

## From the syllabus...

**Experiential Learning Credit (ELC):** A great philosopher Wang Yangming once argued that, “to know and not to act is not to know.” Students are to complete 4 hours of ELC in psychology for 40 points; it’s **all or nothing**, so if you do 3.8 hours, you get no points. Students only get credit for participating in activities above-and-beyond what they normally do (i.e., no credit for existing school, work, or volunteer responsibilities). Students attending an event at Tulane’s downtown campus will receive an extra ½ hour of credit to incentivize interdisciplinarity. Hours can be completed using any combination of the following options:

**Research Study Participation.** Students can serve as research participants through SONA, Tulane’s psychology research web site (<https://tulane-psych.sona-systems.com/>). Participating in psychological research will yield firsthand knowledge of research materials and methods, allow for introspection, provide exposure to research labs potentially worth joining, and support the Tulane research infrastructure that underlies much of the university’s prestige, funding, and contribution to society.

**Creative Activities.** These must be approved by Mike in advance. They can be anything that allows you to use psychology skills in the real world. Some options:

- Attend an on-campus event that can be linked to psychology
- Advocate for causes valued by psychologists, e.g., human welfare, science, teaching, equality
- Write a letter to a newspaper editor regarding an issue involving psychology, human welfare, statistics, or research
- Interview someone who does work you are interested in pursuing in your career
- Research and compose an educational and career development plan

**Article Reviews.** I have posted several recent articles from *Psychological Science* on Blackboard under the Course Materials section, which can be reviewed for 1 ELC hour each. Read the article and write a 1.5+ page (double-spaced) review that answers these questions: (1) What are the main conclusions of the article? (2) What are the strengths and weaknesses of the study or article? (3) Are their conclusions valid—that is, do you buy what they’re selling? (4) Given these findings, what should researcher examine next and why? Reviews that are < 1.5 pages or with 2 or more spelling/grammatical errors will be returned.