1. Course Title: The Mind: Memory, Emotions, and Decision Making
2. Instructor: Paula Baumann
3. Address: 
4. Phone: 
5. E-mail: 
6. Credit:
   a. Total Contact Hours: 15
   b. Number of Students: Maximum: Minimum: 10
   c. Credit Type: ___ Graduate ___Licensure Renewal ___X_Both
   d. Number of Credit hours: 1
   e. Graduate Credit through: ___x_ Drake ___x_Morningside ___ Viterbo
7. Semester: ___ Winter ___ Summer ___ Fall Year: 2017
8. Dates and Times: April 28 4-10:30pm, April 29 - 8:30-6:00pm, assignments due May 19th.
9. Location of Course: Dubuque AEA
10. Additional Fees:
   a. Lab Cost:
   b. Description:
   c. Printing Costs: X
   d. A.V. Equipment Needed: Projector, speakers, screen
11. Required Text/Other Materials:
12. Vita: ___ Will submit online ___X_ On File
13. Syllabus: ___ Not Completed means you need to continue completing the form. Go on to 
   # 14 through # 22.
   ___ On File means you have taught the course before and it has previously been 
   approved for licensure renewal credit or graduate credit. Stop now, save this form, and 
   email it as an attachment with “Syllabus” in the subject line to kwessel@aea1.k12.ia.us 
   (Please note: If you have taught the course and been approved through Drake with 
   only 15 hours of course time you will need to review, rewrite, and have it 
   reapproved for any course starting July 1, 2015 and after.)
14. Rationale:
Paula Baumann teaches the course "The Brain: Current Topics for Teachers" which connects 
up-to-date information about how our students' brains function to some significant topics such 
as the adolescent brain, how the internet affects our thinking, etc. Since the advent of functional 
MRIs in the last twenty years, neuroscientists have been able to literally “see” how the brain 
functions. In Baumann's first course on the brain, the topics of memory, emotion, and how 
humans make decisions were only briefly explored. These topics are all emerging as 
significant areas of recent research and popular books by well-renowned scientists. In this 
course (which works well as a follow-up to The Brain, but can stand alone), Baumann has 
created content from Dr. Richard Davidson's "The Emotional Life of Your Brain," Johah Lehrer's 
book, "How we Decide," Nobel prize winner Daniel Kahneman’s "Thinking Fast and Slow," and 
work from Nobel Prize winner Eric Kandel on memory as well as video excerpts and journal 
articles on these fascinating topics. As teachers work with Learning Supports and RTI, they are 
seeking the best practices for their students. Understanding more about our students' thinking 
and emotions will lead to better teaching and interventions.

15. Course Description:
Do you ever wonder what is going on inside your students' minds? Neuroscientists using MRIs 
continue to make breakthroughs in understanding how the brain works. Paula Baumann 
teaches the course titled "The Brain: Current Topics for Teachers" which explores several 
significant issues such as trauma, the internet, and the adolescent brain. Baumann has added
this course, "The Mind" to allow a deeper exploration of three areas of how our minds work: memory, emotion, and decision making. These topics are the subjects of some recent influential books including Dr. Richard Davidson's "The Emotional Life of Your Brain," Johah Lehrer's book, "How we Decide," Nobel prize winner Daniel Kahneman's "Thinking Fast and Slow," and work from Nobel Prize winner Eric Kandel on memory. Using content from these authors as well as excerpts from recent documentaries and articles, teachers will learn more about what is going on in their students' minds and therefore better teach them. "The Mind" can be taken without any other courses or previous knowledge about the brain. The course will introduce brain basics before exploring these three additional topics.

16. Iowa Teaching Standards Addressed:
   ___ Content knowledge
   ___ Planning and preparation for instruction
   ___ Multiple learning needs of students
   ___ Monitoring of student learning
   ___ Classroom management
   ___ Fulfills professional responsibilities of school district
   ___ Engages in professional growth
   ___ District's student achievement goals

17. Course Objectives:
1. Identify the basic forms and functions of the brain and the processes that control language, memory, emotional regulation, and behavior.
2. Identify the types of memory and what factors impact encoding and retrieval of memory.
3. Identify the parts of the brain and the processes involved in experiencing emotions.
4. Assess their six dimensions of emotional style.
5. Investigate whether temperament is life-long or changeable.
6. Explore the mind-body connection with emotional states
7. Examine the two systems of thinking as identified by Daniel Kahneman (fast and slow) and explore examples of the common thinking errors for most humans.

18. Outline of Course:

   **Day One:**
   1. Brain Basics
      A. Anatomy (including Scientific American video re: frontal lobe)
      B. Neuro-Darwinism
      C. Plasticity
      D. Developmental stages of the Brain
      E. Language Brain (incl. Betty Hart interview)
      E. Social Brain
   2. Memory
      A. Types of Memory
      B. Encoding and Retrieving
      C. Working Memory
      D. Establishing long term memory
      E. Types of memory loss
      F. Emotions and Memory
      G. Sleep and creation of long term memory
      H. Video: Scientific American "Don't Forget" and National Geographic “Brain” segment on memory loss
Day Two:
3. Emotions
   A. Overview of how the brain processes emotions
   B. Discussion of six basic emotions
   C. Six dimensions of emotional style (Dr. Davidson)
      How meditation and mindfulness can change emotions and emotional style
   D. Epigenetic (change to genes); discussion regarding temperament
   E. How emotions affect memory
   F. Assessment of personal emotional style

4. Decision Making
   A. Brain processes involved in making decisions
   B. Thinking "fast" and "slow" Video of interview with Daniel Kahneman
   C. Exploration of Common thinking errors: Reading articles and discussion
      Halo effect, confirmation biases, ego-depletion, cognitive ease, optical illusions, loss
      aversion, answering an easier question, anchoring numbers, outcome bias, etc.
   D. Why we make mistakes- experimental activities

19. Course Requirements:
   In class:
   1. Students will label a diagram of the brain throughout the class with notes about the
      significance of each labeled structure.
   2. Students will answer a set of questions about memory and discuss in small groups.
   3. Students will complete a self-assessment of their six emotional dimensions and then discuss
      how these emotional dimensions impact students they teach.
   4. Students will read articles about thinking errors and discuss in small groups.

   Outside of class requirements:
   5. Students will participate in experimental activities related to thinking and decision making and
      discuss. In addition, students will write a reflection of at least three of the common thinking biases
      or errors and their significance to the student's life experiences and, potentially, to students'
      thinking, submitted to instructor. (approximately 5 hours: Course Part 4: Decision Making)
   6. Students will identify at least four ideas from the course that impact their work as educators.
      With one of the ideas selected, students will conduct additional research into that idea through an
      internet search. Students will describe, with a written summary of approximately one typed page
      each, how knowledge of that idea impacts them professionally. This will be submitted to instructor.
      (approximately 7 hours: Taken from any segment of the course)
   6. Students will read a book about one of the topics discussed in class and submit a written
      summary and reflection. (approximately 18 hours: Taken from any segment of the course)

20. Method of Evaluation/Grading Criteria:
   Students receiving an A will:
   Submit thoughtful and well-written reflections of three thinking biases.
   Submit a well-written and thoughtful description of how knowledge of the mind will impact their
   professional work that synthesizes and makes connections with course content.
   Submit a well-written summary of a book related to a topic covered in this course. Written
   assignments make connections between aspects of course content and the student’s
   professional experiences and background knowledge.

   Students receiving a B will:
   Submit adequately written reflections of three thinking biases.
Submit a description of how knowledge of the mind will impact their professional work that makes connections with course content, although the description is not particularly thorough and contains some writing errors.

Submits an adequate summary of a related book
Written assignments contain some errors and lack the depth and thoughtfulness of students earning an A in the course.

**Students receiving a C will:**
Submit reflections of three thinking biases, four ideas from the course and a book summary; although the reflections lack depth of thought, are shorter than required, and/or do not accurately summarize the content discussed in class.
Assignments are poorly written.

**Students receiving a D or an F will:**
Fail to submit all assignments (written reflections, thinking biases, main ideas about the mind, and/or a book summary) and not make connections to their professional assignment in submitted work

21. Attendance Policy:
Students are required to attend the entire workshop. If an emergency or special circumstance requires the student to miss any of the workshop, the student must discuss this with the instructor and determine options for making up the topics and activities that are missed.

22. Follow-up:
Some additional sources:

http://richardjdavidson.com/ (Richard Davidson's website: Emotions)

http://www.mindful.org/rewiring-your-emotions/ (article on Mindfulness and Altering Emotional Style)

http://kahneman.socialpsychology.org/ (website featuring Daniel Kahneman's work)

http://www.theguardian.com/science/2014/feb/16/daniel-kahneman-thinking-fast-and-slow-tributes (article about the contributions of Daniel Kahneman)

https://www.princeton.edu/~kahneman/multimedia.htm (links to Daniel Kahneman lectures)

http://www.mayfieldclinic.com/PE-AnatBrain.htm#.VltBFHarSUK (website with good, concise overview of the anatomy and function of the brain, with several connecting links)

https://www.ted.com/playlists/196/the_complexity_of_memory (Seven TED talks about memory)