



## Psychology 111 – Introduction to Psychology Fall 2017

**Lectures:** Sect 10: MWF 10:30-11:20 AM  
Sect 11: MWF 11:30-12:20 PM  
GOLDSTEIN 100

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**Office Hrs:** Dr. Kerchner  
Monday 1:30 -2:30PM, Thursday 3:00- 4:00PM; and by appointment (e-mail to set up)

Dr. Gibson:  
Wednesday 1:00-2:00PM and by appointment (e-mail to set up)

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### COURSE OVERVIEW

General Psychology is a two-semester course. In PSY111 we will explore the ways that the brain governs behavior by discussing nervous system structure and function, brain and cognitive development, basic principles of research design and statistics, the biological and genetic basis of behavior, learning, memory, sensation & perception, and cognition. In PSY112 applied psychological topics will be discussed, including personality theories; social psychology of attitude formation, conformity, and prejudice; abnormal behavior; therapeutic approaches; and psychometric testing. Successful completion of PSY111/112 counts towards social science distribution requirements.

### REQUIRED COURSE MATERIALS:

*Hockenbury, S.E., Nolan, S.A and Hockenbury, D.H. (2016). Discovering Psychology, 7<sup>th</sup> ed. Worth Publishers, New York.*

#### *Required Textbook; Including e-Book & LaunchPad:*

The textbook we are using is an inexpensive printed loose-leaf copy with an Access Code that provides you with free access to **LaunchPad**, an online learning resource that includes an e-book version of the text. Wherever you go you can have access to the textbook as long as you have internet access.

*Canvas On-line Portal for Psychology 111: SECT 10 & 11* <https://washcoll.instructure.com/login>

At this URL you will find the Canvas site for this course. You can find all relevant course materials here, including this syllabus. Periodically there may be important updates, class materials, and announcements that are posted here, so it is your responsibility to check the Canvas website frequently.

You will each be automatically registered for access to the website. Your password for access to the website will be your College internet password (i.e., the password you use to login to the campus e-mail server or web-adviser). *If you are a high-school student, see me after class to start the process needed for you to obtain a password. It is imperative that you obtain access to Canvas ASAP so that you can benefit from the study aids and important notices posted there.*

Copies of the PowerPoint presentations that accompany each class lecture/discussion will be posted on the Canvas website at least 1 day prior to each class. Also on the Canvas site and on LaunchPad are flash cards, practice quizzes, videos, and other interactive tools for each chapter. These materials make excellent study aids

## OTHER RESOURCE MATERIALS

### *Your Course Mentor:*

Your course mentor has successfully completed the General Psychology sequence and is now here to help you do the same. Peer mentors hold weekly review session (including pre-test reviews) and are available to answer questions you may have about the course content.

### *The Office of Academic Skills:* <http://offices.washcoll.edu/academicskills/>

The Office of Academic Skills (OAS) provides assistance and guidance in developing and practicing effective study skills to maximize your mastery of college-level academic learning goals. You can make an appointment to talk about strategies for effective studying at <http://washcoll.mywconline.com/>. You can also request a Peer Tutor at <http://offices.washcoll.edu/academicskills/peertutoring.php>.

Students with a documented learning difference that requires alternative modes of instruction or testing should consult with the OAS during the first weeks of the semester to insure that effective accommodations can be made as early as possible. More information on accommodations is detailed later in this syllabus.

### *The Counseling Center:* <http://www.washcoll.edu/offices/health-and-counseling-services/>

Adjustment to college can be emotionally as well as academically challenging. In such cases, The Washington College Counseling Center can provide much-needed support.

## GRADING

All grades will be averaged and weighted as specified below to calculate your final grade for the course. If you have acquired more than 8 credits for participating in research and/or writing research critiques, have a good attendance record, and have participated in classroom discussions, we may factor such exceptional effort into your final grade and thereby raise your grade by as much as a third of a letter grade (e.g., C+ to B-; B to B+).

Attendance .....	10%
Hourly Examinations .....	80%
Participation, Class Activities, & <i>LaunchPad</i> ...	10%
Research Credits/Critiques .....	* You must collect a total of 8 credits; failure to do so will result in a grade of "F" for the course, regardless of your grades on the hourly exams, activities, and homework. Completing more than 8 Credits or Critiques will be taken into consideration and can boost your final grade for the course. *Includes Pass/Fail students

## ATTENDANCE

Attendance at all lectures is required and your attendance will be monitored. Attendance will also be considered in determining your final grade for the course and excessive unexcused absences (3 or more) will adversely affect your grade. ***A pattern of excessive absence will be reported to the Office of the Dean and Provost of the College. Students on academic probation are reminded that they are required to attend every class and the Dean will be notified if you have just one unexcused absence.***

If there are serious personal health issues resulting in more than 3 absences, the student is responsible for requesting that the ***Associate Provost for Academic Services notify the instructors that the absences should be excused.***

***Scholar-athletes are required to provide the instructors with a copy of their game schedules indicating when away games will require their absence.*** This schedule must be submitted by the end of the second week of classes.

**Absences due to required course related fieldtrips are excused only if announced prior to the date of the fieldtrip by an e-mail or note from the course instructor.**

**The student is still responsible for all material covered in classes that they do not attend.**

## HOURLY EXAMS

There will be four examinations during the semester. The dates of these exams are listed on the schedule in this syllabus. Note: the registrar will determine the day and time of the fourth examination, during the final exam period for your class. **Be aware that you must attend the final so do not make holiday travel plans for the period Dec 12-16, 2016.** Each exam, including the final exam, will cover only material since the previous exam (i.e., the exams are NOT cumulative). Exam grades may or may not be curved depending upon the overall performance of the class.

All examinations will be comprised of approximately 50 short answer (fill-in-the blank), matching, or multiple-choice items. Practice tests can be accessed with the code you obtained with the purchase of your textbook and your peer mentor will hold a review session before each exam.

**Make-up Exams for an Excused Absence:** *Makeup examination will only be allowed under the following rare or unusual circumstances.* The instructor may reschedule an exam if a student was unable to attend an examination for one of the following reasons:

- a) a serious illness or dire medical emergency supported by a notification from the Dean's Office.
- b) a family emergency (such as death of a close relative) supported by a notification from the Associate Provost for Academic Services.
- c) Absence as a consequence of an officially sanctioned college event or program, e.g., varsity athletic contest, academic field trip. **The varsity coach, instructor or the coordinating college administrator must provide documentation of your participation in the event prior to the examination date of the scheduling conflict.**

**Failure to complete one of the scheduled exams for any reason other than those listed above or to complete a make-up exam will result in a grade of zero (0) for the missed exam.**

**Accommodation for Learning and Physical Differences:** If you have been diagnosed with a recognized learning difference (e.g., attention deficit disorder) or a physical challenge (e.g., hearing loss or visual impairment) that impacts your academic performance, we will do our best to accommodate your specific needs. **However, no such accommodation will be made unless you have notified the Director of the Office of Academic Skills (OAS), Andrea Vassar, regarding your learning difference and have provided OAS with official written documentation of the diagnosis and the specific recommendation(s) that have been prescribed for accommodation of your learning difference.** You can make an appointment online to discuss academic accommodations at OAS here: <http://washcoll.mywconline.com/>.

**To ensure that your specific needs are met to the best of our ability, you must inform the instructor of your need for special accommodations prior to Monday, September 14.** The instructor will work with OAS to determine the best means for addressing your specific accommodation. If additional time is required, the standard for extended time on examinations is one and a half times the length of the examination (e.g. 25 extra minutes for a 50-minute examination).

**OAS provides a supportive learning environment for all students.** The Office of Academic Skills is dedicated to providing assistance to all students. Peer tutors are available; these are students who have successfully completed the class and have been recommended by the instructor. In addition, OAS runs regular sessions on how to build college-level study skills. These sessions are very organized and you may be surprised by how helpful they really are. Finally, please note that the Toll Science Center is amply supplied with white-board equipped study nooks. Many smart students create a study group that meets regularly to discuss the material, outline chapters, and prepare for exams as a group.

## PARTICIPATION

There are three ways that you may earn full participation credit.

- It is expected that you not only attend classes, but that you will be an active member and participant in class discussions. This includes being prepared to answer questions the instructor may call upon you to answer during class.
- In addition, we will be asking you to engage in a number of classroom or online activities (assignments/quizzes/surveys) that may occur during class or online. You will be expected to participate in these activities and to complete any homework assignments that are assigned. If you miss class you are still responsible for turning in these assignments on time. In-class activities cannot be made up. These activities and assignments will vary depending on the coursework and the current instructor
- **LaunchPad** is an online learning system provided by the publishers of your textbook. *LaunchPad* exercises correspond with the assigned readings in the textbook and classroom discussions and provide you with immediate feedback regarding your mastery of the terms and concepts. If you purchased the textbook from our bookstore there is an access code included with the textbook. This will provide you with access during both PSY111 this semester and for PSY112 during the fall semester of 2018. **NOTE: If you had purchased Hockenbury, Nolan & Hockenbury when enrolled in PSY112 last spring and you no longer can access LaunchPad you will need to notify the instructor ASAP.**

## RESEARCH CREDITS/CRITIQUES

You must earn eight (8) participation credits this semester. Participation credits are earned through one of two routes: **research critiques from acceptable research journals or participation in psychology experiments. You may complete the research credits by accumulating 8 critique credits, 8 experimental participation credits, or any combination of critique credits and research participation credits.**

- *You must earn at least 2 critique or research credits prior to the Midterm October 9, 2017.*
- *To pass this course you must obtain at least a total of 8 research credits/critique credits.*

**Critiques.** Included **at the end of the syllabus is a list of journals** that are acceptable for the written research critiques. This list includes professional journals in Psychology and excludes such publications as *Time*, *Newsweek*, *The National Enquirer*, *Psychology Today* and other popular periodicals. **You must select articles to critique from the journals that appear on this list.**

**The critiques must be of articles that have been published since January 2017. All critiques must be submitted using the format used in the sample critique included at the end of the syllabus. A copy of the sample critique is also posted on the Canvas Website. Critiques should be type-written (printed from a computer). You must submit a copy of the first page from each article you critique along with the critique itself. The last day that you can submit a critique for credit is Friday, December 1, 2017. Always keep copies of your critiques for your own records.**

**Research Credits.** You can earn experimental participation credits by serving as a participant in any of several ongoing studies run by psychology majors and faculty. **Most experiments will earn 1 credit toward the 8 required for the semester.** Most experiments require less than one hour to complete. Occasionally some experiments may earn you 2 credits, usually if they require your participation on more than one occasion or for longer than one hour. You will receive a participation slip at the end of each experiment. Half of the slip will be turned in for credit and the other half you should always keep for your own records.

- *if you sign up to be a participant and do not show for your appointment and do not call the experimenter to cancel, you receive a negative credit;*
- *you never should participate in a study you find personally objectionable and you always have the right to walk out of any experiment without loss of credit or fear of penalty; and*
- *you must collect eight (8) critique or research credits to pass the course*

We will tell you more about experiments during the semester, but please note the following:

**Failure to successfully complete the participation component of the class will cause you to earn an "F" in the course, regardless of your other grades in the class.**

**Extra Credit:** You can earn extra credit toward your final grade by earning more than the required 8 research critiques or experimental credits.

### **POLICY ON ACADEMIC HONESTY**

Washington College's honor code is in effect at all times and the pledge must be signed on all tests. Violations of academic integrity include (but are not limited to): plagiarism, dishonest acquisition or distribution of materials, and unauthorized collaboration on projects and assignments. Assume that collaboration on assignments is not allowed unless specifically told otherwise by the instructor. Academic dishonesty will result in automatic failure for that assignment and all incidents will be reported. Information about Washington College's honor code is available in the catalog:

<https://www.washcoll.edu/campuslife/honor-code/>

### **CLASSROOM COURTESY**

#### **Cellular Phones and Electronic Devices Policy**

**All cellular phones and other non-class-related electronic devices are to be turned off during classes and examinations.**

You may employ a laptop or tablet device to assist with note-taking. However, net cruising, i-chatting, texting, "twittering" and composing or viewing e-mail is rude and potentially disruptive to those seated near you and are therefore forbidden. If your actions become disruptive to anyone in the classroom, including the instructor, you will be required to turn your electronic device off and/or you may be dismissed from the class.

#### **Talking in Class:**

Please refrain from chatting with your friends during class. This is extremely disruptive to the students around you. However, asking the instructor questions about the course material and participating during class are strongly encouraged.



## SUGGESTIONS FOR DOING WELL IN THIS CLASS

To insure success in this course, the best strategy to employ is to read the text, attend all classes, review your notes and the text daily, and prepare for the examinations, but DO NOT invest excessive time and energy to earn extra-credit research credits/critiques

1. *Enhance your study skills* to meet the increased academic demands of college.
  - a. The Office of Academic Skills at <https://www.washcoll.edu/offices/academic-skills/> has links to study tips, information on Academic Success Workshops, or to make an appointment with a peer tutor. Appointments can also be made at <http://washcoll.mywconline.com/>.
2. *Space out your study* (i.e., DON'T CRAM!). There is a plethora of evidence that spacing out your study time (i.e., keeping up with it a little at a time) will improve your retention of the material. Here's an example of how to do that:
  - a. Complete the assigned readings and **take the LaunchPad pre-lecture quiz before class**. If there are topics that you are curious about or that you find challenging, write your questions out and raise them during the upcoming lecture.
  - b. Print out the lecture slides and bring them with you to class to take notes. This will form a framework that will make the class material more meaningful. All quizzes and notes are available on Canvas.
  - c. Soon after each class (while the information is still fresh) review your notes to solidify the information. **Take the LaunchPad post-lecture quiz and re-read the material for areas you missed in order to clarify the information.**
  - d. Attend the weekly review sessions. Write down any questions or unclear areas as you study and bring these with you. The more you participate in the reviews the more you will get out of them.
  - e. Review all of your above materials then take the practice quiz for each chapter to study for the test.
3. If you are trying the things listed above and are still struggling, *contact your instructor* for help. Instructors' office hours are listed at the beginning of this syllabus.
4. Other class-specific suggestions:
  - a. Check out Canvas regularly. Links, articles, announcements, and other materials will be posted throughout the semester.
  - b. **Do not leave all of your experiment participation or critiques for the last minute.** There are a limited number of studies available to participate in during the semester, so check the sign-up options regularly. If you choose to write critiques, keep in mind that quality is important and it takes time to thoroughly read and understand a research article.

# 10 HABITS OF SUCCESSFUL STUDENTS

<http://opportunity.org/learn/lists/10-habits-of-successful-students?gclid=CM3-I9SYu8cCFdcXHwod3LIMhg-.VdeiSrxVikp>

1. **Get Organized.** Making a plan for what you're going to do and when you're going to do it will make sure you're always ahead of the curve - literally.
2. **Don't multitask.** Studies have shown that multitasking is physically impossible.
3. **Divide it up.** Studying isn't fun to begin with, and forcing yourself through a study marathon will only make it worse. Dividing your work into manageable chunks and rewarding yourself when you finish each chunk will make studying (more) fun.
4. **Sleep.** Don't underestimate the importance of those eight hours of zzz's every night! Getting a good night's rest will sharpen your focus and improve your working memory.
5. **Set a schedule.** Do you work better right after school or after you've eaten dinner? Are you more productive in 90-minute blocks or half-hour spurts? Find a schedule that works for you, and stick to it.
6. **Take notes.** Taking notes will not only keep you more engaged during class, but will also help you narrow down what you need to study when exam time rolls around. It's much easier to reread your notes than to reread your entire textbook!
7. **Study.** This one might be obvious, but did you know that there's a right and a wrong way to study? Review your material several days ahead of time, in small chunks, and in different manners (for example, write flashcards one day and take practice tests the next). In other words, don't cram.
8. **Manage your study space.** Find a place that will maximize your productivity. Look for places away from the television and other distractions. Whether it's your local library or just the desk in your bedroom, set aside a study space that you'll want to spend time in.
9. **Find a study group.** Sitting down with a group of people who are learning the same things as you is a great way to go over confusing class material or prepare for a big test. You can quiz each other, reteach material, and make sure that everyone is on the same page. After all, teaching someone else is the best way to learn.
10. **Ask questions.** You're in school to learn, so don't be afraid to do just that! Asking for help - from a teacher, a tutor or your friends - is a surefire way to make sure you truly understand the material.

**PSY111 Course Syllabus & Required Readings • Fall 2016**

\*Please note: The schedule below is tentatively based on the best available information at this time.  
Flexibility is implied and changes may need to be made due to unforeseen circumstances.

Date	Topic(s)	Assigned Readings
<b>Week 1 – Dr. Kerchner</b>		
8/28	Getting Started – Course Overview & Syllabus	
8/30	Overview of Psychology	Chapter 1 pp 1-15
9/1	Psychological Science	Chapter 1 pp. 15-33 Appendix A
<b>Week 2 – Dr. Kerchner</b> <i>September 5, 2017 Last day to add drop or request an audit</i>		
9/4	Psychological Science	Chapter 1 pp. 34-39
9/6	Learning: Discussion - <i>How We Learn</i>	Chapter 5 pp.180-183
9/8	Classical/Respondent Conditioning	Chapter 5 pp. 183-191
<b>Week 3 – Dr. Kerchner</b> <i>September 11 Deadline to submit accommodations for course-work and examinations</i> <i>September 11 Deadline to submit Athlete's Team Schedules &amp; Class Conflicts</i> <i>September 15 Last day for Juniors &amp; Seniors to select the Pass/Fail Option</i>		
9/11	Classical/Respondent Conditioning [continued]	Chapter 5 pp. 191-196
9/13	Operant/Instrumental Conditioning	Chapter 5 pp. 196-209
9/15	Operant/Instrumental Conditioning [continued]	Chapter 5 pp. 209-214
<b>Week 4 – Dr. Kerchner</b>		
9/18	<b>Examination #1</b>	
9/20	Observation/Cognitive Learning	Chapter 5 pp. 214-223
9/22	Neuroscience & Behavior: Discussion - <i>Free Will or Won't</i>	Chapter 2 TBA
<b>Fall Family Weekend – Enjoy!</b>		
<b>Week 5 – Dr. Kerchner</b> <i>September 29: last day to withdraw with a W grade</i>		
9/25	The Neuron on Glia – Action Potentials	Chapter 2 pp. 40-47
9/27	Synaptic Transmission - Psychotropic Drugs/Meds	Chapter 2 pp. 47-52
9/29	Endocrine Systems – Stress, Sex, Aggression & Oxytocin	Chapter 2 pp. 53-60
<b>Week 6 – Dr. Kerchner</b>		
10/2	Neuroanatomy & Neuroplasticity – <i>Phantoms in the Brain</i>	Chapter 2 pp. 60-74
10/4	Higher Brain Function – Cortical Lateralization	Chapter 2 pp. 74-81
10/6	Wrap Up & Review	
<b>Week 7 – Dr. Kerchner</b>		
10/9	<b>Examination #2</b>	
10/11	Test Review & Course Evaluations	
<i>Mid-term Grades Due to Registrar</i>		

**NO CLASSES: FALL BREAK OCTOBER 12-15**

**PSY111 Course Syllabus & Required Readings • Fall 2017 (continued).**

Date	Topic(s)	Assigned Readings
<b>Week 8 - Dr. Gibson</b>		
10/16	Sensation	Chapter 3 pp 84-98
10/18	Sensation	Chapter 3 pp 98-110
10/20	Perception	Chapter 3 pp 110-117
<b>Week 9 - Dr. Gibson</b>		
10/23	Perception	Chapter 3 pp 117-122
10/25	Perception wrap-up; Consciousness Introduction	Chapter 3 pp 122-129 & Chap 4 pp 132-135
10/27	Attention and Daily Rhythms	Chapter 4 pp 135-139
<b>Week 10 - Dr. Gibson</b>		
10/30	Sleep and Dreaming	Chapter 4 pp 139-151
11/1	Sleep Disorders	Chapter 4 pp 152-156
11/3	Altered States of Consciousness	Chapter 4 pp 156-164
<b>Week 11 - Dr. Gibson – <i>November 10 Last Day to Withdraw from Courses with a "W"</i></b>		
11/6	Altered States of Consciousness	Chapter 4 pp 164-176
11/8	<b>No Classes: Advising Day</b>	
11/10	<b>Examination #3</b>	
<b>Week 12 - Dr. Gibson</b>		
11/13	How Memory Works	Chapter 6 pp 226-233
11/15	Memory Retrieval	Chapter 6 pp 234-242
11/17	Forgetting & Altered Memories	Chapter 6 pp 242-255
<b>Week 13 - Dr. Gibson</b>		
11/20	Biological Basis of Memory	Chapter 6 pp 256-265
<b>Thanksgiving Break 11/22-11/26</b>		
<b>Week 14 - Dr. Gibson <i>November 10 Last Day to Submit Research Critiques</i></b>		
11/27	Thinking	Chapter 7 pp 270-277
12/29	Problem Solving & Decision Making	Chapter 7 pp 277-283
12/1	Language (overview)	Chapter 7 pp 284-290
<b>Week 15 - Dr. Gibson</b>		
12/4	Intelligence (overview) & Artificial Intelligence	Chapter 7 pp 290-294
12/6	Brain Mysteries	

**Final Hourly Examination #4 – to be scheduled at the end of the semester in the regularly scheduled exam period**

**If you elect to complete a research critique, the article(s) you select:**

- MUST COME FROM ONE OF THE FOLLOWING JOURNALS
- AND MUST HAVE BEEN PUBLISHED SINCE JANUARY 2016

Full-text Journals available from Miller Library Archive ONEsearch

<http://www.washcoll.edu/offices/miller-library/>

American Journal of Psychiatry  
 Animal Behaviour  
 Animal Cognition  
 Appetite  
 Attention, Perception & Psychophysics  
*Behavioral Neuroscience*  
 Brain and Language  
 Brain and Cognition  
 Brain, Behavior, and Immunity  
 Comparative Cognition & Behavior Review  
 Cognition  
 Cognitive, Behavioral and Affective  
 Neuroscience  
 Cognitive Psychology  
 Frontiers in Behavioral Neuroscience  
 Consciousness & Cognition  
 Experimental Neurology  
 Evolutionary Psychology  
 Hormones and Behavior

Journal of Applied Behavior Analysis  
 Journal of Cognitive Neuroscience  
 Journal of the Experimental Analysis of Behavior  
 Journal of Memory and Language  
 Journal of Psychosomatic Research  
 Journal of Psychiatry & Neuroscience  
 Learning and Motivation  
 Neurobiology of Disease  
 Neurobiology of Learning and Memory  
 Neurobiology of Stress  
 Neuroimage  
 Neuropsychologia  
 Neuroscience and Neuroeconomics  
 Perceptual and Motor Skills  
 Physiology and Behavior  
 Psychomusicology: Music, Mind & Brain  
 Psychophysiology  
 Neuroscience & Consciousness  
 Nutritional Neuroscience  
 Sleep and Hypnosis

**Full-text Journals Available through the PsychARTICLES database**

<http://washcoll.libguides.com/az.php>

*Journal of Comparative Psychology*  
*Journal of Experimental Neuroscience*  
*Journal of Experimental Psychology (Animal Behavior Processes)*  
*Journal of Experimental Psychology (General)*  
*Journal of Experimental Psychology (Human Perception and Performance)*  
*Journal of Experimental Psychology (Learning, Memory, & Cognition)*

**Print Full-text Journals Available in Miller Library Periodical Section**

Nature (Miller Library – print only)

Science (Miller Library – print only)

*Note: Full-text capability requires Adobe Acrobat Reader and/or a web browser configured to read PDF type files.*

**SAMPLE PSY111 RESEARCH CRITIQUE**

Student Name: I.M. Student  
 PSY 111, Section 10 or 11 (circle one)

(Signature) \_\_\_\_\_  
*I pledge my word of honor that I have abided by the Washington College Honor Code while preparing for and during the completion of this assignment.*

Article. Smith, W.J., & Wundt. W. (1991). Student generated critiques of professional articles in the behavioral and neural sciences: What and why. *Journal of Liberal Arts Studies*, 8, 21-25.

Abstract In this article, the authors argued that undergraduate students at a competitive liberal arts institution would benefit from reading articles of their own choosing from professional journals.

Overview The main point of this article was to discuss how it is that small liberal arts institutions outperform large institutions in the generation of Ph.D. bound college graduates in the sciences, when size of school is equated. That is, small liberal arts colleges outperform their larger counterparts in the percentage of total graduates who later go on to earn the Ph.D. or M.D. One reason given for the apparent superiority of such schools may be the higher expectations of student capability by the faculty at such schools. The goal of this research was to determine if students would benefit in their classes from reading and then summarizing professional reports.

Subjects The subjects were 115 bright undergraduates at a small liberal arts institution located on Maryland's Eastern Shore. Roughly half were men and half were women.

Methods As part of a class requirement, students chose to either serve as a participant in an experiment or to write a critique of a professional article of their choosing. Students could choose any article they wished from a list of journals supplied to the students at the beginning of the semester. Students were allowed to mix experimental credits with critiques to achieve a total of eight credits; successfully completing this requirement was necessary in order to pass the course.

Students who chose to write critiques selected articles according to their own interests. The average grade on each critique was then recorded.

Results The majority of students in the class wrote at least one critique; many wrote two. The average level of satisfaction with the critiques was 3.4 out of 4.0.

Conclusions The authors concluded that writing these critiques aided undergraduate students in exploring research topics of their own interests, and so demonstrated to their own satisfaction that professional work was readable and understandable.

My interpretation I agreed with the author's contention that at a school such as Washington College with its select group of bright men and women, reading of professional work is both possible and beneficial. I did not see how measuring the grade assigned to each critique proved that point; it might have been better to ask those students who go on to graduate school if writing critiques was a useful experience. I would have liked to see the authors break down the average grade into Junior/Senior and Fresh/Soph to see if students in their last two years do demonstrably better than students in their first two years.

**SUBMIT ONLY THE FIRST PAGE OF THE JOURNAL ARTICLE WITH YOUR CRITIQUE**