DATE: Fall 2015  
COURSE NUMBER AND TITLE: PSYC 419 Environmental Psychology  
CREDIT HOURS: 3  
TIME AND PLACE: 10:30-11:45am MW in ADM 203  
PROFESSOR: Rhett Diessner, Ed.D.  
OFFICE: Spalding Hall, Room 213F, ph.# 792-2338, diessner@lcsc.edu,  
OFFICE HOURS: 9-10 M-Th  

*A note on emailing Prof. Diessner: Please keep your emails to 3 sentences or less; for longer communication, come to my office hours. The college wishes you to use your lcmail address; it is to everyone’s advantage if you do so. **Although I believe in a small carbon footprint, please do not send me assignments by email; only give them to me in hardcopy. Thanks.

Course Description/Purpose  
An introduction to environmental psychology which study the interactions between individuals and their physical settings. Through these interactions, individuals change the environment, and the environment changes the individuals. Environmental psychology includes theory, research, and practice aimed at improving our relationship with natural and built environments. The course is designed as a service learning course in which the class as a whole, and/or as individuals, will aim to improve the natural environment in the local area through service projects. An emphasis on natural beauty will be suffused throughout the course, as will issues of conservation, sustainability, and ecology.

Prerequisites: “C” or better in PSYC 101 or PSYC 205 and ENGL 102.

A Service-Learning Course  
One of the best ways of learning is to “learn by doing.” Also, as the Positive Psychology movement states, the highest form of the “good life,” is the meaningful life, and such a life is defined as serving something greater than ourselves. This course has been designated as a Service Learning course, which means that students will directly serve the needs of human beings and Mother Earth during the course, and that such service will meet the goals of the course itself.

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

Required Texts  

General Course Goals and Objectives  
A. Goal: Be of service to the local community environment, and document your experience in an APA-style data based paper, emphasizing the psychological aspects of the service (knowledge, emotions, values). The service project must be a minimum of 10 hours of effort.

Objective: Write a paper in APA style documenting your experience.

B. Goal: Gain Broad knowledge of the field of Eco-Environmental Psychology

Objective:  
Demonstrate knowledge of the psychology of sustainability by achieving an average of 70-100% correct on multiple choice quizzes over Eco-Environmental Psychology topics.
Methods of Instruction
1. Direct instruction by the professor.
2. Cooperative learning and “community of learning” approach in dyads and small groups and whole class
3. “Hands-on,” applied learning through project with Lewiston City Urban Forestry and/or other projects
4. Personal reflection

Evaluation: Percentages and Points of Products toward overall grade

40%  I. Major Paper
400 pts. This is the basic college term paper, as applied to reporting on the environmental project in which you were involved. It should be similar to what you were taught in EN 102, and written in APA style. Advice for completing the paper is below. It will document your 10+ hours of service to humanity and/or Mother Earth.

40%  II. Quizzes/Exams over chapters from Koger & Gifford (2010)
400 pts. 12 quizzes. You can drop two quizzes. Each quiz worth 40 points. 10 x 40 = 400. Take notes while you read the chapter; and/or outline. Think about the main ideas of the chapter. Note: Quizzes will not be returned to students.

20%  V. Final Exam
200pts. This will be a multiple-guess exam of major concepts from Koger & Winter (2010).

> Bonus 10 points: Complete a demography form

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Distinguished, A, or Excellent 950 points; A- = 920-949 [Must earn A on paper to get A in course]
Superior, B, or Very Good 850-899 points; B+ = 900-919; B- 800-849
Adequate, C, or OK 720-780 points; C+ = 781-799; C- = 700-719
Unsatisfactory D 600-699
Advice for Completing the Major Paper

1. The paper will document your environmental psychology action project. Your project could range from you studying your own motivation and values while you set up a total recycling project in your own home; or you could help in the parks with the local Urban Forester (I can connect you); or set up a table several times in the SUB providing some kind of eco-enviro knowledge; or a table to collect $ for WWF; or develop a GreenMap of Lewiston, etc.

2. Write it in research format APA style (Intro; Methods; Results; Discussion; References).

A. Introductory section. The Introductory section usually begins with a “problem statement” or the issues you will be examining in your paper. After the problem statement is a literature review of studies, and sometimes theory, which is relevant to your environmental project. The Introductory section will end with a hypothesis.

B. Method section. It begins with a subsection about your subjects/participants. Then it has a subsection about measures you used. It also has a procedure subsection, which will describe what you did.

C. Results section. What was the outcome of your action research?

D. Discussion section. At the beginning of this section you summarize your main conclusions – it integrates your hypotheses with your data. Then you explain the results section. You explain using reasons that you creatively develop and it also connects the data from the results section to your literature review from the introductory section (and thus you cite relevant chapters and articles here too).

E. Reference section. The bigger the better. Data-based research articles carry the most weight; without at least four relevant research articles cited, you will not achieve an A grade (4 is the minimum, not the optimum). Find APA style research papers to integrate into your paper, and to illustrate and illuminate and interpret your findings from your project. Citations to internet sites are usually not appropriate.

F. Appendix. You must document that you put at least 10 hours into your service project (writing the paper is NOT part of those hours 😊). You need to keep a running log of how you spent you time, and what you did. For example:

1. Found WWF site and downloaded and printed their info and posters for setting up a collection table = 35 min
2. Had posters printed in color, had to drive to Staples and back = 45 min
3. Contacted SUB to get permission, etc. = 15 min
4. Set up table and staffed it on 10/3 = 90 min
5. Set up table and staffed it again on 10/14 = 65 min

Etc. up to 10 hours….

Then attach that log to your paper as an appendix (may be handwritten or keyboarded).
Grading Rubric for Major Paper (rev. 2014)

Student’s name: ______________________________________________

10/ / Cover page (title of paper, your name and school; running head)

10/ / Abstract (summarizes your whole paper in 150 or fewer words)

/ / Introductory section (leave off header)

20/ / Problem statement present? (What is the general &/or specific problem that your paper addresses?)

60/ / Literature review present (gives background on the problem. When reviewing a study, describe the subjects and the findings, and, if relevant, the methods of the study.)

20/ / Formal hypothesis statement

// Method section

5/ / Participant (Subject): describes demographics of your subjects (There may not be “subjects” if you do an environmental project, such as work in a city park. Or you may study your own experience do the project in the part, and you would be the N =1 subject.)

15/ / Measures. If you used any measures, describe them here, especially their reliability and validity.

30/ / Procedures: What did you do?

70/ / Results: What did you find out?

// Discussion section

20/ / Summarize and explain results (if possible, explain some results by comparing your results back to the papers you cited in the lit review);

20 / / Limitations and disclaimers (critiquing your own study) (include at least two)

20/ / Future directions for research on this same topic (include at least two)

70 / / References (at least 4 data based – that’s the minimum).

30/ / Miscellaneous factors in the quality of the paper (APA style, etc.)

Total # of points________/400_____ Paper grade_____________
Accessing Research Articles through the LCSC Library and the Web

1. Find http://www.lcsc.edu/library/
   A. Click middle-top on “databases.”
   B. Scroll down a couple pages til you find PsycINFO and click on it.
   C. Then follow the instructions to log in.
   D. Then click on the middle top, “Choose Databases »” and then add “Psychology and Behavioral Sciences Collection”

2. Now you are in the databases that are most relevant to Psychology. Type in your search term. Linguistic intelligence helps here, as you many need to think of various synonyms for your search term, and try each one of them.

   Using “and.” If you put in the search box “bravery courage” – it will tell you there is only 1 article, because it searches for those two terms next to each other. But bravery by itself gives 102 hits; and courage by itself pops up 1737 hits. If you type “bravery and courage” then it will look for articles that have both words anywhere in the abstract, and, in this case, you’ll get 29 hits.

3. If you are planning ahead, and search for articles, and find that they are not in our library, you can order them on inter-library loan from the front desk at the library. I do this all the time. But for convenience, you can check the box of “linked full text” that is on the upper right hand of the search page. Then it will only give you articles that you can click on, and get the whole text of the article in html or pdf.

4. Feel free to remind me sometime, about mid-term, to show you how to do this in our classroom (the computer is connected to the internet, so I can do it on the screen).

5. You can always go to the Reference desk at the library for help searching; they will guide you through it.

6. Also, if you want a relatively new article that you have found an abstract for, but can’t find it as “whole text,” google the 1st and/or 2nd author’s full names and see if you can find their personal webpage at their university. Most professors post full text of their own papers at their own websites. I often get papers this way.

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Advice on Lit Review for Major Paper

When you are citing a research article, to explain or relate to your own data or ideas, you should include a brief description of the subjects, and the main conclusion from the study that is relevant to your paper. E.g.: “…143 subjects, from a city on the East Coast of America, average age 22, showed that one can only have courage when one is fearful (Brown and Willowa, 2004). If one is fearless, one is either a fool, or very detached, but without fear we cannot call an act courageous.”

   Sometimes it may be worthwhile to also briefly summarize the research procedure and measures (e.g., “Those 143 subjects were randomly assigned to two groups, the experimental group that faced the charging tiger, and the control group that just watched a PBS show about a zoo.)

When looking for the summary of the results of an APA style paper, rather than try to figure out the complex Results section, you can read the first few paragraphs of the Discussion section, as the results are usually summarized there.

Also, if you read the literature review in the Introductory section of an article that relates to the themes in your planned paper, you might find references to other studies that you could look up and then use.
Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015