, FRI

Instagram Daily Practice Critique

DUE: Week 4: MON

Art Project #5: Time is On My Side (final)  
+ Final Response to Class

DUE: Week 4: MON,  
TUES AND WED



# #104 PHOTO IMAGING

**BLOCK 3 / November 2nd - 25th, 2020**

*Adrian Piper*

## ARTIST PRESENTATIONS

**Present your research in a professional, informational and creative approach. Each presentation will be individually presented. Concentrate only on the artists' *uses of photography and or video.***

- What is their intention? Why do they make this work?
- Show important work. Each image must be on its own slide with its title/date.
- Analyze, discuss each photograph that you show.
- Discuss how they make the photographs. Does how they make or take the photograph add to the meaning of the photograph?
- What type of camera they use? Large, medium and small format cameras.
- Does the artist want the viewer to respond in a certain way? What is their hope?
- What or Who is/was the artist inspired by?
- **Were they part of any important movement or style?** Surrealism? Straight? Documentary? Pictorialism? Dada? f64? Define and explain the movement to the class. What other artists were participating in this group or movement? In what part of the country or world was it being practiced? Time period is important.
- Have they always used the medium of photography? Why or why not?
- Use a quote if this helps us understand the artist and their work.

This is a 7-9 min. presentation. Prepare 2-3 questions for the class to discuss. Discussion should be an important part of your presentation. Questions will come after your presentation.

**Check *Films on Demand*** and see if your artist is included. E-Resources via Cornell Library — To set up your library account, you will need your ID number and you will reset your account. Directions are in CTL Services document.

[AMERICAN SUBURB X](#) and [flakphoto.com](#). [American Suburb X](#) has numerous essays and interviews.

Ralph Eugene Meatyard  
Hiroshi Sugimoto  
Florence Henri  
William Eggleston

Nikki S. Lee  
Martha Rosler  
Diane Arbus  
Henri Cartier-Bresson

Lee Friedlander  
Lilly McElroy  
Tseng Kwong Chi  
Harry Callahan

# #104 PHOTO IMAGING

## BLOCK 3 / November 2nd - 25th, 2020

Julia Margaret Cameron  
Yasumasa Morimura  
Adrian Piper  
Jacques Henri Lartigue  
Irving Penn  
Man Ray

Cindy Sherman  
Gordon Parks  
Francesca Woodman  
Abelardo Morell  
Isabelle Wenzel

Claude Cahun  
Duane Michals  
Carrie Mae Weems  
Lorna Simpson  
Gjon Mili

### RESEARCH:

Library - eResources/ Films on Demand + Journals

<http://www.americansuburbx.com>

<https://www.youtube.com/watch?v=yVwDB83E->

<ZE&list=PL16EF555F6D03C864>

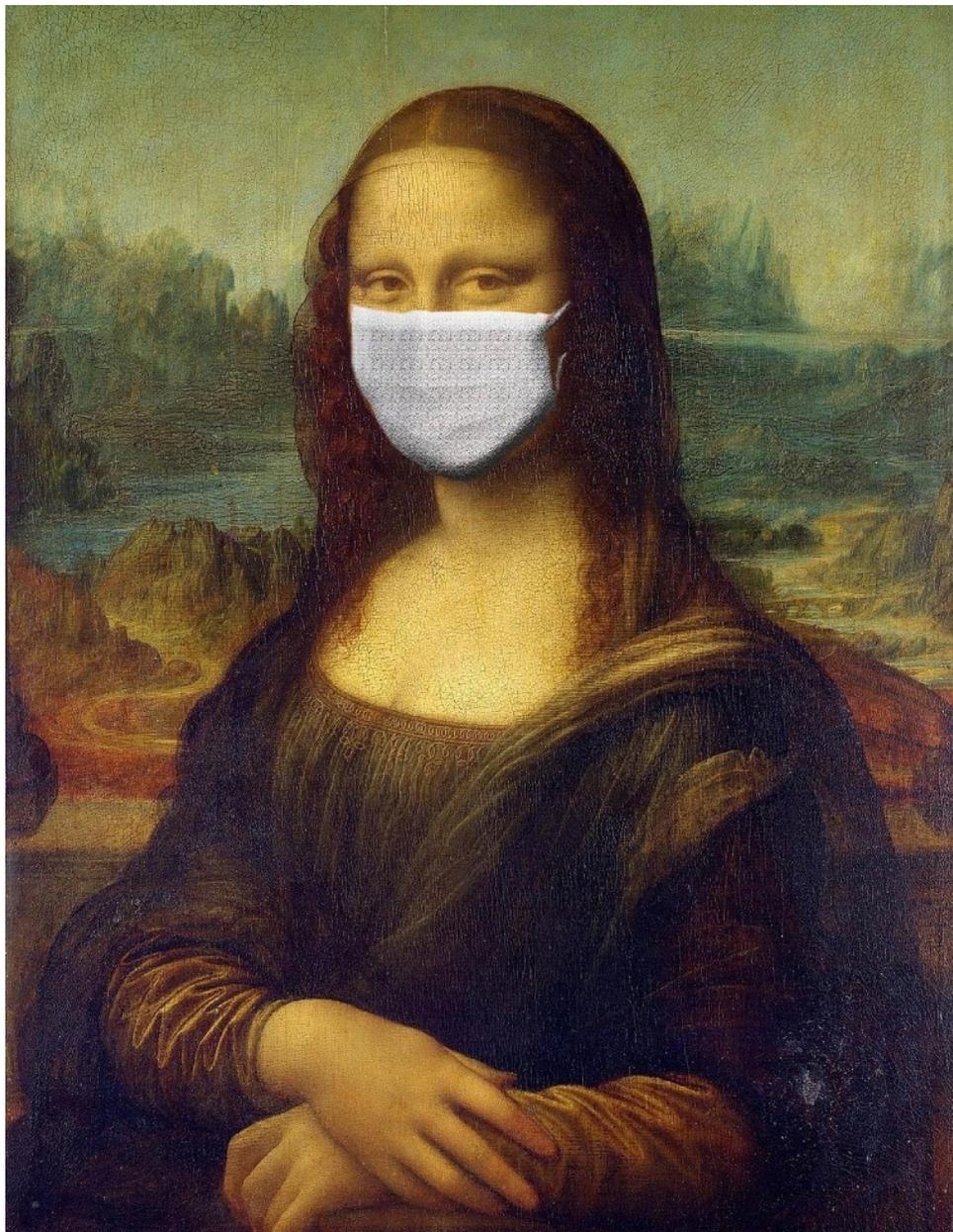
<http://intermedianow.blogspot.com>

<http://www.pier24.org>

<http://www.ubu.com>

<http://whitney.org>

<http://intermedianow.blogspot.com>



# **#104 PHOTO IMAGING**

**BLOCK 3 / November 2nd - 25th, 2020**

**CLASS TIME:** 9:30am-11:30am and 1:00-3:00pm in West Science Hall Rm 208

**Professor:** Professor Melanie King

**Email:** meking@cornellcollege.edu

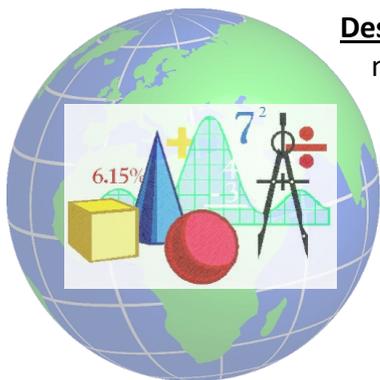
**Office Location:** 310 West Science Hall

**Office Hours:** Tues 3:00pm-4:00pm, Thurs 3:00pm-4:00pm, and by appointment. (via Zoom)

How do you define mathematics?

**Required Text:** *Calculus from Graphical, Numerical, and Symbolic Points of View 2<sup>nd</sup> Edition*. Ostebee, Zorn. (Electronic Version is encouraged.)

**Prerequisite(s):** The prerequisite for MAT 119 is three and one-half years of high school mathematics, including trigonometry.



**Description of the Course:** Calculus is one of the most foundational and useful mathematics course for STEM disciplines. The concepts of accumulating amounts, rates of change, and the relationship between the two give us a mathematical language for describing anything that grows and changes around us. In this course, we will study these concepts for a variety of functions and become experts at using them as tools to describe the functions. We will work on understanding the mathematical language of calculus and understanding the concepts in the context of problem solving.

**Course Objectives:**

- This course emphasizes a review of pre-calculus concepts including familiarity with standard families of functions.
- Evaluate a variety of limits including limits at infinity, one-sided limits, and limits of indeterminate forms and identify discontinuities in functions presented algebraically or graphically
- Apply the definition of derivative to calculate and estimate derivatives from formulas, graphs, or data
- Differentiate sums, product and quotients of composite polynomial, trigonometric, exponential, and logarithmic functions

- Discuss the conceptual relations between derivatives, rates of change, and tangent lines in the context of an applied example
- Solve applied problems using calculus and justify answers.
- Explore mathematics in a way that develops intuition, reasoning, and clear communication.

This course supports the following Educational Priorities and Outcomes of Cornell College with emphasis on knowledge, inquiry, reasoning, and communication.

### INSTRUCTOR EXPECTATIONS

I have found that you can judge how well you understand any concept based on where you fall in the following tier system. Our goal is to get in the top tier for as many of the course objectives as possible.

#### Tier 3: Proficient Understanding

- Independence in solving problems which aren't straight forward, or you haven't seen before.
- Intuition and reasoning comes across clearly in explanations.
  - Has command over the different tools and uses them effectively.

#### Tier 2: Adequate Understanding

- Knows definitions and important statements fairly well and can recognize when and how to use them.
  - Able to understand and complete 2-3 step problems.

#### Tier 1: Introductory Understanding

- Can recall terminology, definitions, statements or fundamental processes.
- Able to answer intuitive questions about definitions or fundamental processes.
  - What tools am I working with?

I expect you as a student to try to be aware of where you are in your own understanding. I believe this helps you to identify where you are in your thought processes as you work through problems in this course and where you may need help. Some objectives may come easy to you and you may not need to use these tiers to work through that particular objective. So, don't use it. If you get stuck however and ask for help, I will ask that you attempt to identify where you are in your understanding before asking for help.

Reaching the highest point of understanding is not always achieved in some situations. In these cases, there is something to be said about hard work and effort. In my course studies, I have not always reached the highest level of understanding for some concepts during the course. However, I was always able to have success in the class because I knew how to reason well through problems, even those that were challenging for me.

Peer support is a powerful tool for understanding. Sometimes you need a fresh perspective or someone to add to what you have already been thinking, especially in tiers 1 and 2. But if you want to get to tier 3, don't just take their answers as your own, be able to understand and make it make sense to you.

**COURSE ASSESSMENTS**

**Class Activities:** Some days there will be in class or before class activities to complete and turn in on Moodle.

**Homework and Group Homework:** Homework or group homework is assigned every day and will be turned in periodically. I won't grade every problem, rather I will choose at random problems to grade for the set. For group homework, the entire group is expected to only turn in one collective set. These will be turned in on Moodle.

**Quizzes:** There will be 5 total quizzes throughout the block (see the schedule below). Quizzes will be administered in class, but will be electronic.

**Exams:** There will be two exams in class and a final exam. We will procure a study guide as a class before each exam and discuss the level of understanding expected for each exam. The exam dates are the following: Tuesday, September 15<sup>th</sup> and Wednesday, September 23<sup>rd</sup>.

**GRADING POLICY**

**Grading Scale:** Grades will be assigned based on the following scale. I reserve the right to lower the percentages (but they cannot be raised) at my discretion at the end of the course.

93-100%	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9	67-69.9	63-66.9	60-62.9	less than 60
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

**Grade Distribution:**

Class Activities	15%
Homework and Group Homework	20%
Quizzes	15%
Exam I	15%
Exam II	15%
Final Exam	20%

## COURSE POLICIES

**Attendance:** MANDATORY. You are expected to attend class every morning from 9:30am-11:30am, following the appropriate social distancing measures. This includes completing the symptom tracker before class and wearing a mask to class. Additionally, we will meet from 1:00pm-3:00pm for further discussions, group work, or to work on projects/presentations. Your attendance is determined by your presence and participation in class. Should it be necessary, some of these sessions will meet online. We will do what is best for the health of the class.

**Communication and Availability:** I am will be in my office or available by email most days from 8:30am-7pm. After 7pm, you can expect answer for me the next day.

**Late Work:** I will not accept late work without responsible communication from the student. Responsible communication means that the student doesn't wait until the end of the block or days later if they need help or expect to turn in a late assignment. Moreover, the student cannot habitually turn in assignments late.

**Technology in the Classroom:** We will use laptops in the classroom from time to time. Bring your laptop and textbook to class every day. Although, we will use laptops, there are times when they should be closed and not serve as a distraction to classroom learning.

**Class Meetings over Zoom:** You should have your video on when we meet over Zoom unless you email a valid reason for turning off your video beforehand. When doing classes online, we are simulating a classroom environment and many things can serve as a distraction to learning especially when doing so from the comfort of our rooms.

**Changes to the Syllabus:** I reserve the right to make changes to any part of this syllabus. Changes will be announced in class and through class wide email. If changes are made, a revised syllabus will be posted in Moodle.

**DISABILITIES AND ACCOMODATIONS POLICY:** Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Office of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

**ACADEMIC HONESTY POLICY:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's

requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty”.

### BLOCK BREAKDOWN

Day	Sections covered	What is due
1	1.1-1.2	
2	1.3-1.4	
3	1.5	Quiz 1, HW 1 (1.1-1.4)
4	1.6	
5	1.7	Quiz 2, HW 2 (1.5-1.6)
6	2.1, review for exam 1	
7	Exam 1 (1.1-1.7)	
8	2.2	
9	2.3	Quiz 3, HW 3 (2.1-2.2)
10	2.4	
11	2.5	Quiz 4, HW 4 (2.3-2.4)
12	2.6, review for exam 2	
13	Exam 2 (2.1-2.5)	
14	3.1	
15	3.2	
16	3.3	Quiz 5, HW 5 (2.6,3.1-3.2)
17	Review for the final	
18	Final (cumulative)	

### HOMEWORK PROBLEMS

Section	Problems
1.1	1,5,6,15,18,21,22,25,29,31,40
1.2	1,4,6,7,10,12-15,16,17,19
1.3	1,2,5-8,11,15-18,25-33 odd,36
1.4	1-11 odd,19,20,25,27,31,41,42,43,54
1.5	3,5,9,11,13,17,20,21,23,30,34
1.6	3,4,5,7,9,11,13,13-31,37-43,50,54
1.7	1,3,5,7,9,13,15-20,23,25
2.1	7-9 odd, 13-23 odd,29,33-36,41-44,48-51
2.2	1-7 odd,10,17-32,37,45,50,51
2.3	1,3,4,5,7,13-36,39-49,53,55,63-65,67
2.4	1,3,4,5,6,8,19-28,31,32,39,49,55,56,58,60
2.5	1,3,8-10,16-23,25,28-31,36,41,42,43,46
2.6	3,5,8,10-20,35,41,43,45
3.1	3-41 odd
3.2	3-21,37-40
3.3	1,3,4,5,8,15-18 only part b,19-22

Fundamentals of Music: MUS 101  
Cornell College, Term 2 Fall 2020  
MTWTh 10-11:30 AM and 1:30-2:30 PM  
Fridays 10-11:30 AM  
Armstrong 144

**PLEASE NOTE: on Day 1, AM class will begin at 9:30**

**Instructor:** Dr. Chris Nakielski  
**Office:** 248 Armstrong Hall  
**Office Hours:** MTTh 11:30am-12:30pm, or by appointment  
**Office Phone:** x4221  
**Cell Phone:** 414-881-0598 (before 10:00 PM please)  
**Email:** cnakielski@cornellcollege.edu

**(\*\*if you need to contact me in the evenings or on weekends,  
please call or text my cell phone instead of emailing\*\*)**

### **Course Goals and Objectives**

Our main goal for this class is to become fluent in reading and understanding musical notation. Since notational symbols serve only as a very rough guide to the music we hear, however, we will also apply music reading skills to understanding and interpreting actual musical sounds. Thus, throughout this class, we will study not just the notation used to express musical building-blocks like rhythm, pitch, melody and harmony – but also the wonderful aural effects that result when this written language is transformed into sound! Finally, we will also work toward effective expression of your musical observations and conclusions in both verbal and written forms. In sum, this course supports the Education Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, reasoning, and communication.

### **Textbooks**

Foundations of Music (Enhanced 7<sup>th</sup> edition, 2015) by Robert Nelson and Carl J. Christensen is available at the Cornell bookstore. You are required to purchase the textbook, and it **should be brought with you to class each day**. We will also use online software designed to accompany the text; its application to this class is discussed in further detail below. Finally, I would like everyone to have some music staff paper; this can be acquired at various free online locations (or at local music stores like West Music). See this link for free staff paper: <https://www.blanksheetmusic.net/>

### **Class Attendance and Participation**

Music is an art that demands some type of participation from everyone who encounters it, whether it be in the form of listening, or in more active forms of engagement like singing, dancing, performing, conducting, or analyzing. Since we will be studying the subjects at the very heart of musical sound, it follows that participation will play an important part in the learning process. You will be expected to participate in large group discussions, small group work, as well as in singing and written exercises.

Together, all of these forms of participation will comprise 10% of your final grade. Frequent absences or lateness will necessarily have a negative effect on this part of your grade – as well as on your understanding of

the material and your overall performance in the course. Attendance will be taken at both morning and afternoon meetings of our class – you are expected to be present and on time at both. You may miss one class session without any impact on your participation grade – this is a “freebie” absence. Absences in excess of this one will be treated as unexcused, and will affect your grade. My rationale for this policy has to do with the very cumulative nature of our material for MUS 101. Missing even part of one day can make things very difficult for you moving forward.

**Please note the following important details about absences:** 1) If you do miss class, it is **your** responsibility to find out what occurred in class during your absence; 2) I will not “reteach” material from days you have missed; 3) even if you have been gone, assigned material will still be due the next day; 4) you may not make up quizzes or exams for days you have missed.

Of course, if some kind of emergency situation arises, there may be reasons for me to alter the attendance policies outlined above. Please speak with me immediately, and we will decide together how to proceed. I will likely ask for some kind of documentation for your absence in such cases.

In keeping with Cornell’s 15-day drop policy, “W”s will be granted only to students who have made good-faith efforts to succeed in this course – i.e. students with good records of attendance, who have turned in all assigned work and taken all exams.

One final detail about class participation has to do with **cell phones, laptops, and other devices**: although these devices have various wonderful applications to class (use of the textbook software, or of composition software like NoteFlight, etc.), I will ask you to please not use any devices *during class*. If you are interacting with a phone, etc. during class, you will not receive participation credit for that day. The reason for this policy is a simple one based on kindness, respectfulness, and celebration of intellectual curiosity: I want everyone who is speaking in our classroom to feel that their ideas are being heard and thoughtfully considered by others. If your attention is diverted by a phone, this is not happening.

### **Daily Assignments**

For each day of class, your syllabus lists assigned reading, computer exercises, and written work. These assignments must be done **prior to** our class meetings. Because our material is cumulative, please do not allow yourself to fall behind in your assignments; each new concept builds directly from those before it. **Please let me know if you are having trouble with any aspect of your work for this class.** Feel free to email, call me, or to stop by or call my office (see contact info listed above).

For each topic we cover, you will be expected to complete a series of written exercises. You will take pictures of these and turn them in through moodle.

The computer exercises listed on your syllabus can be found on the software designed to accompany our textbook (this program can be run from any Macintosh or Windows computer). These exercises are invaluable for practicing musical concepts, particularly since they play back the sound of the music you have created! As a result, computer work will be a part of your grade. Every day you will be asked to provide me with a **printed** record (via picture submitted through moodle) of your scores so that I can evaluate your progress and verify that you have completed the exercises. Scores will be collected in morning class on the day that they are due. Your computer work will comprise 5% of your total grade for this class; this will represent an average of the percentage grades earned on each submission of scores. Any computer score that is lower than a B suggests that you are not adequately understanding the material. Please come to talk with me if this occurs. As with other kinds of assignments, I will not accept late computer scores. I will demonstrate the set-up and use of the software during the first few class meetings.

## **Weekly Assignments / Final Project**

You will also be working on weekly assignments during this block, leading toward a final project – an original musical composition. The first two assignments will be due on the second and third Mondays of the block (**October 12 and 19**). The final project/composition will be due on the final Monday (**October 26**). Do not be concerned if composing sounds intimidating to you at this point; by the end of MUS 101 you will have learned enough of the language of music to enable you to create your own short musical piece. The first two assignments are each worth 5% of your MUS 101 grade, and the composition is worth 10%. More specific details will follow on a separate handout. And, as with all other types of assignments, no late assignments or compositions will be accepted.

## **Quizzes and Final Examination**

Toward the end of each morning class, there will be a *short* quiz over the new material presented the day before. Although these quizzes will make up a large part of your grade (55%), each individual quiz will be worth only around 4%. As a result, you should not think of them as intimidating exams, but rather as useful opportunities to evaluate your musical skills. Any quiz grade that is lower than a B suggests that you have an inadequate understanding of the material. Please come to talk with me if this occurs.

There will be sixteen quizzes administered, but I will only count fifteen of these. This means that you can either miss one quiz, or throw out the lowest grade of the sixteen. Due to the fast pace of this course, however, **quizzes cannot be made up**, except in documented emergency circumstances, or other situations cleared with me in advance.

On the final day our class meets, (**Wednesday, October 28**) there will be a final examination. Its format will be very similar to that of our quizzes, except that it will be longer, and will include material from throughout the block. It will be worth 10% of your total grade for MUS 101.

## **Grading**

Your grade will consist of 15 daily quizzes (55% total, approximately 4% each), daily computer assignments (5% total), a final examination (10%), a final composition (10%), two weekly assignments (5% each), and participation (10%).

## **CLASS STRUCTURE DURING COVID 19**

Our meeting space in Armstrong Room 144 only accommodates up to nine people at a time per the distancing rule of keeping 6 feet apart. With that being said, half of the class will have to learn remotely for either the morning or afternoon shift. If you're put in the class cohort that meets in the morning, you'll be learning from zoom in the afternoon, and vice versa. ALSO, if you're in person the morning one day, you'll be attending through zoom the next morning and attending in person in the afternoon. See below for the cohort schedule:

## MUS 101 Block 2 Cohort Schedule

Group A:	Group B:
Regina Bermudez-Smith	Madison Osborn
Greta Boettjer-Williams	Joshua Peiffer
Yankai Chen (remote)	Nevaeh Quimby
Clare Cole	Ryan Rader
Devon Hobbs	Hunter Sargent (remote)
Ryan Hosch	Simon Schlosser
MaryRose Jones	Jacob Sherzer
Marissa Mackey	Taylor Tracy
Noah Mumby	Grayson WendtGeisler

Date	10/5	10/6	10/7	10/8	10/9	10/12	10/13	10/14	10/15	10/16	10/19	10/20	10/21	10/22	10/23	10/26	10/27	10/28
AM	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
PM	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A

**Academic Honesty**

Please be sure that you understand the college's policy on honesty in academic work (see below). Violations of this policy will result in some form of academic sanction, such as an F for an exam or assignment, or possibly for the entire course. Please consult with me if you have questions. Also, please note that working together on daily assignments does NOT constitute academic dishonesty. I invite and encourage you to work on these assignments with others.

“Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty.” The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading “Academic Policies – Honesty in Academic Work.”

**Accommodations for Students with Learning Disabilities**

I would like to hear from anyone who has a documented disability that may require some modification of seating, testing, or other class requirements, so that appropriate arrangements may be made. To receive accommodation, you must notify me of your request within the first three days of our course. You must also have on file documentation from a professional qualified to diagnose learning disabilities. For more information, please consult [cornellcollege.edu/disabilities/documentation/index.shtml](http://cornellcollege.edu/disabilities/documentation/index.shtml).

All assignments are drawn from:

- Foundations of Music, by Robert Nelson & Carl J. Christensen, Enhanced 7th edition, 2015
- Computerized Tutor: Online Software Accompanying Foundations of Music

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<u>Week 1</u>	<u>In Class</u>	<u>Tomorrow's Assignment</u>
<b>Mon. Oct 5:</b>	Course Goals Introduction to Musical Notation and Interpretation	<b>Notes and Rests</b> Read pp. xxxii-xxxiv, 1-19 Computer Exercises #2-9 Written Exercises pp. 17-19
<b>Tues. Oct 6:</b>	<b>The Notational System</b> Review and Quiz: Notes & Rests New Material: Pitch	<b>Letter Names for Pitches</b> Read pp. 20-27 Computer Exercises #10-15, 20-22, 25 Written Exercises pp. 25-27
<b>Wed. Oct 7:</b>	<b>Rhythm &amp; Meter</b> Review and Quiz: Pitch New Material: Simple Meter	<b>Simple Meter</b> Read pp. 28-34 Computer Exercises #26-33, 165 Written Exercises pp. 32
<b>Thurs. Oct 8:</b>	<b>Rhythm &amp; Meter</b> Review and Quiz: Simple Meter New Material: Counting, etc.	<b>Counting &amp; Beaming</b> Read pp. 34-48 Computer Exercises #46-47 Written Exercises pp. 44-45, 47-48 Practice Counting Examples from "Music for Study" (pp. 37-42) Using Computer Exercise #46
<b>Fri. Oct 9:</b>	<b>Rhythm &amp; Meter</b> Review and Quiz: Counting, etc.	<b>Review Week's Material</b> Practice Computer Exercises Work on Weekly Assignment #1, due Mon.

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<u>Week 2</u>	<u>In Class</u>	<u>Tomorrow's Assignment</u>
<b>Mon. Oct 12:</b>	<b>Scales</b> <b>(Weekly Assignment #1 due)</b> Review & Quiz: Old Material New Material: Major Scales	<b>Major Scales</b> Read pp. 49-64 Computer Exercises #48-61 Written Exercises pp. 56-57, 61-64

<b>Tues. Oct 13:</b>	<b>Scales</b> Review and Quiz: Major Scales New Material: Key Signatures and Scale Degrees	<b>Major Key Signatures &amp; Scale Degrees</b> Read pp. 64-79 Computer Exercises #62-66 Written Exercises pp. 70-72 Analyze examples from "Music for Study" (pp. 75-79)
<b>Wed. Oct 14:</b>	<b>Scales</b> Review and Quiz: Key Signatures & Scale Degrees New Material: Minor Scales	<b>Minor Scales; Relatives &amp; Parallels</b> Read pp. 117-134 Computer Exercises #90-106 Written Exercises pp. 122-124, 127-129 Analyze examples from "Music for Study" (pp. 130-134)
<b>Thurs. Oct 15:</b>	<b>Musical Form</b> Review and Quiz: Minor Scales New Material: Simple Forms	<b>Simple Forms</b> Read pp. 206-216 (ignore references to chords & harmony for now) Computer Exercises # 107-113, 163 Written Exercises pp. 221-222 Analyze examples from "Examples for the Study of Form" (pp. 212-216)
<b>Fri. Oct 16:</b>	<b>Musical Form</b> Review and Quiz: Simple Forms	<b>Review Week's Material</b> Practice Computer Exercises Work on Weekly Assignment #2, due Mon.

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### Week 3

### In Class

### Tomorrow's Assignment

<b>Mon. Oct 19:</b>	<b>Rhythm and Meter II</b> <b>(Weekly Assignment #2 due)</b> Review and Quiz: Old Material New Material: Compound Meter	<b>Compound Meter</b> Read pp. 81-107 Computer Exercises #67-74, 87, 89 Written Exercises pp. 85, 93-97, 100-101 Practice Counting Examples from "Music for Study" (pp. 86-89) Using Computer Exercise #87
<b>Tues. Oct 20:</b>	<b>Intervals</b> Review and Quiz: Compound Meter New Material: Small Intervals	<b>Intervals: 2nds and 3rds</b> Read pp. 165-168 Computer Exercises #126-27, 134-35, 142 Written Exercises: p. 168
<b>Wed. Oct 21:</b>	<b>Intervals</b> Review and Quiz: Small Intervals New Material: Larger Intervals	<b>Intervals: Perfects, 6ths, and 7ths</b> Read pp. 168-184 Computer Ex. #128-31, 136-39, 143-45, 148

Written Exercises p. 170, 173-74; Analyze examples from "Music for Study" (pp. 180-184)

**Thurs. Oct 22:**      **Chords & Harmony**  
Review and Quiz: Larger Intervals  
New Material: Triads

**Triads**  
Read pp. 186-190, 192-198  
Computer Exercises #132-33, 140-41, 149-150, 152-153, 155-156  
Written Exercises pp. 188-90

**Fri. Oct 23:**      **Chords & Harmony**  
Review and Quiz: Triads

**Review Week's Material**  
Practice Computer Exercises  
Complete Final Project, due Monday!

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**Week 4**

**In Class**

**Tomorrow's Assignment**

**Mon. Oct 26:**      **Chords & Harmony**  
**(COMPOSITION DUE at AM class)**  
Review and Quiz: Old Material  
New Material: Chords in Keys  
*Performances of Compositions Begin!*

**Primary Triads – Chords in a Key**  
Read pp. 198-200  
Computer Ex. #151, 154, 157  
Written Exercise p. 203 – Analyze the chords used to harmonize Example 1

**Tues. Oct 27:**      **Review**  
Review and Quiz: Primary Triads  
*Performances continued*

**No assignment;**  
**Comprehensive Review for Final Exam**

**Wed. Oct 28:**      **Final Examination**

**No afternoon class**

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## Fundamentals of Psychological Science Term 2, 2020

**Instructor:** Lisa Janssens-Rud

**Office:** 222 Law Hall

**Extension:** 4116

**Office Hours:** Monday, Wednesday & Friday 11:30 – 12:30 PM or by appointment

**Text:** Myers, & DeWall. (2019). Exploring Psychology 11<sup>th</sup> Edition. New York: Worth Publishers. You must buy the on-line version with Launch Pad. I will be sending you the code.

**Additional Readings:** All additional reading can be found on Moodle.

Power Points: Are also available on Moodle.

**Course Description:** Fundamentals of Psychological Science provides an introduction to the study of behavior with emphasis in the areas of learning, cognition, motivation, personality, behavioral disorder, therapy and social influence. An understanding of the impact of both theoretical perspectives and experimental evidence on the formulation of the science of human behavior is also stressed. Psychological theories and principles are utilized to explain and predict behavior.

### Course Objectives

Cornell College has adopted a set of 9 educational priorities and objectives, including knowledge, inquiry, reasoning, communication, intercultural literacy, ethical behavior, citizenship, vocation, and well-being. Our campus community views these objectives to be a critical component of a quality liberal arts education in preparation. Therefore, the learning objectives for this course reflect these college-wide priorities and objectives.

1. Students will be able to understand the use of the scientific method in gathering information and drawing inferences about human behavior. (Inquiry)
2. Students will become acquainted with examples of valid and reliable research methods. (Reasoning)
3. Students will understand that prediction in Social Science can only be made in terms of various degrees of probability. (Knowledge)
4. Students will develop a better understanding of ethical issues faced in research and how to apply the American Psychological Association Code of Ethics with respect to the issues. (Knowledge, Ethics)

In addition, the following student skills should be developed:

1. Using both written and verbal forms students will articulate, evaluate and critique previous research and identify future possibilities of research. (Communication, Reasoning)
2. Students will be able to relate psychological concepts to their own life. (Knowledge)
3. Increased proficiency with scientific writing in APA style (Communication).
4. Increased ability to search on-line databases to identify relevant, high-quality research (Inquiry).

### Course Schedule:

#### Day & Date

Oct. 5 (M)

Oct. 6 (T)

#### Chapter & Topic

Chp. 1 Introduction

Chp. 2 The Biology of Behavior

#### Assignment due

Oct. 7(W)	<b>Group 1</b> - One Brain or Two Chp. 4 Developing Through the Life Chp 5 pgs 161-171, 177-187	<b>Syllabus Quiz</b>
Oct. 8(Th)	<b>Group 2</b> – How Moral Are You? Chp. 3 Consciousness & the 2 Track Mind <b>1 pm</b> – Library Instruction	
Oct. 9 (F)	Chp. 6 Sensation & Perception	<b>Essay 1</b>
Oct. 11 (Sun)	Review	
Oct. 12 (M)	<b>Exam 1</b>	
Oct. 13 (T)	Chp. 7 Learning <b>Group 3</b> – See Aggression... Do Aggression <b>Group 4</b> – Little Emotional Albert <b>M</b> – The Mozart Effect	
Oct. 14 (W)	Chp. 8 Memory	<b>All But the Paper Critique &amp; Review Help with Jessica</b>
Oct. 15( Th)	Chp. 9 Thinking, Language & Intelligence	
Oct. 16 (F)	Chp. 10 Motivation and Emotion Chp 5 pgs. 172-177	
	<b>Group 5-</b> Sexual Motivation	<b>Essay 2</b>
Oct. 19 (M)	Chp. 11 Stress, Health and Human Flourishing	
	<b>Review</b>	
Oct. 20 (T)	<b>Exam 2</b>	
Oct. 21 (W)	Chp. 14 Psychological Disorders	
Oct. 22 (Th)	Chp. 13 Personality	<b>Review &amp; Critique</b>
Oct. 23 (F)	Chp. 15 Therapy	
Oct. 26 (M)	Chp. 12 Social Psychology	<b>Essay 3</b>
	<b>Group 5</b> – To Help or Not To Help <b>Group 6</b> - Obey at Any Cost	
Oct. 27 (T)	Catch-up Review	
Oct. 28 (W)	<b>Exam 3</b>	

**Course design and student expectations:** This is a hybrid course, which to me means that some of it will be held in person and some online, for those students who have chosen to take the class online. When we are in person I am going to require masks and 6-foot distancing when in class. If you need to get closer than six feet, please ask the other person for permission and make it brief. No food is allowed in the classroom. You will also have to complete the symptom checker each day before class ([COVID-19 Symptom Checker](#)). I am required to send you back to your dorm to do it if you forget. Please do not come to class if you are feeling ill – you can join in via Zoom.

We will have in-person synchronous class sessions from **9-11 am Central Time generally Monday-Friday**. We will also have class in the afternoon. Some of these will be Zoom, some will be asynchronous. So, plan on having **afternoon class at 1 pm Central Time Monday through Thursday**. Our class is a **Cohort 2** group so you are able to have lunch 11:15 – 12:15 pm.

**Zoom Engagement:** Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to show up on time; be prepared for our collective work; be appropriately attired; and

try to limit distractions in our individual workplaces. Always go on mute when you are not speaking. Remember that not only can everyone hear your computer keyboard click clacking when you type (or your dog barking in the background) - but the Zoom feature to focus on the participant who is speaking means that you will be highlighted to everyone else on the call when you are making these noises. Also, whenever we are on Zoom **your cameras are to be on.**

**What if I am feeling ill?:** Remain in your room/home and immediately report if you develop a COVID-19 symptom or symptoms or if you are exposed to someone who has tested positive or has symptoms, including a fever of 100.4 or higher, cough, difficulty breathing, fatigue, chills, muscle pain, headache, sudden loss of taste or smell, sore throat, congestion or runny nose, nausea and vomiting, diarrhea. Students should call Student Health Center (319-895-4292) immediately if you have symptoms. If you do develop symptoms or become sick, you need to be in contact with the me to develop a plan for continued remote work in the course. It is possible that under certain circumstances this course may pivot to 100% online learning – be sure to check your email several times per day! These conditions include, but are not limited to, faculty or students testing positive for COVID-19 during the course of a block, a substantial number of students in the class needing to quarantine, the college deeming it appropriate, etc. We are very hopeful this will not happen, but you should be prepared that this is a possibility.

**Readings -** It is expected that you will have read the course material prior to attending class. Lecture is designed to provide some clarification to the material you were to have read as well as provide additional information. Therefore, you need to do both the reading as well as attended lectures in order to have a full understanding of the material that you will be tested over. I encourage you to ask questions and provide comments throughout the class. I guarantee you will find the class more rewarding and beneficial if you do this.

**Launch Pad** – For each chapter there are launch pad learning activities to help you learn the information. For all chapters but chapter 1 these must be completed by 7 am on the morning that we will be discussing them. These learning activities consist of multiple choice and fill in the blank. You can have it give you hints or just guess but you have to keep answering questions until you get to a certain point value. Each day's readings will be worth 5 points. **14 X 5 = 70 pts**

**In-Class Activities** – We will be doing activities in class throughout the term. These activities will be worth 5 points each and go towards your grade of class participation. I do not announce beforehand. You must be in class in order to receive credit for the activity.

**Syllabus Quiz-** There will be a quiz during the first week that asks questions about the syllabus. This allows me and you to make sure you understand the expectations of the course. **The Quiz is available on LaunchPad and must be completed by Wednesday, Oct. 7<sup>th</sup> at 10 pm. Total Points 10 Points**

**Exams:** There will be 3 exams given throughout the semester. Exams will be a combination of multiple choice, essay and short answer questions. Each exam will be worth 75 points. They will cover the readings and lectures since the last exam. Therefore the final exam will not be comprehensive. During the exam all tables are to be cleared except for the test you are taking.

**Total Points for Exams 3X75 = 225**

**Application Essays:** There are 3 essays in this course syllabus having to do with the chapters in the book. The essay assignments are designed to provide you with the

opportunity to demonstrate your ability to: apply psychological concepts to your life, think critically using psychological concepts, and assess your strengths and weaknesses as a student using psychological concepts.

All essays should allow you to demonstrate your understanding - through application - of at least one psychological concept. A key to the essays is to make sure you answer all of the questions. Essays 2 and 5 will be longer as they ask for more information. Spelling and grammar are also a part of your score. **All essays must be typed.**

Essays 1 - 20 points (Approximately 3 pages double spaced)

Essays 2 & 3 are worth 30 points - 2 X 30 = 60 points (Approximately 4 pages double spaced).

### **Total Points for Essays 80**

**All but the Paper Research Paper** – You will choose your group by signing up on the Google Doc on Moodle. All but the Paper – Paper Group Assignments. [https://docs.google.com/spreadsheets/d/1y5gspjGiS6pwvTmcsMB927dMccAK5GCF8atd4Irf\\_w/edit#gid=0](https://docs.google.com/spreadsheets/d/1y5gspjGiS6pwvTmcsMB927dMccAK5GCF8atd4Irf_w/edit#gid=0)

You and your group members will be required to collect information that would support a research project. This search will have specific criteria that will have to be met.

**Due Wednesday, Oct. 14th.**

**Total Points for All but the Paper is 1 X 30 = 30 points (30 points)**

**Historical Study Class Presentations:** Everyone will be divided into groups to present two historical psychological pieces of research. Your group will be responsible for presenting to the class what was done in the experiment. What the findings were. Why this was such an important study as well as identifying any concerns with the study.

**Presentations 20 points – Dates will vary**

### **Review & Critique –**

You will first read an original piece of work that will lead up to the actual review & critique. Using this article you will identify the hypothesis what type of research the experimenters used and other important aspects of the article. This assignment will be done in class and is worth **10 points**.

You will next review and critique a research journal article having to do with the previous article. You are encouraged to think carefully about what has been presented, including the underlying assumptions and possible ramifications. Your critique should include a brief summary of the article, a review of the assertions presented and the empirical data/evidence used by the author to support said assertions. You should evaluate the article with a critical eye: How valid were the author's assertions? Were the assertions clearly presented? Did the resulting evidence support the author's assertions? Were there any biases on the author's part? Did the explanations make sense? Did the author consider alternative explanations and future areas for research? What did you think of the value of the article? The critique should be typed, double-spaced, with 1-inch margins.

**Critique & Review is due Thursday, Oct. 22<sup>nd</sup>.**

**Total Points for Critique 1 X 30 = 30 points**

**Due Dates:** Please note the due dates in the course outline. **All assignments are due at the beginning of class.** Late papers and essays are not acceptable and will be docked accordingly **this includes computer/printer problems.** All papers must be turned in as a **hard copy**. Sending me an assignment via email does not constitute turning it in. If you do send it by email you must also turn in a hard copy. No papers will be accepted a week after their due date as well as after **Monday, October 26<sup>th</sup> at 9 am.**

**Attendance:** Class participation is strongly encouraged and does not go unnoticed. I believe that you will find if you attend class prepared and participate you will enjoy the class more as well as receive a better grade. Although, course grading will be determined by assignments and exams, I reserve the right to raise a student's grade if they have shown superlative class participation. Also, opportunities are provided in class to earn additional points if you are not in class and have not had your absence excused **prior** to class you forfeit these points.

**Media:** Due to our current climate media is overwhelmingly important. Do your best to make sure your mode of involvement is working. Also, make sure any media distractors are quieted or turned off in class, ie cell phones. While laptops are very important for us today please make sure you are using it for class application. It is not acceptable to be checking your email and surfing the web during class. You cannot listen to iPods or any music device in class or during tests.

**Kindness:** I really want to stress how important this is now. Many of us are using formats that are new to us or we don't have a lot of experience with. We are going to make mistakes, get frustrated possibly angry. Let's work on not taking it out on others and trying to be understanding and patient. We will get through this! Let's just be nice to one another as we travel this together.

**Dishonesty in Academic Work:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

### **Testing**

Additionally at test time all cell phones need to remain in your backpacks and if you would have to use the rest room you will need to leave your phone with the examiner when you leave the room.

**Disability Requests:** Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see Disability Services

**Illness:** If you are sick from class due to an extended illness or any type of illness. You must email me right away to determine feasibility for you to remain in the class. If I don't receive any correspondence from you I will assume you have chosen not to attend class and you will be graded as such. I do not offer make-up exam unless you are vomiting or have a note from a doctor. In these situations you will take a make-up exam and it will be all multiple choice questions.

**Dropping the class on the 15<sup>th</sup> day of the Term:** A student who is making a sincere effort

to do well in the class but is unable to do so may drop a class on the 15<sup>th</sup> day of the term. College policy leaves the determination of whether the student is making sincere effort up to the discretion of the instructor. For this class this means:

- No more than 2 unexcused absences from class.
- Student has taken and completed all assignments on time.
- The student has come to see me for consultation outside of the class at least once before the 13<sup>th</sup> day of the term.
- If a health reason would arise that makes it impossible for the student to continue with their work they need to contact me as soon as possible so we can take provisions to keep the illness from effecting your grades. Using an illness to cover up inadequate effort will not be tolerated.

**Grades** – Will be based on a straight percentage of the total points possible.

A = 94% +	C+ = 77-79%	D- = 60-63%
A- = 90-93%	C = 74-76%	F = <59%
B+ = 87-89%	C- = 70-73%	
B = 84-86%	D+ = 67-69%	
B- = 80-83%	D = 64-66%	



## TIME MANAGEMENT

### PERSONAL TIME SURVEY: 168

168 is the immutable, unchanging reality of time as we keep it. Presidents and queens, the rich and famous, business people, the poor and downtrodden, each and every one of us live with the reality that no matter what, there are never more than 168 hours in a week.

Understanding how you are currently spending your time is the first step in effectively utilizing this non-renewable resource.

**Step 1:** List the amount of time you spend per week on each activity (arrive at a daily average and multiply by 7; account for weekend differences):

- a. Class time (# of hours in class each week) \_\_\_\_\_
  - b. Job/Work \_\_\_\_\_
  - c. Socializing (hanging out, texting, dating, etc.) \_\_\_\_\_
  - d. Commuting/transportation time \_\_\_\_\_
  - e. Athletics/Exercise \_\_\_\_\_
  - f. Extracurricular Activities \_\_\_\_\_
  - g. Family Responsibilities \_\_\_\_\_  
(cleaning, cooking, shopping, etc.)
  - h. Sleeping \_\_\_\_\_
  - i. Eating \_\_\_\_\_
  - j. Personal Hygiene (bathing, hair, make-up, etc.) \_\_\_\_\_
  - k. Other \_\_\_\_\_
- 168

**Step 2:** Add together a-k \_\_\_\_\_

**Step 3:** Now subtract your subtotal from 168 for a total \_\_\_\_\_

**Step 4:** Divide by 7. This is the average number of  
hours per day you have left for studying or free time \_\_\_\_\_

If the number in your TOTAL line is negative, you have committed more time than there is in a week. If you have time left over, ask yourself what choices there are for your extra or free time. How would you choose to spend more of that time?

\_\_\_\_\_

Name \_\_\_\_\_  
Date: \_\_\_\_\_

## **SEMESTER AT A GLANCE**

**(What is due when: papers, tests, quizzes, presentations, lab reports, etc.)**

Take the given syllabus's and write assignment due dates in the appropriate week to find out how long you may need to spend on your classwork.

<b>Week 1:</b>	<b>Week 2:</b>
<b>Week 3:</b>	<b>Week 4:</b>
<b>Week 5:</b>	<b>Week 6:</b>
<b>Week 7:</b>	<b>Week 8:</b>
<b>Week 9:</b>	<b>Week 10:</b>
<b>Week 11:</b>	<b>Week 12:</b>
<b>Week 13:</b>	<b>Week 14:</b>
<b>Finals Week:</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Semester At A Glance Questions Activity

Directions: After completing the mock semester at a glance, answer the questions below in complete sentences.

1. Which weeks had the most assignments?

\_\_\_\_\_

2. Which weeks had the fewest assignments?

\_\_\_\_\_

3. How much time do you think you would need to devote to the weeks that had the most assignments (it can be in hours) ? \_\_\_\_\_

4. How much time do you think you would need to devote to the weeks that had the most assignments (it can be in hours) ? \_\_\_\_\_

5. Go back to your personal survey that you took, look over how much time you have to study and compare it to this semester at a glance sheet. Do you have enough time to complete all of the assignments and to study? \_\_\_\_\_

Whether the answer is yes or no, you still want to plan a little extra time for assignments that come up or for deadlines that get moved around or changed (yes it happens). How would you make the time for that and what things would you take time away from \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

### Reflection Sheet for Time Management Lesson Plan

1. After this lesson, how confident are you about making your own semester at a glance when the time comes? (Circle one)



2. After this lesson, how confident are you that you will be able to manage your time in college to complete all of your assignments and have enough time to study for quizzes and/or tests? (Circle one)



3. What was one activity in this lesson that was most helpful for you to learn how to manage your time in college?

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