Ramapo College of New Jersey
First Year Seminar: Mindfulness for Health and Success

Course Information
Course Numbers: INTD 101–09  CRN# 40484
Title: First Year Seminar: Mindfulness for Health and Success
Prerequisites: First-time, first-year student status
Meeting Times: Mondays (M) & Thursdays (R) 3:15-5:05pm
Location: G-221

Instructor Information
Mary C. Starke, PhD, Professor of Clinical Psychology
Office: G-259  Voice mail: 201-684-7623
Office Hours: By appointment only M/R 5:15-6:15pm
Please make an appointment in person, email to let me know you would like to stop by
Email: mstarke@ramapo.edu
School: Social Science/Human Services
Mailbox: Annisfeld School of Business (ASB) 431
Peer Facilitators: Brandon Molina bmolina@ramapo.edu
and Nicole Picinich npicinic@ramapo.edu

Course Description: First Year Seminar-Mindfulness for Health and Success

This course will focus on the exciting field of mindfulness within the context of other skills that can help students succeed in college. All of us have experienced going through life mindlessly—occasionally arriving at a destination after half an hour of driving without remembering anything about the traffic or how we got to the destination, or reading a book, getting to the end of the page or chapter and not remembering what we just read. Functioning on “automatic pilot” may be useful and efficient in certain situations, but it is not the best way to go through life.

Mindfulness techniques are currently being used by sports coaches to improve the performance of professional/Olympic-class athletes, by major corporations to improve the efficiency and creativity of their chief executive officers, by psychologists to decrease anxiety, relieve stress, and treat depression, by physicians to manage chronic pain or chronic diseases such as HIV and cancer, by researchers to improve the concentration and focus of astronauts—as well as college students, and in many other settings. Hundreds of research studies document that the practice of mindfulness results in significant positive physiological changes in the brain as well as in enhanced feelings of well-being, happiness, purposefulness, and better health.

In this course we will practice a number of mindfulness techniques that will help us to focus on and accept our present experience; living more fully in the present moment, rather than worrying about the past or the future helps us to induce feelings of peacefulness, of the purpose in our lives, and of connection with the world and with others. Meditation of various types will be practiced as a group experience in class, but students will also be expected to develop a practice outside of class. We will study the some of the research from the fields of positive psychology, applied behavior analysis, mindfulness-based stress reduction, mindfulness-based cognitive therapy, as well as traditions from eastern cultures that have proved helpful in sustaining attention in the present moment and observing consciousness. Approaches to mindfulness encompass practices such as deeper breathing, meditation, yoga, muscle relaxation, imagery, autogenic training, chi quong, the martial arts, prayer, and others. Although many of these approaches involve spirituality, mindfulness techniques may be practiced by those without religious beliefs. Even relatively simple activities such as walking, listening to music or playing an instrument, painting, or waiting in line can be performed mindfully. Many of the approaches we will study—such as transcendental meditation or zen—involve sitting still and focusing inwardly for periods of time. If you are uncomfortable sitting quietly for periods of time or engaging in other meditative activities, this may not be the best section of First Year Seminar for you. Students will choose and develop a regular mindfulness-based practice and keep journals documenting and reflecting upon their practice. For the term paper, students will choose and practice an area of mindfulness—such as meditation or yoga—and summarize some of the research that documents the changes brought about by a mindfulness practice. Alternatively, students may choose a health-related behavior—such as increasing exercise or decreasing alcohol or junk food consumption—document some of the research that supports the health-related benefits of changing that behavior and design a program to change their own behavior. Students will integrate their own experiences with mindfulness practice into the research they have gathered from journals and books. Practice in and out of class, group and individual exercises, trips, and
videos will help demonstrate some of the approaches to mindfulness.

This focus on mindfulness will take place within the context of a course that helps students succeed in college: examining the benefits of a college education, looking at best practices in study and test-taking skills, improving time management skills, learning about the importance of exercise and nutrition in keeping the body healthy to support mental health, improving communication skills, and avoiding problems such as substance abuse, sexually transmitted diseases, and date rape that cause so many students to drop out of school.

Skills such as time management and communication will be addressed through readings, class discussion, but most of all through applied exercises—individual and group-- in and out of class. Each class meeting will include introduction, practice, and reflection on a mindfulness technique as well as exercises to improve other skills such as time management, test-taking, writing, speaking in public, better nutrition, avoiding problems with alcohol, and so on.

**Common Course Description** for all First Year Seminar (FYS) Courses:
Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

**Course Goals**
- Daily practice—choose among techniques such as breathing exercises, imagery, autogenic training, meditation, yoga, or relaxation exercises that will be demonstrated and practiced in class and outside of class
- Reflection upon your daily practice—through journaling, sharing in class discussion, and term paper integration
- Improve study and test-taking skills, time management skills, communication skills—through reading, group and individual exercises at home and in class, class discussion

**Measurable Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Students will</th>
<th>Research paper and essays</th>
<th>Class discussions</th>
<th>Journal</th>
<th>Interview, presenting interview, sharing journals</th>
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<tbody>
<tr>
<td>demonstrate the ability to think critically and creatively</td>
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<td>demonstrate proficiency in written communication</td>
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<td>demonstrate proficiency in oral communication</td>
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<td>demonstrate information literacy</td>
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**Peer Facilitators**
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have peer facilitator(s). These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator(s) will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo. Brandon Molina bmolina@ramapo.edu and Nicole Picinich npicinic@ramapo.edu will be the peer facilitators for our section of First Year Seminar.

First-Year Academic Advising
Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Student Success who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their Student Success Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call Center for Academic Success at (201) 684-7441 or via email at: success@ramapo.edu

Texts, Readings, Materials
Required Texts
Other essays, readings, and handouts as assigned

Additional Resources (recommended, but not required):
*Cayce, Edgar Association for Research
*Emoto, M (2011). Miracle of Water
East west publications
*Robert Allen Monroe—Monroe Institute -bio neural feedback
*Weiss, B.L. (1998) Many lives, many masters

Videos:
“The secret”
“Yes man”
Louise Hay https://www.youtube.com/watch?v=qYCamVx4lSQ

Course Requirements
1. Essay: based on summer reading, Redeployment, (500-700 words) as required in all sections of this course. 10% of final grade.
2. Term paper (A research term paper is required in all sections of this course): 40% of final grade—see break down of the various components of this assignment under the “Grading” section below.

   a. Option #1: Choose a mindfulness technique such meditation/relaxation exercises or an area that mindfulness can improve such as attention or focus, experiencing less anxiety during exams or while speaking in front of a group, experiencing less anger when you interact with others, and so on. Summarize the journal research on how mindfulness can improve health or success in this area. Keep a daily log or journal of your mindfulness practice for at least three weeks. Then reflect on how your practice has changed your behavior, your mental states—you’re your attention, your concentration, your anxiety—and your attitudes. OR

   b. Option #2: Choose a behavior of yours related to health you would like to change—e.g., increase exercise, improve healthy eating, stop eating junk food or sugared drinks, stop smoking, use turn signals while driving, slow down driving speed, cut down on alcohol, caffeine, or sugar consumption—, summarize journal research on the behavior i.e., why it is good or bad for you, keep a daily log of the behaviorally-defined behavior for a minimum of one week, devise a behaviorally-feasible plan for changing the behavior, implement the plan for at least 3 weeks—logging your progress every day, and finally, reflect on the success of your plan—why it worked or did not work. (Areas preceded by an asterisk require consultation with the instructor.

   See handout for term paper guidelines on journal research on mindfulness technique or health-related behavior you will change, for daily log, for defining and changing your behavior, and for reflecting on the changes your mindfulness technique has brought about in your life or, if you chose option #2, for reflecting on why/how your behavior changed or did not change as you planned. Paper will be graded on quality of research, creativity and feasibility of plan, logs of daily practice or behavior change, and on quality of reflection on mindfulness practice or on your behavior change. Writing will also form a part of the grade: my comments and also tutors at Center for Reading and Writing (CRW), Room: L-211, x7557, crw@ramapo.edu will be available to help with writing skills. Grade will NOT depend on successfully changing the behavior you chose to change, but on documenting why the behavior did or did not change and formulating a better plan for future behavior change—whether that be a change in a mindfulness practice or in a behavior you wish to change.

3. Practice: Daily Practice: We will be engaging in a variety of exercises in class—breathing, relaxation, imagery, autogenic phrases, contemplation—and you will be asked to reflect on your experiences during these exercises. In addition, you will be asked to practice at home: a minimum of 15 minutes per day or to attend regular reflection sessions of a longer duration two times a week e.g., a regular
yoga class or some other course conducive to reflection. You may adapt some of the exercises, from class or from your own practice--if you meditate, pray, perform yoga, “journal,” or engage in some other type of contemplative practice. **You will document**--date and time—see time management sheet at end of syllabus--, **as well as reflect on this practice in your journal** and share your experiences periodically. Due dates when the **instructor will collect these journal entries** and dates when entries from the journal will be **shared in class** by reading from your journal are noted on the syllabus below. Journal entries must be brought to class **when they are due** for instructor’s inspection and when sharing with the class is indicated.

4. **Journal:** Written reflections on your daily (or regular) practice—to be shared with instructor and orally in class on three occasions over the course of the semester. This forms part of the writing practice in the course. 10% of final grade in course.

5. **Oral presentations:** Interview a person who is working in a field you might be interested in entering as a vocation and present a Powerpoint or other oral presentation that includes visual aids of the interview results. (See handout with suggested questions: This is a structured interview.) Share entries from your journal in class. 20% of final grade in course.

6. **Class participation:** Pose and answer questions in class, participate in class discussions. 15% of final grade in course.

7. **Attendance:** Students are expected to attend class regularly. As much of the learning in this course takes place in class, students who miss **more than six classes** will not pass the course. Attendance will be taken at the beginning of class; an excessive number of late arrivals will add up to an absence(s). If you arrive late, you are responsible for making sure that I mark you present on the attendance sheet at the end of that class meeting. Clearly, attendance is linked to class participation, but attendance in and of itself does not constitute “participation.”

8. **Homework:** Assignments and exercises to be submitted in class. Late assignments will be graded down. 5% of final grade in course.

If you miss class, **you are responsible** for finding out about any announcements, what was covered in the class, coordination of presentations, and so on. Do NOT contact your instructor. Contact one of your classmates. For this purpose, it is helpful to have the contact information of for at least three of your classmates:

**Names, phone numbers, or e-mail addresses of three classmates** in this course:

Print name of classmate #1, phone number:
Course Accommodations: If you need course adaptations or accommodations because of a disability documented with the Office of Specialized Services, please make an appointment with me at least a week before an assignment due date. I would be happy to discuss any special needs with you.

Academic Integrity: Students are expected to read and understand the section on academic integrity in the college catalog regarding cheating, plagiarism, academic misconduct, and fabrication. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Violations will be reported to the Provost’s Office and managed in accordance with college policy. See policy printed at end of Weekly Time Management form—the very end of the syllabus.

Classroom Decorum: In order to maintain a classroom environment conducive to learning, please adhere to the following rules:
   a. Turn off cell phones before entering class.
   b. Limit late arrivals, leaving and returning to class only to emergencies.
   c. Refrain from making remarks that are not related to the subject matter at hand.
   d. Refrain from chatting with classmates.
   e. Conduct should contribute to an atmosphere that encourages the exchange of perspectives springing from differences in age, race, gender, ethnicity, sexual orientation, and social class background (i.e., no racist, sexist, etc. comments will be tolerated).
   g. Treat your classmates and instructor with respect.

Communication: I will communicate with you using your Ramapo email address: usually the first initial of your first name, followed by the seven letters of your last name, @ramapo.edu. Please check your Ramapo email at least twice a week, preferably the day before class to see whether there have been any changes in the class schedule.

Submission of assignments: Do not submit digital or electronic versions of ANY WORK. I do not accept them. You will be asked to hand in electronically-submitted work in paper version. It will be graded as though submitted late if the printed version has been submitted after its due date on the syllabus.

Grading
Term paper 40% of final grade in the course:
   topic selection: due 9/14/2015
   annotated bibliography in APA style (15% of final paper grade):
due 9/28/2015 
journal research (25% of paper grade) and proposed practice/ behavior change plan: due 10/5/2015
initial log of daily practice/ behavior-to be-changed baseline (10%): due 10/19/2015
log of daily practice/behavior change implementation (20%): due 11/16/2015
reflection on changes due to mindfulness practice/ reflection on success or failure of behavior change and future plan (30%): due 11/30/2015

Essay 10% Based on Deployment, required in all sections of First Year Seminar
Oral presentation 20% Based on structured interview of professional in field you would like to enter
Class participation 15% Based on quality and frequency of participation in class
Homework/ exercises 5% Based on exercises assigned from text and in class
Journal 10% Based on journal entries you submit to instructor and share with class

These are the guidelines from the college's All-College Task Force on grading;

100-104 = 103 = A+ (I do occasionally give “A++” = 105; Registrar recognizes no grade higher than “A.”)
97-100 = 99 = A = outstanding 73-76 = 75 = C = average
93-96 = 95 = A- = excellent 69-72 = 71 = C- = below average
89-92 = 91 = B+ = very good 65-68 = 67 = D+ = well below average
85-88 = 87 = B = good 60-64 = 63 = D = passing
81-84 = 83 = B- = well above average below 60 = F = failing (due to failure to complete assignments
77-80 = 79 = C+ = above average or failure to follow guidelines for assignments)

First Year Seminar is a General Education Program Course
This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences. This course fulfills the experiential learning category for First Year Seminar courses. Students will develop a daily practice, will reflect upon this practice in journal writing and discussions and will choose behaviors or attitudes they will change.

Writing Intensive (WI) Course
Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with the writing tutors in the Center for Reading and Writing (CRW), Room: L-211, x7557, crw@ramapo.edu. If I return a writing assignment with the direction that you work with the tutors in the Center for Reading and Writing, then consultation with these tutors is mandatory for future assignments. They usually prefer at least three sessions or drafts when a longer writing assignment, such as a term paper, is involved.

All written assignments will be submitted in paper version, typed, double-spaced, with a cover page including the student’s name, the course title, the date, and the instructor’s name. Electronic or digital submissions of written work will not be accepted. If the assignment carries a penalty for the late submission of the written work, and the student attempts an electronic submission, s/he will be advised to submit a paper version, and the date the instructor receives the printed, paper version will count as the date on which the paper was submitted.
Week 1
Tuesday, Sept. 1: **Opening Convocation**, Phil Klay, author of *Redeployment*. Attendance at this event is mandatory. Time and place to be announced.

*Faculty In service*

Thursday (R), Sept. 3 First class meeting
Overview of course and course requirements
Exercise: “Getting Acquainted”
Discussion: Summer reading assignment: *Redeployment*
First written assignment for 2-to 3-page essay based on this book will be due in class, on R, Sept. 17th.
Practice: Three part breathing

Week 2
Monday (M), Sept. 7 (Labor Day): No classes in session; college offices closed

W Sept. 9 Last day for class schedule adjustments: drop/add ends. Last day to drop class with 100% refund. Last day to request Independent Study or audit options.

R Sept. 10
Go over handout for first assignment for 2-to 3-page, (500-700 words) essay, type written, with cover page, due in class on R, Sept. 17th.

(S) Starke *Strategies for College Success*, Chapter #1 Benefits and Goals of a College Education
***Homework due in class: Matching Famous People with their Major
Practice: Review Three part breathing; Diaphragmatic breathing; Chi quong/qi gong/chi gung

Week 3
(Sun. Sept. 13 Rosh Hashanah begins at sundown)

M Sept. 14
No exams scheduled
***Topic for your term paper is due in writing in class: Choose a practice such as meditation, yoga, imagery, relaxation technique that will form the basis of your mindfulness practice (option #1 for term paper) or choose a behavior that you wish to change. In either case, you will be writing/ keeping daily logs and journal entries on the practice or on the behavior you wish to change (option #2 for term paper).
Consult with the instructor for a way to behaviorally define the behavior you wish to change and how to keep the log for it.

Provide 60-minutes for Peer Facilitators to review adjustment issues with first-year students, particularly as they relate to alcohol education and bystander intervention

(S) Ch. #2 College Resources
In class Exercise: Using your college catalog pp. 21-24
Practice: Review Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene;

(T Sept. 15 Last day to request pass/fail grade option)
(W Sept. 16 Last day to drop course with 50% refund)

R Sept. 17
(S) Time Management, Ch. 3 (See “Weekly Time Management Schedule” homework at end of syllabus)
***Summer essay is due in class: Essay on *Redeployment* by Phil Klay, 2-3 pages, (500-700 words), with cover page, double-spaced. No digital or electronic submissions. Late papers will be penalized: one grade for each class the assignment is late: “A” paper submitted in next class gets grade of “A-“.
Peer Facilitators—alcohol and bystander intervention
***Substance Abuse Homework, “Testing Your Alcohol IQ” printed out with your name, is due in class. If you will miss this class, please give your homework to another student to drop off in class or submit it earlier to the instructor. Late submissions of this assignment will not be accepted.
Practice: Review Three part breathing, Diaphragmatic breathing, Qigong; Imagery-forest scene; Autogenic phrases

*****Week 4 - 10 Schedule a Library research workshop session

Week 4
M Sept. 21
Schedule library literacy session: how to use library research sources

*** See “Weekly Time Management Schedule” homework form at end of syllabus; Fill in, put your name on it, print it and bring to class

(T Sept. 22 Yom Kippur begins at sundown)
(W Sept. 23 Eid al-adha begins at sundown; first day of autumn)

R Sept. 24
No exams scheduled
(S) Ch. 7 Library Research
- Review for annotated bibliography for term paper that is due in next class

Practice: Review Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases; Deep Muscle Relaxation

Week 5
M Sept. 28
Type-written annotated bibliography is due in class: What journal articles will you use in your research that document the benefits of the mindfulness practice you have chosen—e.g., meditation, yoga, relaxation, imagery—and why will you use those articles (option #1)? Or, what journal articles document the benefits of the behavior you wish to change—e.g., more healthy eating, giving up cigarette smoking, cutting back on alcohol intake, using seat belt when you drive, driving more slowly, exercising more—and how do you plan to change the behavior (option #2)? Consult with instructor on a viable plan of behavior change.

(S) Ch 8 Papers: Thinking and Writing Logically
- Exercise: Creating an Assignment Page
- Exercise: Writing a Thesis Statement

Practice: Review Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases; Deep Muscle Relaxation

(W Sept. 30 January graduation applications are due)

R Oct. 1
(S) Ch 6: Exams: Studying, Improving Your Memory, Reducing Anxiety
- Exercise: Activity: Applying "Strategies for Answering Multiple Choice Questions"
- Exercise: Making Up Mnemonics
- Exercise: Using the Method of Loci

Practice: Review Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases and Deep Muscle Relaxation; Add: Tense and Relax

Week 6
M Oct. 5
***Type-written journal research—along with topic and annotated bibliography previously submitted—for your term paper is due in class. This portion of your term paper is worth 25% of the final paper’s grade.
If you chose option #1, this will be a summary of research that documents the benefits of the practice you have chosen and how/when you plan to practice. If you chose option #2, a behavior you plan to change, a summary of the research documenting the benefits of changing that behavior, and a plan of how you intend to change it. (You should have previously consulted with the instructor on how to change the behavior and how to document/log that change. See notes on Sept 14th and Sept 28th classes to consult with instructor on defining the behavior and on designing a behavior change plan.) Include the topic and annotated bibliography that were returned to you earlier along with any corrections you have made based on my earlier comments. Late papers will be penalized in grade: one grade down for each class late e.g., an “A++” paper submitted on Oct. 8th automatically becomes an “A+” instead for this portion of the assignment, a paper that would have received a “B” if submitted on time automatically becomes a “C+” if submitted on Oct. 12th; “ and a “C” paper submitted on Oct. 15th automatically becomes a “D” paper instead.

(S) Ch 5 Study Techniques: Reading and Marking Textbooks; SQ3R Study System
Exercise: Identifying Your Preferred Learning Style
Exercise: Taking Notes on Sample Lecture

Practice: Review Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases and Deep Muscle Relaxation, and Tense and Relax; Add: Body Scan

R Oct. 8
(S) Ch. 9 Relationships
Exercise: Listening and Paraphrasing
Exercise: Using Effective Communication to Solve Disputes

Practice: Review Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases, Deep Muscle Relaxation and Tense and Relax Add: Body Scan

Week 7
M Oct. 12 (Happy Columbus Day; classes ARE in session; offices are closed.)
(S) Ch. 11: A Healthy Lifestyle
Exercise: Measuring the Stress in Your Life
Exercise: Determining Your Sources of Stress
Exercise: Decreasing Stress with Coping Techniques
Exercise: Measuring Your Resistance to Stress

Practice: Review and Reflect on Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases, Deep Muscle Relaxation, Tense and Relax, and Body Scan; Add: Arm Swing

(W Oct. 14 Islamic New Year)

R Oct. 15
Visit from Center for Student Success: advisement and choosing your spring courses

Practice: Review and Reflect on Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases, Deep Muscle Relaxation, Tense and Relax, Body Scan and Arm Swing; Add: Bellows Breathing

(W Oct. 15 Last day to resolve spring 2016 “Incomplete” grades)

Week 8
M Oct. 19
***Journal entries and first log –of daily practice or of the behavior you wish to change—are due in class, type written and printed out. Minimum of two weeks of reflections on practice with log of practices (option #1 for term paper) or minimum of two weeks reflections on and baseline of behavior you plan to change.
(S) Ch. 11: A Healthy Lifestyle
Exercise: Assessing Your Mental Health Each Day
Exercise: Recognizing Symptoms of Depression
Exercise: Warning Signs of Suicide

Practice: Review and Reflect on Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases, Deep Muscle Relaxation, Tense and Relax, Body Scan, Arm Swing and Bellows Breathing; Add: Tadasana/ circulation exercise

R Oct. 22
(S) Ch 11: A Healthy Lifestyle
Exercise: Warning Signs of an Eating Disorder
Exercise: Eating Smart Quiz

Practice: Review and Reflect on Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases, Deep Muscle Relaxation, Tense and Relax, Body Scan, Arm Swing and Bellows Breathing and Tadasana/ circulation exercise; Add: Alternate Nostril Breathing

Week 9
M Oct 26
(S) Ch 11: A Healthy Lifestyle
Exercise: Burning Calories through Exercise
Exercise: Healthy Activities Form
Exercise: Mindful Walking

Practice: Review and Reflect on Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases, Deep Muscle Relaxation, Tense and Relax, Body Scan, Arm Swing and Bellows Breathing and Tadasana/ circulation exercise and Alternate Nostril Breathing; Add: Mindfulness Exercise: Three Deep Breaths Before Entering a Room (Practice this exercise for at least one week.)

R Oct 29
(S) Ch. 10 Responsible Intimacy
Exercise: Talking about Condoms
Exercise: Putting Birth Control into Romance
Exercise: A Safe Sex Mixer

Practice: Review and Reflect on Three part breathing, Diaphragmatic breathing, Qigong; Imagery-beach scene; Autogenic phrases, Deep Muscle Relaxation, Tense and Relax, Body Scan, Arm Swing and Bellows Breathing and Tadasana/ circulation exercise and Alternate Nostril Breathing and Mindfulness Exercise: Three Deep Breaths Before Entering a Room; Add: Three Deep Breaths Before Answering a Text or Phone Call (Practice this exercise for at least one week.)

Week 10
M Nov. 2
(S) Ch. 12: Substance Abuse
***Homework: Testing your Alcohol IQ; put your name on quiz, print out, bring to class
Exercise: Warning Signs of a Drinking Problem
Exercise: Evaluating the Consequences of a Drinking Problem

Practice: Review and Reflect on Your Practice: Three Deep Breaths Before Answering Text/ Phone Call; Add: Use Your Non-dominant Hand

(T Nov. 3 Election Day; classes ARE in session; offices are closed)

R Nov. 5
(S) Ch. 12: Substance Abuse
Exercise: When Smokers Quit  
Exercise: Recognizing Your Patterns of Drug Use  
How to Help Someone Who Has a Drug Problem

Practice: Review and Reflect on Your Practice: Use Your Non-dominant Hand; Add: Mindful Walking

Week 11  
M Nov. 9  
(S) Ch. 14 Multicultural Diversity  
Exercise: Identifying Subtle Signs of Discrimination  
Exercise: Recognizing Stereotypes and Identifying Ideal Characteristics  
Exercise: Imagining Your Ideal Spouse or Partner  
Exercise: Empathy

Practice: Review and Reflect on Your Practice: Mindful Walking; Add: Avoid Filler Words-e.g., “um”

(W Nov. 11 Veterans’ Day; classes ARE in session; offices are closed)

R Nov. 12  
(S) Ch. 14 Multicultural Diversity  
Exercise: Recognizing Sexist Behavior in the Classroom  
Exercise: Recognizing Sings of a Learning Disability  
Exercise: Simulating Signs of a Learning Disability  
Exercise: Practicing Techniques to Decrease Anxiety and Stress

Practice: Review and Reflect on Your Practice: Avoid Filler Words; Add: Appreciate Your Hands

(W Nov. 13 Last day to withdraw from classes with a “W” grade)

Week 12  
M Nov 16  
*** Journal entries and log 2—of your practice or of the behavior you wish to change—are due in class, type written and printed out. Minimum of three weeks of reflections on practice with log of practices (option #1 for term paper) or minimum of three weeks reflections on how your behavior change program has progressed—with logs and graphs.

(S) Ch. 13 Values Clarification  
Exercise: Identifying and Satisfying Personal Needs  
Exercise: Identifying Values, Goals, and Priorities: Relationships vs Careers  
Exercise: Identifying Interpersonal Values  
Exercise: Playing God: A Question of Values

Review and Reflect on Your Practice: Appreciate Your Hands; Add: Gratitude at the End of the Day

R Nov. 19  
(S) Ch. 15 Careers  
Exercise: Identifying Your Work Values  
Exercise: Assessing Your Abilities  
Following Through on the Four-Year Career Planning Guide

Practice: Review and Reflect on Your Practice: Gratitude at the End of the Day; Add: Mindful Waiting

Week 13  
M Nov. 23
Presentation by Donna Kauder Bauer, dkauder@ramapo.edu, of Cahill Center: Benefits of using the Cahill Center, from vocational testing, to help with building a resume that rocks, to finding part time and full time jobs, becoming better at interviews, getting into graduate school, and so on.

***Begin student presentations: Students will interview a professional from a field they might wish to enter after graduation. See interview in chapter 15 of Starke textbook, Strategies for College Success, “Researching a Career through an Interview.” Students will put the results of the interview together into a Powerpoint that they will present to the class.

Exercise: Mindful Eating

Exercise: Gratitude

Practice: Review and Reflect on Your Practice: Mindful Waiting; Add: Listen to Sounds

R Nov. 26 Happy Thanksgiving. College is closed. No classes Wed., Nov. 25 - Sun. Nov. 29.)

Week 14
M Nov. 30

***Student presentations continue

*** Share journal entries and reflections in class: on your practice or on your behavior change.

Practice: Review and Reflect on Your Practice: Mindful Waiting; Add: Listen to Sounds

R Nov. 26 Happy Thanksgiving. College is closed. No classes Wed., Nov. 25 - Sun. Nov. 29.)

Week 14
M Nov. 30

***Final term paper is due: Include your topic, annotated bibliography, and journal review—all previously submitted—and your reflection on your practice and how it has affected you (option #1) or reflection on the behavior you tried to change—the behavior and why you wanted to change it, the annotated bibliography, how you planned to change the behavior—all previously submitted and returned to you, why your plan succeeded or did not succeed and how you hope to change the behavior in the future. Late papers will be penalized in grade: one grade down for each class late e.g., an “A+” paper submitted on Dec. 7th automatically gets an “A“ instead, a paper that would have received a “B” if submitted on time automatically becomes a “C+” if submitted on Dec. 10th ,” and “C” paper submitted on Dec. 14 automatically becomes a “D” paper instead.

***Student presentations continue

Practice: Review and Reflect on Your Practice: Secret Acts of Virtue; Add: True Compliments

Course Evaluations

Week 16
M Dec. 14

***LAST DAY OF CLASSES
***Student presentations continue

Practice: Review and Reflect on Your Practice: True Compliments ; Add: Loving Eyes

T Dec. 15
Reading Day: No classes held unless make-up sessions are required

W Dec 16 – T Dec. 22
Final Exams
T Dec 22  Last day of semester; last day to request “I” grade
T Dec 22 First day of winter
W Dec 23 Final exam make-up day
R Dec 24 Muhammad’s birthday
F Dec 24 Christmas Day
Sa Dec 25 First day of Kwanza

2016
R Jan 14 Faculty In-service  meeting
M Jan 18 Martin Luther King Day; college is closed
T Jan 19, 2016 First day of classes, spring 2016
Sa. Jan. 30 June graduation applications due
Mar 20 August graduation applications due
Tues. May 3 Reading Day
Wed. May 4- Tues. May 10 Final exams
(Sa. May 7 Common finals)
R Sept. 1 First day of fall 2016 classes
M Sept. 5 Labor Day
Students are expected to do a minimum of 2 to 3 hours of homework for every hour of class time. You should plan 8 to 12 hours per week of homework—more if your academic skills are weak for each of your courses. To help you manage your time, fill out 2 copies of this grid. Keep one copy and on the other copy, show me when you intend to do your 8+ hours of homework for our course. Put all your courses in the grid, along with your work hours, and any regular household chores.

**Weekly Time Management Schedule**

Print your name: ___________________________  
Your Signature: ____________________________

Total weekly time reserved for studying for our course (at least 6 hours): _______ hours per week  (Please show 8-12 hours of study time outside of class.)

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Ramapo College Academic Integrity Policy

All members of the community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

**Procedure**

Responsibilities
The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority.
The Office of the Provost is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the Academic Integrity Policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.

**Criteria**

There are four (4) broad forms of academic dishonesty:

1. **Cheating**
   Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise.
   Examples of cheating include, but are not limited to:
   - copying from another student’s work;
   - allowing another student to copy his/her work;
   - using unauthorized materials such as a textbook, notebook, or electronic devices during an examination;
   - using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
   - collaborating with another person during an examination by giving or receiving information without authorization from the instructor;
   - taking a test for another person or asking or allowing another to take the student’s own test.

2. **Plagiarism**
   Plagiarism occurs when a person represents someone else’s words, ideas, phrases, sentences, or data as one’s own work.
   When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific parenthetical citation and endnote references; additionally, verbatim statements must be acknowledged through quotation marks.
   To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:
   - whenever he or she quotes another person’s words directly;
   - whenever he or she uses another person’s ideas, opinions, or theories, even if they have been completely paraphrased in one’s own words;
   - whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
   - whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.
   - Examples of standard citation formats can be found on the George T. Potter Library Website: Library Website: Citation Manuals and Style Guides. Papers for this course will follow the citation guidelines and style of the American Psychological Association (APA): American Psychological Association. (2010). *Publication manual of the American Psychological Association.* 6th ed. Washington DC:
3. Academic Misconduct
Academic misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or College office or building for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the academic integrity policy by another person.

4. Fabrication
Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citing information not taken from the source indicated;
- citing of sources in a “works cited” that were not used in that project;
- altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;
- submitting as one’s own any academic work prepared in whole or in part by others, including the use of another’s identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

Reporting Violations
In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College’s academic integrity policy can be found here: [http://www.ramapo.edu/catalog-2015-2016/academic-policies/]
Term Paper Handout: First Year Seminar Fall 2015

The term paper will constitute 40% of the final grade in the course:

step 1. Choose a topic:
   Choose a practice such as meditation or yoga (options #1) or choose a behavior such as increasing exercise or decreasing alcohol your consumption that you would like to change. 5% of final paper grade; due 9/14/2015

step 2. Submit an annotated bibliography in APA style: 15% of final paper grade; due 9/28/2015; late submissions are penalized.

step 3a. For those choosing term paper option #1, practice, the description of your practice is due in class on Monday, October 5th. Late submissions are penalized. (15% of final paper grade)

step 3b. For those choosing term paper option #2, behavior change, your target behavior definition and plan for change are due in class on or before Monday, October 5th. Consult with instructor on choice of target behaviors and plans for change. Late submissions are penalized. (25% of final paper grade.)

step 4a. For those choosing term paper option #1, journal research summary (20% of final paper grade) and initial table of logs/ graphs (5%) are due in class Monday, October 19th. Late submissions are penalized.

step 4b. For those choosing option #2, behavior change plan, journal summary (10%) and initial table/ graphs (15%) are due in class Monday, October 19th. Consult with instructor on how to present tables/ graphs. Late submissions are penalized.

step 5a. For those choosing option #1, practice, expanded journal research summary (10%) and table of logs (5%) are due in class Monday, November 16th. Late submissions are penalized.

step 5b. For those choosing option #2, expanded tables and graphs (15%) along with research summary (5%), are due in class Monday, November 16th. Late submissions are penalized.

step 6a. For those choosing option #1, the final paper including all drafts previously submitted and comments returned—topic, annotated bibliography, description of practice, table of logs, and reflection on your practice—how has it affected you? (25%) is due Monday, November 30th. Late submissions are penalized.

step 6b. For those choosing option #2, behavior change, final term paper including target behavior and plan, journal summary and logs—translated into tables and graphs of frequency and/ or duration of practice/ target behavior—and reflections on your practice why did your behavior change plan succeed or why did it not succeed? -- are due in class Monday, November 30th If your plan did not succeed, outline possible changes to plan for future behavior
change (10%). Late submissions are penalized.

All papers must be submitted in paper version, with a cover page including your name, course number, contact information (Ramapo email address), and instructor’s name. They must be typed and printed out, double spaced, with margins on all four sides.

The goals for this term paper assignment are:

1. Demonstrate that you can find, understand, use and cite professional references

2. Demonstrate that you can think critically i.e., integrate your personal experiences (i.e., observations from your practice or behavior change plan) with the professional literature

3. Demonstrate that you have mastered and can use APA-style references and citations

4. Demonstrate that you understand and can follow ethical guidelines of psychology (e.g., confidentiality and academic integrity)

5. Demonstrate that you have learned to write at least at the college level, and if you have not, help you improve your writing skills; if you already write at the college-level, the goal is to help you write even better—i.e., at the professional-level.

Paper option 1: Practice: This 10-page paper will include

1. a review of journal articles describing the benefits of your practice—the second longest section of the paper

2. a description of your practice

3. tables or graphs indicating the frequency and/or duration of your practice,

4. your reflections on your practice and how it has affected or changed you: changes in your moods, your patience, your efficiency, your health, your thoughts, your concentration, and so on—the longest section of the paper

5. the page(s) that list the references you have consulted in APA style. Mainly refereed journal articles (and occasionally books, newspaper articles, or information from websites, if necessary—see cautions and exclusions below) are listed in alphabetical order by first author’s last name. See examples below.

The paper should NOT include lengthy quotations or lists. If you feel you must include these, they should be placed in an appendix at the end of the paper.

Paper option 2: Behavior Change: This ten-page paper will include

1. a review of journal articles that indicate why and how you plan to change the behavior you have chosen

2. a behavioral definition of the behavior you plan to change

3. a table and graph of baseline behavior—at least one week before you made any changes—
4. a table and graph of behavior once you have instituted changes—at least three weeks of behavior after instituting your plan of change.
5. reflection on why you believe your plan worked or did not work to change your behavior.
6. If your behavior did not change, include suggestions for what you might do differently the next time you attempt to change this behavior.
7. the page(s) that list the references you have consulted in APA style. Journal articles (and occasionally books, newspaper articles, or information from websites, if necessary—see cautions and exclusions below) are listed in alphabetical order by first author’s last name. See examples below.

The paper should NOT include lengthy quotations or lists. If you feel you must include these, they should be placed in the appendix at the end of the paper.

The Ramapo Library system gives you the opportunity to limit your search to articles from refereed journals. The easiest way to accomplish this is to check the “refereed journals only” box on the literature search when you go into the library search: http://guide.ramapo.edu/Resources/Library/Electronic/Expanded Academic ASAP (INFOTRAC)/ Expanded Academic ASAP (again)/ Proceed/ Limit Current Search To: click “refereed publications” button. Check the “refereed journals” option when you enter a search topic.

Your bibliography should be current (dates of publication within the last 5 to 10 years) because information in this field changes and becomes outdated so quickly. For example, the diagnostic system is frequently revised; we are currently using DSM 5.

Magazine articles e.g., Reader’s Digest, Psychology Today, Ladies’ Home Journal, and Newsweek are not acceptable. They are too superficial, they are often inaccurate, they do not give you enough information to judge the research on which their conclusions are based, and they are not reviewed by experts in the field. Many of the books written for the general public are also too superficial and do not back up their assertions with research data. If you have any question about whether an article or book that interests you is appropriate for this paper, ask the reference librarian or your instructor. If you ask a reference librarian for help with your research, it would be helpful to show him or her the guidelines for this assignment.

You may NOT use information from the Internet unless it is a journal article that has been posted on the net; journal articles list the author’s name, journal title, volume number, date of publication and references. This gives you some assurance that the information has been reviewed by professionals in the field and found to be accurate. (Anyone can put up information on the Web; if the information has not been reviewed by researchers in the field, it may be biased, inaccurate, or dated. Check the date the website was last updated if you are using information from one of the approved websites.) Print a copy of the journal article and attach it to your paper.

Attach a photocopy of each of your sources (photocopy articles and pertinent chapters of books, print out journal articles from the Internet).

C. Summarize the research/theoretical material which you have read.
D. The paper will follow the guidelines for APA style in written work as described in American Psychological Association. (2010). *Publication manual of the American Psychological Association. 6th ed.* Washington DC: American Psychological Association. Present your reference on a separate page labeled “References” in alphabetical order by author's last name on the last page of your paper i.e., an article whose first author Bear, G. would be listed before an article or book where the first author is Crawley, D. which would in turn be listed before a reference in which the first author is Starke, M. Editors and instructors are very strict about adherence to all details of APA format. So, where you see a period, place a period, not a different form of punctuation; where you see words capitalized or not capitalized, follow the format given; if you see the page numbers listed without the abbreviation “pgs.,” do not include the word “pages” or any abbreviation for it: List only the appropriate page numbers.

Learning APA style is the reason I ask for your references before you hand in the final version of your paper in the annotated bibliography: If I correct your bibliographical formatting in your annotated bibliography, and you make those corrections in the final paper you submit, I will not have to take off points from your final paper for format or quotation errors.

E. The last page of your paper, "References" will list all the sources you have used in APA format, alphabetically by authors’ last names.

F. Sources

*Refereed journal articles*—as opposed to magazine or newspaper articles—*are the best source of information* as they are written by experts or researchers in the field for an audience that is knowledgeable in the field, and other experts review the research to make sure it is accurate and meaningful. (NB: Authors of magazine or newspaper articles are writers rather than researchers or experts in a field and often do not report material accurately or do not give enough information for an expert in the field to determine whether the information is valid.) *Journal articles* should be *refereed and current*, within the last 10 to 15 years of publication, unless they involve classic research. *Some books*—those written for or by experts in the field—*may be acceptable sources*, but books tend to be dated by the time they are published; a year or more may go by between the time a book manuscript is submitted and the book is finally published. Journal articles, therefore, have more current information. Online journal articles tend to be the most current.

*Some newspaper articles*—only from the *New York Times* or the *Wall Street Journal*—*may be acceptable sources*. The editors of those newspapers are more careful about trying to find reporters who are knowledgeable in the field and more careful about editing or verifying the work.

*Some websites*—e.g., those of the American Psychological Association, the Centers for Disease Control, the American Psychiatric Association, to name a few—*may be acceptable sources of information*. Be careful as anyone may post information on the web even if s/he does not know anything about the field. Also be careful to check when
the item on the web was updated. There are many very old and erroneous websites or articles on websites. Knowledge in the area of psychology changes frequently, and websites do not always reflect the newest findings e.g., the Diagnostic Manual of the APA, DSM-5, was radically updated again in May 2013. Findings that refer to the earlier four versions of the DSM are out of date and inaccurate.

**1. Journal articles:** The first example is from an article online, the second, from paper
Author’s last name(s), followed by the initials of his/her first and middle namea. (year of publication). Title of article (in lower case letters except for the first word). The Title of the Journal and volume number, both underlined and separated by commas, first letters of words in journal title are capitalized. Include only the numerals of the volume and page numbers.


**2. Books (Journal articles are preferable as stated above; books are often too general or dated.):** Author’s last name(s), followed by the initial of his/her first name. (Year of publication). Book's title, underlined, with only the first word capitalized, (pages used). City of publication: Publisher.


**3. Electronic media (journal articles or approved websites only e.g., American Psychological Association; be careful about when webpage was updated.):**
The same information is required from an online journal as that required from a paper copy of the journal article: Authors’ last name(s), followed by the initial of his/her first name. (publication date). Title of article. *Title of Journal* with first letter of major words capitalized and entire journal title italicized or underlined, page numbers. [On-line]. Available: specify the url address so I can go directly to the journal article

List the complete url, the date given in the article, and the date you downloaded it. You may also list the doi number, if it is given.


4. Newspaper article (*New York Times* and *Wall Street Journal* are the only permissible newspapers):

Authors’ last name(s), followed by the initial of his/her first name. (Year of publication, month, date). Title of article, with only the first word capitalized. Title of Newspaper, with first letter of all words capitalized., pages. pp. A1, A17.


G. Footnotes are not necessary, but references to findings and quotations in the text of your paper should be followed in parentheses by author(s)’ last name(s), year of publication and page numbers. The complete reference for the quote should appear in your “References” list.

If you do not give credit to the authors, it is considered plagiarism, so it is better to err on the side of listing too many references in your text than have me question where you got a particular statistic or fact that seems inaccurate. Direct quotations MUST be followed by credit to the author.

H. Example of quotation in the text of your paper: “A deficiency of norepinephrine has been found to cause depression in hospitalized patients" (Smith & Jones, 2009, p. 7).

I. Example of citation in the text of your paper that is not a quotation: Psychologists estimate that 20% of boys in first grade are hyperactive (Smith & Jones, 2009, p. 7.)

The citation reference in its complete form as described in points APA format, section F 1-4 above, depending on whether it comes from a journal article, book, online source, or newspaper article, must then be included in the references on the last page of your paper.

J. If you are using a quotation or citation from a source that you have not actually read, you should give all the reference information about the source you are citing in its proper format (even though you did not actually read that source); follow that with the word “in” and then give all the reference information for the source in which it appeared In other words, say, Starke and Bear’s research was originally published in *The New York Times*, but you did not read the original *New York Times* article; you saw only a reference to the Starke and Bear research in a journal article you read by Smith and Jones.
If you read an article by Smith and Jones in which the authors talked about research by Starke & Bear, but you did not actually read the original article by Starke & Bear, you would cite their research in your paper like this:

Example: Researchers Starke and Bear concluded that preschool children are more likely to have tantrums if they have been reinforced by getting what they want. (Starke and Bear in Smith and Jones, 2010).

In your reference list at the end of your paper, under Starke and Bear, you would list the following:


K. Try to put as much of the paper in your own words as possible to demonstrate your understanding of the material. When you use a direct quotation from a source, you must acknowledge the source and give credit to the author(s) as described above to avoid a charge of plagiarism. Do not re-type lengthy definitions of a disorder from the DSM in the body of the paper. If you wish to include this material or refer to it, put it in an appendix to the paper.

L. It is unethical to hand in work that is not your own under your name, and it is unethical to use the same paper for credit in more than one course without the permission of the instructor. Please read the section on Academic Integrity in the college catalog regarding cheating, plagiarism, academic misconduct, and fabrication. Members of the Ramapo community are expected to be honest in their academic endeavors. Violations will be reported and managed in accordance with college policy. Plagiarism can result in a failing grade for the course, a letter in the student's file, and possible expulsion from the college.

M. Papers must be typed, pages numbered at top right corner, double-spaced, with margins on all four sides. Do not submit papers electronically. I do not have the time or resources to print them out and cannot easily make my corrections on an electronic copy. Please include a cover page with your name, course title and number, date, and instructor's name.

N. Maximum length of paper: 10 pages.

O. Due dates: also listed on first page of term paper handout

1. Your paper topics are due in writing in class on or before Monday, September 14th

2. Your annotated bibliography is due in class on or before Monday, September 28th
3a. For those choosing term paper option #1, practice, your **description of your practice** is due in class on Monday, October 5th. Late papers are penalized.

3b. For those choosing term paper option #2, behavior change, your **target behavior definition and plan** are due in class on or before Monday, October 5th. Late papers are penalized.

4. Journal research **summary and initial tables and/or graphs** are in class due Monday, October 19th. Late papers are penalized.

5. Expanded journal summary and tables/graphs are due in class Monday, November 16th. Late papers are penalized.

6. Final term paper including all drafts previously submitted and comments returned—topic, annotated bibliography, target behavior and plan or description of practice, journal summary and logs—translated into tables and graphs of frequency or duration of practice/target behavior—and reflections on your practice, the success/lack of success of your behavior change plan are due in class Monday, November 30th. Late papers are penalized.