



**PSYC1101
INTRODUCTORY PSYCHOLOGY
COURSE SYLLABUS
HYBRID
TERM B
Spring Semester 201714**

Semester: Spring 201714
Course Title: Introductory Psychology
Course Number: PSYC1101
Credit Hours/ Minutes: 3 / 2250
Class Location: Room # 418 – 2:30pm-4:10pm
Class Meets: 40% Hybrid /60% FTF- M/W
CRN: 40099

Instructor: David Standard
Office Hours: Mon. – Thur. 9:30am-12:00pm
Office Location: Rm. 418 Main building-Vidalia
Email Address: dstandard@southeasterntech.edu
Phone: 912-538-3173
Fax Number: 912-538-3156
Tutoring Hours: Thursdays 4:30pm-5:30pm

PREFERRED METHOD OF CONTACT: EMAIL

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

REQUIRED TEXT: Sandra K. Ciccarelli, J. Nolan White, *Psychology*, 5th Edition, Pearson, Prentice Hall: 2009. ISBN: **13:9780134677699**

REQUIRED SUPPLIES & SOFTWARE: Supplies can include pencils, pens, paper, notebooks, etc. Students are required to use Microsoft Applications for this class, specifically Microsoft Word 2010.

Note: Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither BLACKBOARD nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

COURSE DESCRIPTION: Introduces the major fields of contemporary psychology. Emphasis is on critical thinking and fundamental principles of psychology as a science. Topics include research design, the organization and operation of the nervous system, sensation and perception, learning and memory, motivation and emotion, thinking and intelligence, lifespan development, personality, psychological disorders and treatment, stress and health, and social psychology.

MAJOR COURSE COMPETENCIES: Topics foundations and research methods, biological foundations of behavior, sensation and perception, states of consciousness, learning, memory, thinking, intelligence, and language, lifespan development, personality, psychological disorders and treatment, stress and health psychology, and social psychology.

PREREQUISITE(S): Appropriate Degree Level Writing (English) and Reading Placement Test Scores

COURSE OUTLINE:

- I. Foundations and Research Methods
- II. Biological Foundations of Behavior
- III. Sensation and Perception
- IV. States of Consciousness

- V. Learning
- VI. Memory
- VII. Thinking, Intelligence, and Language
- VIII. Motivation and Emotion
- IX. Lifespan Development
- X. Personality
- XI. Psychological Disorders and Treatment
- XII. Stress and Health Psychology
- XIII. Social Psychology

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS (Hybrid): Students are expected to complete all tests and assignments by the due dates. **NO assignments will be accepted after due dates**, and a grade of 0 will be assigned for all incomplete work. Completion of all critical thinking projects is required. **Students who do not turn in the Research Project or fail to present the paper through PowerPoint will receive an F for the course.** PSYC1101 instructor requires students to submit all assignments through the Blackboard learning system. Exams will be taken on Blackboard either within the classroom or as a hybrid assignment. Students are required to submit all work in **Microsoft Word**. Blackboard assignments including essays, research papers, and drop box submissions which are not submitted through **Microsoft Word** will not receive credit. Instructor requires **ALL assignments in APA format and submitted via Blackboard**. **Assignments are to be submitted through digital drop box or discussion boards only!**

REMEMBER:

- Submit all assignments in a Word document.
- Always use APA formatting (including headings).
- Do not plagiarize. All assignments should be completed **in your own words**.
- Submit all assignments as **attachments** through the provided digital drop box. (Assignments submitted in text box will receive a 0.)
- Do not submit any written assignment in text-like format. Use standard forms of writing.
- It is a good idea to save all your assignments on a jump drive or the student R-drive.

Students are responsible for policies and procedures included in the STC E-Catalog.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these

activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES: (tests, quizzes, homework, projects, etc.) Failure to take the chapter tests or final exam at the end of the semester will result in a grade of zero. No make-up exams are allowed. If Internet or browser failure occurs, contact instructor immediately. A decision will be made at that time if the exam will be reset. Instructor reserves the right to deduct points from the exam scores for exceeding the scheduled time limit on the exam. Assignment due dates are listed on the syllabus. Therefore, you are expected to have the assignment completed at the beginning of class on the date that it is due. **There will be NO MAKEUP of Final Exams!**

NOTE: Students who have **NO absences** and **NO tardies** will be allowed to exempt the final exam. Students who have absences that are excused under STC's attendance policy are not excused to exempt the final exam— **no exceptions!**

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook*.

Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION: The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY

Exams- 50%
Assignments- 10%
Research Project- 20%
Final – 20%

Final Exempt
Exams- 60%
Assignments- 20%
Research Project- 20%

**GRADING
SCALE**

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

TCSG GUARANTEE/WARRANTY

STATEMENT: *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**Psychology 1101
Spring Semester 201714 Lesson Plan**

Date	Chapter / Lesson	Content (Lectures and Classroom activities)	Assignments (Outside of class)	Competency Area
<p style="text-align: center;">Week 1 Mar. 8</p>	<p style="text-align: center;">Ch. 1</p>	<p>First day of class/Introduction to Course—Syllabi, Outline, Rules, Regulation Coverage Research Paper/PowerPoint Presentation 7 pages APA format Syllabus and Lesson Plan Student Introductions Intro to Blackboard Remind 101 Class: Lecture Chapter 1 <i>The Science of Psychology</i></p>	<p>Hybrid: Start Here- Discussion Board –STC Pledge Acknowledgement (Located in getting started). Due Mar. 13 by 11:55pm.</p> <p>Hybrid: Student Introduction Discussion Board- (Located in getting started) Due Mar. 13 by 11:55pm.</p> <p>Read Chapters 1 - 3</p>	<p style="text-align: center;">I a, b, c,</p>
<p style="text-align: center;">Week 2 Mar. 13 & 15</p>	<p style="text-align: center;">Ch. 2 - 3</p>	<p>Class: Lecture Chapter 2 <i>The Biological Perspective</i> Class: Lecture Chapter 3 <i>Sensation & Perception</i></p>	<p>Hybrid: Exam Chapters 1 - 3 -Due Mar. 22 by 11:55pm.</p> <p>Hybrid: Quote Drop Box, write a 2 page paper explaining the following quote-“All individuals, in many respects, are like no other individuals, like some individuals, like all other individuals- Due Mar. 22 by 11:55pm.</p> <p>Hybrid: Frankl Assignment discussion board -Due Mar. 22 by 11:55pm.</p> <p>Read Chapter 4 & 11</p>	<p style="text-align: center;">I, II, III a, c,</p>
<p style="text-align: center;">Week 3 Mar. 20 & 22</p>	<p style="text-align: center;">Ch. 4 & 11</p>	<p>Class: Lecture Chapter 4 <i>Consciousness: Sleep, Dreams, Hypnosis & Drugs</i> Class: Lecture Chapter 11 <i>Stress & Health</i></p>	<p>Hybrid: Exam Chapters 4 & 11- Due Mar. 29 by 11:55pm.</p> <p>Hybrid: Freud’s Interpretation of Dreams Video discussion board: Follow directions in discussion board- 1 post and minimum of 3 replies- Due Mar. 29 by 11:55pm.</p> <p>Hybrid: Stress Relief Video discussion board: Follow directions within the discussion board. 1 post and minimum of 2 replies Due Mar. 29 by 11:55pm.</p> <p>Read Chapter 5-7</p>	<p style="text-align: center;">IV, VII, VIII, XII a, c,</p>

<p>Week 4 Mar. 27 & 29</p>	<p>Ch. 5-7</p>	<p>Class: Lecture Chapter 5 <i>Learning</i> Class: Lecture Chapter 6 <i>Memory</i> Class: Lecture Chapter 7 <i>Thinking, Language, & Intelligence</i></p>	<p>Hybrid: Exam Chapters 5-7- Due Apr. 5 by 11:55pm. Hybrid: <u>Vygotsky Drop Box</u>. Write a 2 Page paper explaining Vygotsky's social cognitive theory Due Apr. 5 by 11:55pm. Hybrid: <u>Bucket List discussion board</u>- Make a 10 Item "Bucket list"- Follow all directions in discussion board, 1 Post and reply to a minimum of 3 students Due Apr. 5 by 11:55pm. Read Chapters 8-10</p>	<p>V, VI, VII a, b, c</p>
<p>Week 5 Apr. 3 & 5</p>	<p>Ch. 8-10</p>	<p>Class: Lecture Chapter 8 <i>Development across the Lifespan</i> Class: Lecture Chapter 9 <i>Motivation & Emotion</i> Class: Lecture Chapter 10 <i>Sexuality & gender</i></p>	<p>Hybrid: Exam Chapter 8-10. Due Apr. 12 by 11:55pm. Hybrid: <u>Mendelian Inheritance video discussion board</u>. Follow all instructions found in the discussion board, 1 post and minimum of 2 replies. Due Apr. 12 by 11:55pm. Hybrid: <u>What would you do?" discussion board</u> –Follow all directions found in discussion board, 1 post and minimum of 3 replies. Due Apr. 12 by 11:55pm.</p>	<p>II, V, VI, VII, VIII, IX, X a, b, c</p>
<p>Week 6 Apr. 10 & 12</p>	<p>Ch. 12&13</p>	<p>Class: Lecture Chapter 12 <i>Social Psychology</i> Class: Lecture Chapter 13 <i>Theories of Personality</i></p>	<p>Hybrid: Exam Chapters 12 & 13. Due Apr. 19 by 11:55pm. Hybrid: <u>Jung's Typology discussion Board</u>- Follow all directions in found in discussion board. (Website reference- www. Humanmetrics.com). Due Apr. 19 by 11:55pm. Hybrid: Inkblot Discussion Board- Follow all directions in found in discussion board. Due Apr. 19 by 11:55pm. Hybrid: <u>Jung's archetypes drop box- Shadow Side assignment</u>. Follow all directions in drop box. Due Apr. 19 by 11:55pm. Hybrid: PowerPoint Presentation Due in drop box Apr. 17 by 11:55pm. This is Monday. Presentations begin on Apr. 19 Read Chapters 14 & 15</p>	<p>XIII, X a, b, c</p>
<p>Week 7 Apr. 17 & 19</p>	<p>Ch. 14&15</p>	<p>Class: Lecture Chapter 14 <i>Psychological Disorders</i> Chapter 15 <i>Treatment</i> Class PowerPoint Presentations</p>	<p>Hybrid: Research Paper Due in drop box Apr. 24 by 11:55pm. Hybrid: <u>Personality Disorder drop box</u>. This will count as an exam score for Chapters 14 & 15. Follow all directions found in the drop box. Due Apr. 24 by 11:55pm. Study for Final Exam. Read Chapters 1-15.</p>	<p>XI a, b, c</p>
<p>Week 8 Apr. 24</p>		<p>Final Exam</p>	<p>Final Exam will be in class on Apr. 24. It will cover material from chapters 1-15</p>	<p>I-XIII a, b, c</p>

<u>Instructor reserves the right to change syllabus as necessary</u>				

MAJOR COURSE COMPETENCIES:

- I. Foundations and Research Methods
- II. Biological Foundations of Behavior
- III. Sensation and Perception
- IV. States of Consciousness
- V. Learning
- VI. Memory
- VII. Thinking, Intelligence and Language
- VIII. Motivation and Emotion
- IX. Lifespan Development
- X. Personality
- XI. Psychological Disorders and Treatment
- XII. Stress and Health Psychology
- XIII. Social Psychology

GENERAL EDUCATION CORE COMPETENCIES:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

PowerPoint Presentation Rubric

Name _____
 Date _____
 Course _____
 Title of Presentation _____

Category	5 points	4points	3points	2point
Background	Background does not distract from text or other graphics. Choice of background is appropriate for this project	Background does not distract from text or other graphics. Choice of background could have been better for this project	Background does not distract from text or other graphics. Choice of background does not fit this project	Background makes it difficult to see text or competes with other graphics
Text and Font/ Formatting	Font formats (color, bold, italics) have been carefully planned to enhance readability and content	Font formats (color, bold, italics) have been carefully planned to enhance readability	Font formats (color, bold, italics) have been carefully planned to compliment the content but may be difficult to read	Font formatting makes it difficult to read
Content / Accuracy	All content throughout the presentation is accurate. There are no factual errors	Most of the content is accurate but there is one piece of information that may be inaccurate	The content is generally accurate, but one piece of information is clearly flawed or inaccurate	Content is typically confusing or contains more than one factual error. Difficult to follow presentation
Spelling and Grammar	Presentation has no misspelling or grammatical errors	Presentation has 1-2 misspelling but no grammatical errors	Presentation has 1-2 grammatical errors but misspelling errors	Presentation has more than 2 misspelling and/or grammatical errors
Use of Graphics	All graphics are attractive (size and colors) and support the research paper theme / content	A few graphics are not attractive but all support the research paper theme / content	All graphics are attractive but a few do not seem to support the theme / content of the research paper	Several graphics are unattractive AND detract from the content of the presentation
Presentation	Presentation contained all components necessary to thoroughly present research topic, Student presented topic with confidence speech quality was exceptional	Presentation contained most components necessary to thoroughly present research topic, Student could have presented topic with more confidence speech quality was good	Presentation was missing 1-2 components necessary to thoroughly present research topic, Student needed to presented topic with more confidence speech quality was poor with several pauses or unnecessary nervous tics (um's)	Presentation was missing several key components necessary to thoroughly present research topic, Student was unable to fully present the topic to before the class
Total _____ Points Possible- 30 Final Score _____				

CRITERIA	4- Excellent/Good Points: (10-9)	3- Proficient Points: (8)	2- Dev. Prof. Points: (7)	1- Unacceptable Points: (6-0)
Characters personality traits were identified in the movie.	Student properly analyzed in detail personality traits of character represented in movie. Score:	Student analyzed every personality trait of every character represented in movie. Score:	Student somewhat analyzed the personality traits of 2-3 characters represented in movie. Score:	The characters personality traits were not adequately identified. Score:
Characters cognitive traits were identified. (Memory /Learning strategies)	Student properly analyzed in detail the characters cognitive abilities and learning strategies. Score:	Student analyzed the characters cognitive abilities and learning strategies. Score:	Student somewhat analyzed some of the characters cognitive abilities and learning strategies. Score:	The characters cognitive and learning strategies were not adequately identified. Score:
Abnormal behavior was properly identified among characters	Student properly analyzed abnormal behavior among characters in the movie. Score:	Student analyzed somewhat the abnormal behavior among characters in the movie. Score:	Student somewhat analyzed some of the characters abnormal behavior. Score:	Abnormal behavior among characters was not adequately identified. Score:
Emotion/Motivation relationships were identified.	Student properly identified in detail emotion/ motivation relationships among characters. Score:	Student adequately identified emotion/ motivation relationships among characters. Score:	Student somewhat identified emotion/ motivation relationships among characters. Score:	Student did not adequately identify the emotion/motivation relationship among the characters. Score:
Conflict/Stress factors were identified	Student properly identified in detail the conflict/stress characters were faced. Score:	Student adequately identified the conflict/stress characters were faced. Score:	Student somewhat identified the conflict/stress characters were faced. Score:	Student did not adequately identify the conflict/stress characters were faced. Score:
Social relationships were addressed among characters.	Social Relationships (nurture aspect) was identified in detail among the characters. Score:	Social Relationships (nurture aspect) was adequately identified among the characters. Score:	Social Relationships (nurture aspect) was somewhat identified in detail among the characters. Score:	Social Relationships (nurture aspect) was not adequately identified among the characters. Score:
Paper used proper grammar and punctuation.	Paper included NO grammar and punctuation errors. Score:	Paper included 1-5 grammar errors. Score:	Paper included 5-10 grammar errors. Score:	Paper included MORE than 10 errors. Score:
Content met quantity guidelines.(7 pages)	Content met the specific guidelines. (#7 pages) Score:	Content did not meet the specific guidelines. (6 pages) Score:	Content did not meet the specific guidelines. (5 pages) Score:	Content did not meet the specific guidelines. (quantity,..) (less than 5 pages) Score:
Project was timely.	Project was turned in on the due date. Score:	Project was one day late. Score:	Project was two days late. Score:	Project was more than two days late. Score:
Project was complete. (Specific guidelines were addressed in paper per syllabus.)	All guidelines were followed as mentioned in the syllabus. Score:	Guidelines were almost followed as mentioned in the syllabus. Score:	Some of the guidelines were not addressed. Score:	Most of the guidelines were not addressed. Score: