Cognitive Psychology
PSY 3120 (Section 001, or 090)
Fall 2014
BEHS Room 112

Syllabus

Contacts
Instructor: David Strayer - David.Strayer@utah.edu
TA: Kate MacNamee - Kate.Macnamee@utah.edu

Office Hours
By appointment

Materials
Textbook Title: Cognitive Psychology
Authors: Robert J. and Karin Sternberg
Publisher: Wadsworth Cengage Learning
Type: Required resource

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Learning Outcomes

This class satisfies the learning outcomes articulated by APA. In this class you will:
• Understand psychology as a science of human and non-human behavior, including cognition and emotions, as well as to gain an understanding of human behavior in broad perspective, including physiological and socio-cultural factors that affect human behavior.
• Understand sub-fields within psychology (developmental, personality, social, cognitive, neuroscience, health, clinical), with an emphasis on both social-contextual and physiological processes.
• Understand the methods used in psychological research.
• Understand the critical role of theory in psychological research.
• Understand some of the basic applications of psychology to real-world problems, both clinical and non-clinical.
• Write effectively about psychological issues, making well-organized arguments supported by relevant evidence.
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Additional Reading

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Materials
Textbook Title: Cognition: The Thinking Animal
Author: D.T. Willingham
Publisher: Prentice Hall
Edition/Year: 3rd/2007
ISBN: 9780131736887
Type: Required resource

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Author: D.T. Willingham
Publisher: Prentice Hall
Edition/Year: 3rd/2007
ISBN: 9780131736887
Additional information: Textbook
Type: Required resource

Modes of Learning (Collaborative Learning)
This class provides enriched learning through the use of on-line discussion. In particular, students who register for this course will contribute on a regular basis to a class electronic bulletin/discussion board that can be accessed through CANVAS as PSY 3903-001. Students are encouraged to post comments and questions on ANY topic related to the class. In the past, students have found this forum to be very helpful, interesting, and, at times, provocative. In addition, there will be a discussion forum for exam reviews. Grading for PSYCH 3903-001 will be based on the number of substantive contributions you make to the class message board. For each of the 15 weeks of the semester, students enrolled in Psych 3903-001 will receive a score of 1 if they make one or more substantive contributions during the week and a 0 otherwise. To receive an A, you must have a cumulative score of 13 or higher, 12 for an A-, 11 for a B+, 10 for a B, 9 for a B-, 8 for a C+, 7 for a C, 6 for a C-, and so on. Note that this grading scheme allows you to miss two weeks and still receive an A. Also, please note that you must post at least once per week to receive credit. In other words, if you make 5 posts in the first week, you will still only receive one point for that week. To receive credit, posts for each week should be made before midnight on Sunday.

Please note that students taking PSY 3120 are recommended, but not required to register for PSY 3903-001!
Grading
Grades will be based on four exams (84%), class activities (16%), and participation in the class and discussion forums. Note that you must receive a C or better for this course to count towards a major in Psychology. Conversion of scores to letter grade is given below:

A 100-93 | A- 92-90 | B+ 89-87 | B 86-83 | B- 82-80 | C+ 79-77 | C 76-73 | C- 72-70 | D+ 69-67 | D 66-63 | D- 62-60 | E below 60

Exams
Exams will consist of approximately 25 multiple choice and 1-2 short essay questions. A set of potential short answer questions will be distributed one week prior to each exam. The exam will draw upon all material covered in lectures (i.e., podcasts) and in the assigned readings. Each exam grade will be computed using the following equation:

Exam score = Raw score / Highest class raw score * 100

For example, if the exam had 100 points possible, the Highest Class Raw Score was 80, and your Raw Score was 60, your Exam Score would be 75% (i.e., 60/80). Note that this grading procedure evaluates your performance relative to actual students in the class rather than to an arbitrary absolute standard. Also note that it is theoretically possible for everyone in the class to receive an A. Note that the final exam is comprehensive and will include material covered throughout the course.

Make-up Exams
If you cannot take an exam at the regularly scheduled time, please note that I will NOT give make-up exams unless your absence falls within the university approved guidelines, which are described in their accommodations policy document on their website (http://www.admin.utah.edu/facdev/pdf/accommodations-policy.pdf).

If your absence falls within the university approved guidelines, you still MUST notify me in advance and receive my approval for a make-up exam.

Activities
You will complete 8 activities related to this class. These activities are designed to help you integrate knowledge from the class into real-world situations. Sometimes these projects will be done individually, sometimes in groups, but they will always be fun.

Important Dates
The last day to drop (delete) classes is Wednesday, August 29.
The last day to withdraw from classes is Friday, October 19.
Exam Dates
Exam 1: September 11th
Exam 2: October 4th
Exam 3: November 8th
Exam 4: December 10th @ 10:30am (This is a MONDAY)
Activity Due Dates
Moon Illusion – September 2nd (Full Moon ~ 8:00 PM on Aug 31st) (JC)
3D Movie – September 14th (JC)
Cell Phone & Traffic Violations – September 28th (JT)
Website Evaluation – October 12th (JT)
Mnemonic Techniques – October 26th (JT)
Event Memory – November 9th (JT)
Product Comparison – November 23rd (JC)
TV Paranormal – December 7th (JC)

All late assignments will be docked 50%

Changes in Course Procedures
As the instructor, I reserve the right to modify any part of the course (including the syllabus) at any time during the semester. Because of this, please remember to check the class site regularly for announcements and changes.

Students With Disabilities
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification.

Incompletes
I follow the guidelines on incompletes provided by the university. To receive an incomplete the student must: a) request it; b) receive approval from the instructor; c) have completed 80% of the material to be covered during the semester; and d) be passing the class at the time. No exceptions will be made.

Extra Credit - Research Participation
The field of psychology has been established through scientific research examining how people learn, think, and feel, and through standardized assessment of learning, thinking, and feeling. Only by verifying our intuitions with empirical data can science advance. Your grasp of the nature of psychology’s methods and claims is greatly enhanced by participating in the actual process of research and/or assessment. To enhance students’ awareness and understanding of this empirical process, the Department of Psychology provides the opportunity for students enrolled in psychology courses to participate in psychology research/assessment experiences during the semester. To accomplish this, the Department has established the Psychology Participant Pool. This Pool allows students to participate as participants in psychology research projects that have been approved by the University’s Institutional Review Board. It is also possible to satisfy the research requirement by reading published psychology research articles and answering questions. Instructions on how to sign up for these experiments will be provided in a separate handout. You will access this handout as well as the Subject Pool using a link that will be
posted on the Course Content page.

You may earn extra credit by participation in psychology research experiments. Each hour of extra credit will raise your final grade by 0.5 points. Participation in the maximum 6 hours is guaranteed to raise your grade one notch (e.g., from a B- to a B). Other classes may offer a similar extra credit option. You may not apply the extra credit hours to more than one class, and you may not get more than 6 extra credit hours.

**Extra Credit (alt)**

If your schedule does not permit you to participate in the psychology experiments, you may earn extra credit by writing a 10-15 page research paper. *You must notify me in advance if you want to choose this option.*

**Research Labs**

For anyone interested in gaining valuable research experience and good letters of recommendation for grad school, I encourage you to consider working in one of the Psychology research labs. I will bring a sign up sheet to class the first week for anyone interested.

**Important Notice**

This class relies on the use of technology. In order for you to succeed, you must be able to use CANVAS proficiently. For help on CANVAS, please use the Help link at the top right of the web page or contact the Uonline staff (uonline.utah.edu).

**ONLY FOR STUDENTS TAKING THE ONLINE VERSION OF THIS CLASS (section 090):**

**Testing center information**

1. Email to Students, after first-day-of-classes, are sent to UMail Addresses (i.e. uNID@utah.edu - looks like u0123456@utah.edu). The Testing Center suggests that you check this account at least once-a-week to receive updates, or simply have messages forwarded to your Preferred Email Address (see details at [http://it.utah.edu/services/email/umail/](http://it.utah.edu/services/email/umail/)).

2. Special messages, especially urgent information may also be sent to the Preferred-Email Address, so it's best to verify one's contact information is correct in CIS (Campus Information System). See the link under both the "Students" and "Faculty & Staff" sections of [http://www.utah.edu/](http://www.utah.edu/).

3. Timely updates are also displayed on the UOnline website, in the Announcements section, so check regularly at [https://uonline.utah.edu/](https://uonline.utah.edu/)

4. Students required to take proctored exams through UOnline Exam Services will need to register, after they login at [https://uonline.utah.edu/](https://uonline.utah.edu/)
<table>
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<tr>
<th>Dates</th>
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<td>October 16</td>
<td>Varieties of Memory</td>
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<td>Multi-store Models of Memory</td>
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<td>October 23</td>
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<td>October 25</td>
<td>Elements of Episodic Memory</td>
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<td>October 30</td>
<td>Seven Sins of Memory</td>
<td>Chapter 7</td>
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<td>November 1</td>
<td>What Jennifer Saw</td>
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<td>November 6</td>
<td>Semantic Memory</td>
<td>Chapter 8</td>
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<td>November 8</td>
<td><strong>Third Exam</strong></td>
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<td>November 13</td>
<td>No Class</td>
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<td>November 15</td>
<td>Skill Acquisition (JC &amp; JT)</td>
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<td>November 20</td>
<td>Aging and Driving</td>
<td>Chapter 11</td>
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<td>November 27</td>
<td>Decision Making</td>
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<td>November 29</td>
<td>Problem Solving</td>
<td>Chapter 12</td>
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<td>December 4</td>
<td>Parapsychology</td>
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<td>December 6</td>
<td>The Amazing Randi</td>
<td>Reading Set 3</td>
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<td>December 10</td>
<td><strong>Final Exam</strong></td>
<td>(This is a Monday at 10:30)</td>
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Additional Reading

Reading Set 1
  Set Phasers on Stun
  Rental Car
  In Search of the Lost Cord

Reading Set 2
  TBA

Reading Set 3
  A. Hale – Extraordinary Claims
  E. Loftus – Remembering Dangerously
  M. Gardner – Stone Faces on Mars
Cognition in the Wild

Psychology 4130-01/02
Spring 2014 (T, Th 9:10 – 10:30)
Professor David Strayer
Assistant: Colton Fonesbeck

“Wilderness reminds us what it means to be human, what we are connected to rather than what we are separate from. ... Perhaps that is why every pilgrimage to the desert is a pilgrimage to the self. There is no place to hide and so we are found.”

Terry Tempest Williams

Overview
This seminar focuses on how our mental experience is connected to the environment. We will use Southern Utah as a case study in exploring this phenomenon. As part of the course, we will take a field trip to Southern Utah. We will hike the slickrock, explore slot canyons, study pictographs and petroglyphs, and visit several Anasazi dwellings. The course is a seminar format in which we will collectively read papers, chapters, or books on various topics and then have class discussions about the readings. The class is designed to be a collaborative experience, where we learn from each other. Students will also keep a journal where they write short thought papers based on the readings, discussions, and experiences. Grading will be based on participation in class, participation in the field trip, journals, a class presentation, and a larger paper due at the end of class that ties everything together. There will be quizzes, but no exams. We will sample quite broadly from the literature. Some readings will be from Psychology, but we will also read papers from Anthropology, Geology, Environmental Studies, Ecology, etc. The class should be fun and thought provoking, but it will require reading, writing, and field experience

Note: Many of the sites that we will be exploring are ecologically and archeologically sensitive. The ethos of this class is to leave no trace of our visit to this fragile ecosystem.
Class Schedule and Readings

Jan 7  Class Overview & Introductions

Jan 9  Reading The Wilderness Letter by W. Stegner
Readings from Desert Solitaire by E. Abbey
Author Introduction
   The First Morning
   Solitaire

Jan 14 No formal class meeting
Readings from Desert Solitaire by E. Abbey
   The Serpents of Paradise
   Cliffrose and Bayonets
   Polemic: Industrial Tourism and National Parks

Jan 16  Reading The End of Nature by B. McBidden
Readings from Desert Solitaire by E. Abbey
   Water
   The Heat of Noon: Rock and Tree and Cloud
   The Moon-Eyed Horse

Jan 21 Guest lecture by Ken Sanders of Ken Sanders rare and used books
Readings from Desert Solitaire by E. Abbey
   Havasu
   The Dead Man at Grandview Point
   Episodes and Visions

Jan 23  Reading Walking by H. Thoreau
Reading from Cadillac Desert by M. Reisner (Introduction)

Jan 28  Reading from Cadillac Desert by M. Reisner (Chapter 1)

Jan 30 Presentation by the Southern Utah Wilderness Alliance (SUWA)
Reading from Cadillac Desert by M. Reisner (Chapters 3 & 4)

Cedar Mesa, 2008
Feb 4  Reading Third Nature... by W. Johnston
Feb 6  Reading from the Third Chimpanzee by J. Diamond (Chapters 2 & 14)
Feb 11 Reading from House of Rain by C. Childs (pp. 11-52)
        Reading Wilderness by A. Leopold
Feb 13 Reading from the Third Chimpanzee by J. Diamond (Chapter 17 & 18)
Feb 18 Field trip to the Utah Natural History Museum
        Guest lecture by Glenna Nielsen-Grimm, collections manager for UNHM
Feb 20 Reading from Collapse by J. Diamond (Chapter 4)
Feb 25 Reading from House of Rain by C. Childs (pp. 55-104)
Feb 27 Geology of Southern Utah (guest lecture by Utah Geologist Paul Anderson)
        Readings from Desert Solitaire by E. Abbey
        Rocks
        Terra Incognita: Into the Maze
Mar 4  Reading The Restorative Benefits of Nature... by S. Kaplan
        Reading The Cognitive Benefits of Interacting with Nature by M. Berman et al.
        Reading Creativity in the Wild... by R. Atchley et al.
Mar 6  Reading Landscape, History, and the Pueblo Imagination by L. Silko
        Reading An Entrance to the Woods by W. Berry
Mar 18 Reading from House of Rain by C. Childs (pp. 107-175)
Mar 20 Reading from House of Rain by C. Childs (pp. 179-231)
Mar 25 Reading from House of Rain by C. Childs (pp. 235-283)

Perfect Kiva, 2009
Mar 27  Class presentations
Apr  1  Class presentations
Apr  4  Class presentations
Apr  8  Reading from Cowboys and Cave Dwellers by Blackburn & Williamson (Ch 1)
Apr 10  Preparation for field trip to Bluff/Comb Ridge
Apr 10-13 Field trip to Bluff/Comb Ridge
Apr 15  Reflections on the trip to Bluff/Comb Ridge
       Reading from Desert Solitaire by E. Abbey
       Down the River
       Bedrock and Paradox
Apr 17  Last class wrap-up
April 30 Term papers are due by today

Sego Canyon, 2012
Required Books
Find them at Ken Sanders Rare and Used Books (268 S. 200 E.)
Desert Solitaire: A season in the Wilderness by E. Abbey
House of Rain: Tracking a Vanished Civilization across the American Southwest by C. Childs

Optional Books
Cadillac Desert: The American West and its Disappearing Water by M. Reisner
Canyon Country Prehistoric Rock Art by F. A. Barnes
Collapse: How Societies Choose to Fail or Succeed by J. Diamond
The Third Chimpanzee: The Evolution and Future of the Human Animal by J. Diamond

Writing Mode
Students wishing to receive credit for a writing mode of learning can register for Psych 3905-01. Note that registering for the writing mode is not required for Psych 4130-1, but is required for Psych 4130-02; however, participation in the writing process is a required element for both sections of the class. That is, you will need to do the writing element regardless of whether or not you sign up for Psych 3905-01.

Collaborative Learning Mode
Students wishing to receive credit for a collaborative learning mode can register for Psych 3903-01. Note that registering for the collaborative learning mode is not required for Psych 4130, but is required for Psych 4130-02; however, as with the writing mode, participation in the collaborative learning process is a required element of the class. That is, you will need to participate in the collaborative learning process regardless of whether or not you sign up for Psych 3903-01.

Class Presentation and Term Paper
Each student will give a short presentation to the class. Students should select their presentation topic to fit with one of the general themes of the course. In addition, students will write an end-of-term paper that reflects the topic of their class presentation. The paper will be written in APA style (approximately 15 pages, typed, double-spaced, etc.). The paper is due on by April 30th.

Journals
Students are required to maintain a journal of their thoughts and reflections concerning the readings, class discussion, field trip, etc. You should expect to make regular entries in your journal (e.g., 2-3 times per week). From time to time, you will be asked to turn in your journals for grading. The journals count for 20% of your course grade.

Grading
Participation in Class (including quizzes) 20%
Journals 20%
Field Trips 30%
Class Presentation & Term Paper 30%
General Topics and Selected Readings

Geology of the Southwest

DVD of Canyon Country
Guest Lecture by Utah Geologist Paul Anderson
Visit the Cleveland-Lloyd Dinosaur Quarry, in the San Rafael Swell

Politics of the Southwest

Reiser – Chapters 1, 3, 4, and Introduction from Cadillac Desert
Presentation by the Southern Utah Wilderness Alliance & Women Protecting Wilderness

Anthropology of the Southwest

J. Diamond – Chapters 2, 10, 14, 17, & 18 from the Third Chimpanzee
DVD (Guns, Germs & Steel by J. Diamond)
J. Diamond – Prolog, Chapters 2, 4, 5, 16 from Collapse
Visit the Natural History Museum in Salt Lake City, UT

Rock art of the Southwest

Barnes – Canyon Country Prehistoric Rock Art

Literature of the Southwest

E. Abbey – Desert Solitaire
E. Abbey – "The Raid at Comb Wash" from the Monkey Wrench Gang
E. Ruess – On Desert Trails
E. Meloy – Raven’s Exile: A Season on the Green River
T. Williams - Red: Passion and Patience in the Desert

Psychology of Southwest


More on the Readings

The readings that are assigned for each class are classics that have been selected to facilitate class discussion on the various topics of the course. It is expected that you will have read the material before class so that you can participate fully in class discussion. Note that 20% of your course grade will be determined by class participation. On occasion, brief quizzes will be given to ensure that you have done the assigned reading.
Field Trip

We will take one field trip to southern Utah. There will be a modest cost associated with the trip, covering travel, food, and camping/lodging. Last year the combined cost of the field trip was approximately $70 for each student. We will attempt to keep expenses to a minimum, but be prepared to cover the associated costs. Sorry, neither pets nor additional family members are allowed on the field trips. In accordance with University policy, neither illegal drugs nor alcohol are permitted on the field trips.

Trip to Comb Ridge (Depart Th, Apr 10 Return Su Apr 13)
Monarch Cave, Moon House Ruin, Citadel Ruin,
Eagle's Nest, 16 Room Ruin, River House Ruin
Wolfman Panel, Procession Panel, Sand Island Panel

Plan: The field trip is an essential component of the class. Make the commitment to participate (start coordinating your schedule now) – remember that 30% of your course grade is based on the field trip. We will depart in the morning of the departure day and return in the evening of the return day. On the trip we will self-organize into small groups based on interest and ability. Each group will explore a facet of the area that interests them and then report their experiences back to the group in the evening.

Grand Gulch, 2008

Rev: January 6th, 2014
Cognition in the Wild

Psychology 4130-01/02
Spring 2013 (T, Th 9:10 – 10:30)
Professor David Strayer

“Wilderness reminds us what it means to be human, what we are connected to rather than what we are separate from. ... Perhaps that is why every pilgrimage to the desert is a pilgrimage to the self. There is no place to hide and so we are found.”

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       Terra Incognita: Into the Maze

Feb 7  Reading from the Third Chimpanzee by J. Diamond (Chapters 2 & 14)

Feb 12 Class meets w/o Dr. Strayer
   Reading from House of Rain by C. Childs (pp. 11-52)

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Feb 19 Field trip to the Utah Natural History Museum
   Guest lecture by Glenna Nielsen-Grimm, collections manager for UNHM

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Feb 28 Reading Third Nature... by W. Johnston

Mar 5 Reading The Restorative Benefits of Nature... by S. Kaplan
   Reading The Cognitive Benefits of Interacting with Nature by M. Berman et al.
   Reading Creativity in the Wild... by R. Atchley et al.

Mar 7 Reading Landscape, History, and the Pueblo Imagination by L. Silko
   Reading An Entrance to the Woods by W. Berry

Mar 19 Preparation for the field trip to the San Rafael Swell

Mar 21-24 Field Trip to the San Rafael Swell

Mar 26 Reflections on the field trip to the San Rafael Swell
Mar 28  Reading from House of Rain by C. Childs (pp. 107-175)

Apr  2  Reading from House of Rain by C. Childs (pp. 179-231)

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Rock Art of the Southwest
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Literature of the Southwest
E. Abby – Desert Solitaire
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E. Meloy – Raven’s Exile: A Season on the Green River
T. Williams - Red: Passion and Patience in the Desert

Psychology of Southwest


More on the Readings

The readings that are assigned for each class are classics that have been selected to facilitate class discussion on the various topics of the course. It is expected that you will have read the material before class so that you can participate fully in class discussion. Note that 20% of your course grade will be determined by class participation. On occasion, brief quizzes will be given to ensure that you have done the assigned reading.
Field Trips

We will take two field trips to southern Utah. There will be a modest cost associated with the trip, covering travel, food, and camping/lodging. Last year the combined cost of the two field trips was approximately $130 for each student. We will attempt to keep expenses to a minimum, but be prepared to cover the associated costs. Sorry, neither pets nor additional family members are allowed on the field trips. In accordance with University policy, neither illegal drugs nor alcohol are permitted on the field trips.

Trip to San Rafael Swell (Depart Th, Mar 21, Return Su, Mar 24)
  Rochester Panel, Buckhorn Wash, Great Gallery
  Mexican Mountain, Wedge Overlook, Little Wildhorse Canyon,
  Head/Heart of Sinbad

Trip to Comb Ridge (Depart Th, Apr 18 Return Su Apr 21)
  Monarch Cave, Moon House Ruin, Citadel Ruin,
  Eagle’s Nest, 16 Room Ruin, River House Ruin
  Wolfman Panel, Procession Panel, Sand Island Panel

Plan: The field trips are an essential component of the class. Make the commitment to participate (start coordinating your schedule now) – remember that 30% of your course grade is based on the field trips. We will depart in the morning of the departure day and return in the evening of the return day. For each field trip we will self-organize into small groups based on interest and ability. Each group will explore a facet of the area that interests them and then report their experiences back to the group in the evening.

Grand Gulch, 2008