

 <p>THE WRITING PROGRAM MUHLENBERG COLLEGE</p>		NAME: LINDA BIPS			
		DEPARTMENT: PSYCHOLOGY			
		TERM OFFERED: FALL 2014 X	SPRING 2015		
Are you teaching the FYS as an overload?	Y N	Are you interested in attending a 3-day, end of term, paid writing workshop for faculty?	Y N	Are you applying for grant money through FCT for this FYS?	Y N
Department Chair approval to offer this course as part of your faculty load		(In lieu of a signature, electronic approval may be sent to WPC@muhlenberg.edu)			

Proposal to offer a First-Year Seminar

This form should be completed for all new and returning first-year seminar courses. First-year seminar proposals will be reviewed and approved by the Writing Program Committee. We understand that your proposal may be in the preliminary stages of development, but this information helps us provide you with feedback and approval. Please submit this completed form to WPC@muhlenberg.edu, by **Friday, January 24, 2014**.

If you have offered this first-year seminar at the college in previous years, please provide:

- The title THE PSYCHOLOGY OF CHOICE
- The most recent semester the seminar was offered FALL 2013
- The most recent syllabus. *The syllabus may be attached in lieu of the information requested below, or you may provide the information and receive feedback from the Writing Program Committee.*

If you are seeking approval for a new first-year seminar, please provide:

- A Working Title of Seminar
 - Compose a working title that you think will be appealing to incoming students while also emphasizing the academic focus of the course.
 - Please Note: Titles longer than 24 characters will be abbreviated on course schedules and student transcripts.
- Catalog Description of Seminar
 - In 200 words or less, please explain the seminar's focus, including the major questions that you will address and a few of the texts that you plan to read.
 - A sentence that describes the kind of writing you plan to do in the course would be helpful.
- Proposed Reading List
 - First-year seminars must include rigorous, college-level reading. Students need to learn how to negotiate academic texts.
 - Please note that films cannot substitute for readings.
- A brief discussion of how writing will shape the pedagogy of your course
 - What kinds of writing assignments do you envision and how many?
 - Please see the attached Guidelines & Best Practices for Teaching First-Year Seminars for more information.

All faculty developing a *new* first-year seminar are welcome to apply for summer grants through the [Faculty Center for Teaching](#). Faculty who apply for grants are invited to ask the Writing Program Committee to write a letter articulating why development of the FYS merits institutional support.

Approved

Provisionally approved

Not approved

The Psychology of Choice
FYS – 112 - 00
FALL 2012

Professor: Dr. Linda Bips
Office: Moyer Hall 218
Office hours: Tuesday/Thursday 11-1130AM Wednesday 2-3PM
Phone: x3419 **E-mail:** bips@muhlenberg.edu
Writing assistant: Jessica Harris **E-mail:** jh239997@muhlenberg.edu

Making decisions is part of one's every day experience but how does one choose a major, lunch, a new coat, or even a partner for life? This course will examine decision making through many different lenses -biology, intuition, emotion, logic. Do we make choices that conform to the norms of others or that are innovative and uncommon? Are we making decisions consciously or unconsciously? Do the best decisions result from blending both feeling and reason and how do we know the ideal contribution of each? We will also examine the impact of culture, media, the environment, and our personal history of choices on our everyday decisions. Our primary text will be *The Art of Choosing* by Iyengar but we will also examine decision making by reading other authors. We will look at how our choices construct our identity and impact our own happiness. Ideally as a result of understanding choice, we will become better decision makers.

Readings:

Iyengar, S .(2010). *The Art of Choosing* New York: Twelve-Hatchette Book Group.

And additional assigned books and readings

All students will be asked to purchase a writing manual. Several sources will be recommended the first week of class. Also check out this site before you submit a paper

<http://grammar.quickanddirtytips.com/>

Classroom Etiquette:

Please practice good etiquette in the classroom. Respect yourself, your classmates our writing assistant, and the faculty. This means no cell phones, no chatting with your classmates when others are presenting, participating in class discussion and staying in the classroom. Class is only one hour and fifteen minutes so take care of your bathroom needs before the beginning of class.

Special Considerations:

Students with disabilities requesting classroom or course accommodations must complete a multi-faceted application/approval process through the Office of Disability Services prior to the development and implementation of an Accommodation Plan. Each Accommodation Plan is individually and collaboratively developed with the Directors or staff of the following Departments, as appropriate: Academic Resource Center, Office of Counseling Services, Student Health Services, and the Office of Disability Services. If you have not already done so,

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please contact the appropriate Department to have a dialogue regarding your academic needs and the recommended accommodations, auxiliary aides, and services.

Course Requirements:

Every student must have a 3 ring binder and loose leaf paper. In the **first section** of the notebook you will keep your reading notes and reflections. For every reading you will write a summary outline, flowchart or diagram of the main points of the reading in your own words on the left side of the notebook. This page is to help you understand the structure and details of the author's argument. This page should help you remember the reading for class discussion and serve as a source for later papers. It might be helpful to copy quotes and include page numbers for future writing.

On the right side you will write a reflection/reaction to the author's argument. Analyze it, relate it to our own experience, refute it, question it, and go beyond it.

This section will be graded for evidence of serious effort and engaged thought.

The **second section** of the notebook will include free writes that will be completed during class time.

The **remaining sections** will each contain working notes for assigned papers, peer review of papers, completed papers, and revisions.

Notebooks should always be brought to class and to meetings with the faculty member and the writing assistant. Notebooks will be collected at random times during the semester.

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Students will be assigned to a group to lead class discussion on another book on the topic of choice.

Presentation books: (one copy of each book is on reserve in the library but I suggest you buy your own copy of the book to which you are assigned)

Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown and Company

Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux

Lehrer, J. (2009). *How we decide*. New York: Houghton Mifflin Harcourt Publishing Company

Schwartz, B. (2004). *The paradox of choice: Why more is less*. New York: Harper Collins Publishing

Grading

You must attend at least three individual writing appointments with our writing assistant. If you meet less than three times, you will lose 1 point from your final grade for each of the three meetings that you did not attend.

Writing – Throughout the semester, you will receive comments, ratings (check minus – unsatisfactory, check – satisfactory, check plus – very good, plus – outstanding), and occasionally grades on your papers, informal and formal. The final writing grade will be given to your notebook that will include all your process and products for the semester. This will be 60% of your grade.

Academic Integrity: www.muhs.edu/main/aboutus/dean-academic/integrity

Participation – Your active participation in the fabric of this class is critical. Attendance is important but you must also demonstrate your preparation, critical thinking about the material, interest, and involvement. In addition, you will serve with your team as a leader of a class. This will be 40% of your grade. (rubric follows)

	4	3	2	1
Listening	Actively and respectfully listens to peers and faculty	Sometimes displays lack of interest in comments of others	Limited interaction with peers	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with summaries and reflections completed	Preparation and therefore level of participation are both inconsistent	Sometimes arrives with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Frequency of participation	Actively participates at appropriate times	Sometime participates but at other times is tuned out or dominates conversation	Comments are generally vague or drawn from outside of the assigned materials or include excessive self reference	Demonstrates a noticeable lack of interest in the material
Quality of contributions and impact on the seminar	Comments are relevant and help move the seminar conversation forward	Comments sometimes advance the conversation but do little to move it forward	Group dynamic and level of discussion are not affected by the student's presence	Group Dynamic is significantly harmed by the student's presence

Adapted from

Chapnick, A (March , 2009). A Participation Rubric The Teaching Professor p.4
 Immerwahr, J. <http://creativecommons.org/licenses/by-sa/3.0/us/>

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DATES and ASSIGNED READINGS

Every Thursday you will receive an assignment sheet that will inform the work that you will do for the upcoming chapter and additional reading.

8/29-31

We will be reading, viewing, writing about and discussing *127 Hours*

9/5-7

Iyengar Chapter 1

9/12-14

Iyengar Chapter 2

Bruning, D. (2007). Dualism and the post-modern student, *Mercury*. (Blackboard)

9/19-21

Iyengar Chapter 3

9/26-28

Writing week

10/3-5

Team training and meetings

10/10-12

Iyengar Chapter 4

Reyna, V. & Farley, F. (2007). Is the teen brain too rational? *Scientific American Reports: Special Edition on Child Development*. 61-67

10/17-19

Iyengar Chapter 5

Thursday October 18 – 7 PM Miller Forum Phil Tetlock

There They Go Again: Expert Over-claiming in a Sound Bite World

part of the 2012 Election Series

10/24-26

Iyengar Chapter 6

10/31-11/2

Writing week

DATES and ASSIGNED READINGS

11/7-11/9

Iyengar Chapter 7

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Not approved

11/14
Team Presentation

11/16
Team Presentation

11/28
Team Presentation

11/30
Team Presentation

12/5
Wrap up

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