

FRPG 188L

The Mind-Body Connection

Spring 2009
Valentine 202

Tuesday/Thursday 10:10-12:25

INSTRUCTOR

Patti Frazer Lock, Cummings Professor of Mathematics, Valentine 118B, 229-5292,
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OFFICE HOURS: M W F 10:00 – 11:00 a.m. or by appointment

MENTOR

Jessica Lucky, jjluck06@stlawu.edu, phone 315-229-6444
OFFICE HOURS: Reiff Lounge, Sunday, 2 – 4 p.m.,
Monday, 2 – 3 p.m.,
Wednesday, 2 – 3 p.m.

COURSE OVERVIEW

Phenomena like the placebo effect—the improvement that can occur in well-being when we think we are receiving medication but are in actuality receiving none—raise questions about the connection, in both directions, between the mind and the body. How do our attitudes and thoughts affect our health? How does exercise affect mood and attitude? What impact does the food we choose have on our mood? What have we learned about genetic predispositions in behavior and personality? What ethical issues arise from what we have learned in all of these areas? We will examine these questions as we explore phenomena such as the placebo and Pygmalion effects and the impact of pheromones on our behavior. In addition to the general reading addressing these topics and others, each student will select a specific topic of interest to study more deeply.

Course Materials will be posted on the class Angel course management site, accessed at angel.stlawu.edu.

TEXTS

Davis, J. P. (2007). *The Rowman and Littlefield Guide to Writing with Sources*, 3rd ed. New York, NY; Rowman and Littlefield Publishers, Inc.

[Goleman, Daniel and Gurin, Joel (1993). *Mind Body Medicine: How to Use Your Mind for Better Health*. Yonkers, NY; Consumer Reports Books.]

Hacker, Diana A *Pocket Style Manual*, 5th ed. Boston: Bedford/St. Martin's, 2004

Additional articles will be provided as needed.

ASSIGNMENTS AND GRADES

Assignments:

Contribution to Final Grade:

Attendance/Participation	150 points
Short Reaction Papers	50 points
In-the-News Presentation	50 points
Quizzes:	150 points
Communication Skills Quiz	
Statistics Quiz	
Research Skills Quiz	
 Research Project:	
Proposal Presentation	50 points
Annotated Bibliography and Research Notebook	120 points
Functional Outline	50 points
Share Your Research class	80 points
Full Draft	100 points
Final Paper	100 points
Final Presentation	<u>100 points</u>
TOTAL:	1000 points

Your final grade is the total number of points you've received divided by the total number of possible points. Percent grades will be converted to the 4.0 scale using the following table:

Grade	4.00	3.75	3.50	3.25	3.00	2.75	2.50	2.25	2.00	1.75	1.50	1.25	1.00	0.00
Range	94 –	90 –	87 –	84 –	80 –	77 –	75 –	73 –	70 –	67 –	65 –	63 –	60 –	< 60
(%)	100	93.9	89.9	86.9	83.9	79.9	76.9	74.9	72.9	69.9	66.9	64.9	62.9	

Attendance/Participation:

It is incumbent upon every student to be a willing and active participant in the formation of a culture conducive to learning in a cooperative and safe environment. We will work to cultivate a culture of academic integrity, good citizenship and an enhanced sense of purpose. This course will be a group effort and all students are expected to be fully engaged at all times. You are expected to attend all classes, to come to every class prepared to actively discuss the course material, and to turn in all assignments on time. To reiterate:

- **All assignments must be turned in on time.**
- **Attendance is required at all class meetings.**

Failure to meet either of these expectations will have a severe negative effect on your grade.

Short Reaction Papers:

You will occasionally be asked to write short reaction papers to readings and/or to class discussions.

In-the-News Presentation:

These will be given throughout the first part of the course, with students assigned to present on different days. The presentation should describe to the class a new result (with references from 2009) and be about 2 – 5 minutes long.

Quizzes:

There will be three quizzes during the semester, one each on communication skills, basic statistical understanding, and research skills. All three of these skills will be necessary to be successful in your research project. Some of the quizzes will be given in multiple parts.

Research Project:

The research project is the main assignment in the course and most of the semester will be devoted to it. You will select your own research topic within the broad subject matter of the course. The project encompasses both oral and written assignments, and will be broken down into parts due throughout the semester. The due dates and required components are as follows:

Selection of a topic

By Monday, 2/2

Proposal Presentation

Thursday, 2/19

This is a 3 – 5 minute presentation to the class introducing the topic of your project.

Annotated Bibliography and Research Notebook

You will need a three-ring binder to serve as your research notebook. One of the key portions of the research project will be keeping notes on your sources. For every source you examine, you will include a Notes on Sources (NOS) summary. NOS are one-page summaries for all materials which you find and which might be relevant to your topic. The top of the page will include the correct MLA bibliographic entry for the source, as well as a ranking by you of the usefulness of the source. This ranking should be on a five-point scale, with 5 being “highly relevant to your project”. All NOS should be included in your research notebook. For those sources which you rank as a 3 or higher, you must include a printed copy of the article/chapter in the research notebook. I will collect your research notebook with the record of your search process and your NOS on three occasions:

First deadline: At this point, you must have at least 7 entries, at least three of which are ranked 3 or higher.

Due Friday, 2/20

Second deadline: At this point, you must have at least 12 entries, at least 5 of which are directly relevant to your research project.

Due Friday, 3/6

Third deadline: Turned in with full draft of paper. You must have at least 15 entries, at least 7 of which are directly relevant to your research project.

Due Friday, 4/17

Functional Outline

Due Friday, 3/13

A functional outline provides a preliminary map of your final paper. It includes a clear section-by-section outline of the paper along with notes about what evidence and arguments might be employed in each section. It must include a preliminary version of your bibliography in APA format.

Share Your Research

Assigned dates between 3/31 and 4/16

A significant component of this class is for you to learn from each other. For three weeks during the second half of the semester, each of you will be responsible for conducting 30 minutes worth of class. You will not be lecturing on your topic, but rather creating an environment wherein your classmates can learn some key lesson about the topic of your research project through their engagement with the topic. Prior to your SYR, you will choose a short (5 pages or fewer) reading from your research for everyone to read.

Full Draft

Due Friday, 4/17

A full draft is *not* a “first draft”. It is your best version of your research paper.

Final Presentation

Tuesday, 4/28 and Thursday, 4/30

The final presentation is a formal 10-minute conference presentation of your findings. Semi-formal attire is expected.

Final Paper

Due Tuesday, 5/5

TENTATIVE COURSE SCHEDULE

	Tuesday	Thursday
Wk1	1/20 Discuss syllabus and possible topics	1/22 Writing Skills Quiz Workshop: Writing Skills Discussion and Choosing a Topic
Wk 2	1/27 Introduction to Pheromones	1/29 Research Skills Quiz, Part 1 Workshop: Writing a Research Paper Explanation of Notes on Sources
Wk 3	2/3 MEET IN ODY Library Workshop on peer reviewed sources	2/5 MEET IN ODY Library Workshop on mainstream sources
Wk4	2/10 Research Skills Quiz, Part 2 Understanding Statistics: Evaluating the source of data	2/12 Statistics Quiz, Part 1 Understanding Statistics: Understanding the results of data analysis
Wk 5	2/17 Statistics Quiz, Part 2 WORD Studio workshop? Refworks?	2/19 Proposal Presentations
Wk 6	2/24 Five INT Presentations Goleman reading	2/26 Five INT Presentations Goleman reading
Wk 7	3/3 Research Project Speed Dating	3/5 Five INT Presentations Goleman reading
Wk 8	3/10 Five INT Presentations Goleman reading	3/12 Two INT Presentations Workshop: Peer Review of Outlines
	SPRING	BREAK
Wk 9	3/24 Individual conferences	3/26 Individual conferences
Wk10	3/31 Share Your Research	4/2 Share Your Research
Wk11	4/7 Share Your Research	4/9 Share Your Research
Wk12	4/14 Share Your Research	4/16 Share Your Research
Wk13	4/21 Individual conferences	4/23 Individual conferences
Wk14	4/28 Research Presentations	4/30 Research Presentations

FYP MENTOR

Jessica Lucky is our course mentor. As a mentor, she is trained to assist you in writing, oral communication, and research. Jess is particularly knowledgeable about the subject matter of our course and will participate in class activities as often as possible. She can help you brainstorm about ideas for an assignment, rehearse a presentation, narrow your thesis for a paper, strengthen your argument and organization in an essay, or work on stylistic and grammatical problems. Her job is *to help you learn how to do these things yourself*. She is a tutor, not your personal editor. You are free to consult with Jess during her office hours in Reiff Lounge and other times at her convenience. You must schedule tutorials with Jess in advance; she cannot accommodate last-minute requests before an assignment is due.

THE WORD STUDIO

The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators.

You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out your course mentor during his or her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

Academic Honesty/Plagiarism:

At St. Lawrence, all members of the University community have a responsibility to see that standards of honesty and integrity are maintained. It is the responsibility of each student to learn and understand the standards of academic integrity expected at St. Lawrence, as expressed in the University's academic honor code, which can be found in detail in the *Student Handbook*. To avoid one of the most difficult situations in which a student may find him/herself, we remind you of what constitutes plagiarism. Plagiarism is a form of theft: i.e.: presenting someone's words or ideas as if they were your own, without acknowledgment. This includes other students' or faculties' work, as well as information from books, or any other written material, and the Web. If you are accused of cheating or plagiarism, your work will be sent to a university-wide committee who will judge the case and recommend action to the Dean. Students are directed to read the relevant section of the student handbook to familiarize themselves with the varied dimensions and aspects of plagiarism. Further, you are expected to read and sign the academic honor pledge in class at the beginning of the fall semester.

FIRST YEAR PROGRAM PHILOSOPHY AND GOALS

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of the mind, writing, speaking, and research skills, and the ethical self-reflection that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

First-Year Seminars

Research Project Learning Goals 2008-09

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research in written, spoken, visual and/or other forms that demonstrate the ability to communicate effectively using the conventions of the mode of communication adopted.