



**BASIC PSYCHOLOGY/PSYC 1010  
COURSE SYLLABUS/ HYBRID  
Spring 2016**

**Semester: Spring 2016**  
**Course Title: Basic Psychology**  
**Course Number: PSYC 1010**  
**Credit Hours/Minutes: 3/2250 min.**  
**Class Location: Room 6215, Bldg. 6**  
**Class Meets: 9:30-10:45 )M/W)**  
**CRN: 40121**

**Instructor: Leisa Dukes**  
**Office Hours: (M-W) 3:00-5:00**  
**Office Location: Room 6216-Bld. 6**  
**Email Address: ldukes@southeasterntech.edu**  
**Phone: 478-289-2345**  
**Fax Number: 478-289-2224**  
**Tutoring Hours: (M-W) 3:00-5:00**

**REQUIRED TEXT:** Essentials of Psychology, by: Stephen L. Franzoi, 5<sup>th</sup> ed.

**REQUIRED SUPPLIES/SOFTWARE:** One three-ring binder, paper, pencil, blue or black pen, highlighter, and ANGEL access.

**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 ANGEL 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:** Presents basic concepts within the field of psychology and their application to everyday human behavior, thinking and emotion. Emphasis is placed on students understanding basic psychological principles and their application within the context of family, work, and social interactions.

**MAJOR COURSE COMPETENCIES:** Topics include an overview of psychology as a science, the nervous sensory systems, learning and memory, motivation and emotion, intelligence, lifespan development, personality, psychological disorders and their treatments, stress and health, and social psychology.

**PREREQUISITES:** Provisional admission

**COURSE OUTLINE:**

- I. Contemporary Perspectives
- II. Biological Foundations of Behavior
- III. Sensation and Perception
- IV. Learning and Memory
- V. State of Consciousness
- VI. Motivation and Emotion
- VII. Lifespan Development
- VIII. Personality
- IX. Psychological Disorders and Treatment
- X. Stress and Health Psychology
- XI. Social Psychology

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

1. The ability to utilize standard written English.

2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS :** Students are expected to complete all tests and assignments by the due dates. All assignments must be turned in on time. **No late assignments will be accepted.** If you are out when a test is due, you can make-up ONE test and/or ONE quiz grade, but it must be within five days or a grade of zero will reflect. If you miss more than one exam, you can make up only one of them. The bottom line—ATTENDANCE is vital in the class.

**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 Jan Brantley, Room 1208, on the Swainsboro Campus or call 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, 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 the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

**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.** If you missed taking an in class test, you can make up one test (WITHIN 5 DAYS) AT THE CONVENIENCE OF THE INSTRUCTOR. After that, the student will receive a zero for any tests that are missed. Your project **MUST** be on time. There will be no late projects, please do not ask. If the project is not submitted by 5:00 p.m. of the due date, a zero will reflect. If you are absent on a quiz day or an assignment is completed in class, you can make up ONE quiz/assignment that was completed in class. Any other quizzes and/or assignments will result in a zero.

**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:**

Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

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

**FINAL EXAM:** A final exam is scheduled to be taken in this class. However, any student who has NO tardies (NO late arrivals AND NO early departures) AND NO absences may exempt the final exam. You must go by my clock for class begin and ending time. A student is considered TARDY if they enter the room after their name has been called OR leaves class before class is dismissed.

**INDIVIDUAL PROJECT:** You will have an individual project assigned in this class to analyze and write a five page paper on the movie *The Shawshank Redemption (1994)*: One of the most popular films made, perhaps due to the ease an individual can relate to the story of a man wrongfully imprisoned but never giving up hope. The project will count 20 percent of your overall grade in the class. The due date for the project will be 3/16/16. The specific guidelines will be reviewed the first day of class. A rubric for this project is attached to the lesson plan. Projects will not be accepted late!! There are specific guidelines and examples in ANGEL.

**CELL PHONE USAGE:** All cell phones must be turned off or on silent. There will be no texting in class. If you are caught texting or on the phone, you will be asked to leave the classroom for the day. If you are caught more than three times, you may be asked to leave the class ongoing.

#### GRADING POLICY

(with a student who EXEMPTS the final exam due to perfect attendance AND no tardies (NO late arrivals AND NO early departures)

Exams 60%  
Project 20%  
Quizzes/Homework 20%  
Total= 100%

(scale- includes a student who does have to take the final exam)

Exams 50%  
Final 22%  
Homework/Quizzes 10%  
Project 20%  
Total= 100%

#### **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.*

#### GRADING SCALE

A: 90-100  
B: 80-89  
C: 70-79

D: 60-69  
F: 0-59

**Psychology 1010/Basic Psychology  
Spring Semester FY 2016 Lesson Plan**

**Please note: This is a tentative lesson plan and it is subject to change!!!!**

Quizzes will be given on a sporadic basis to ensure you are reading and reviewing your notes.

Note: Quizzes will be given at various time throughout the semester. Quizzes may be unannounced.

| Date             | Chapter/<br>Lesson | Content<br>(Lectures and Classroom<br>activities)  | Assignments<br>(Outside of class)   | Competency<br>Area |
|------------------|--------------------|--|---|--------------------|
| 1/11/16-11/13/16 | Ch. 1              | Day 1: First day of class/<br>Introduction to<br>Course—Syllabus/Lesson<br>Plan, Reviews Important<br>due dates, Outline, Rules,<br>Regulation Coverage<br>Safety Issues/Plan,<br>BBL overview, Library<br>links/Films on Demand<br><a href="#">LECTURE-Chapter 1<br/>Overview</a> | Review all handouts given the<br>first day of class.<br>Reading Assignment: Chapter 1<br>Review BBL requirements<br>Complete and return the student<br>profile sheet under the Library<br>Services link of STC.<br>Begin Reading Ch. 1<br><br><b>HOLIDAY: 1/18/16</b> |                    |
| 1/20/16          | Ch. 1              | <a href="#">LECTURE-Chapter 1<br/>Overview</a>   | Continue Read Ch. 1<br>Begin working on your semester<br>project  |                    |
| 1/25/16-1/27/16  | 1                  | <a href="#">LECTURE-Chapter 2</a>  | Read Chapter 2  |                    |
| 2/1/16-2/3/16    | 2                  | <a href="#">LECTURE-Chapter 2</a>  | <a href="#">Study for upcoming exam over chapters<br/>1-2</a>   |                    |

|                        |   |                           |  |            |
|------------------------|---|---------------------------|--|------------|
|                        | 3 | <b>EXAM #1 CHAPTERS 1</b> | Read Chapter 3   |            |
| <b>2/8/16-2/10/16</b>  | 3 | Start Lecture Chapter 3   | Study handouts/study questions/complete additional worksheet<br>Continue Reading Chapter 3                                       |            |
| <b>2/15/16-2/17/16</b> | 4 | Lecture Chapter 4         | Read chapter 4<br>Study handouts/study questions/<br>complete additional worksheets<br>Study for upcoming test<br>Read chapter 4 |            |
| <b>2/22/16-2/24/16</b> | 4 | Lecture Ch. 4             | Study for upcoming Test- Chapters 3-4.   |            |
|                        | 5 | <b>Exam #2-Ch.3-4</b>     | Read Chapter 5   |            |
| <b>2/29/16-3/2/16</b>  | 5 | Lecture Chapter 5         | Study handouts/study questions/additional worksheets<br>Continue Reading Chapter 5   |            |
|                        |   |                           | Read Chapter 6<br>Study handouts/study questions/additional worksheets   |            |
| <b>3/7/16-3/9/16</b>   | 6 | Lecture Chapter 6:        | Study for upcoming test<br><b>EXAM #3</b><br><b>Ch. 5-6</b>  | 4<br>a,c,d |

|                 |       |   |  |  |
|-----------------|-------|---|--|--|
|                 | 6     | Lecture Chapter 6:  |  |  |
| 3/14/16-3/16/16 | 9     | Lecture- Ch. 9  | EXAM #4 Ch. 9-10<br>Individual Projects due 3/16/16  |  |
|                 | 10    | Lecture Chapter 10  | Continue reading chapters 11-12  |  |
| 3/21/16-3/23/16 | 11-12 | In class online assignment over Psychological disorders- Chapters 11-12 | Continue with online assignments and complete test over chapters 11-12.<br>EXAM #5- Ch. 11-12<br>Student Holidays<br>3/28/16-3/31/16 |  |
| 4/4/16-4/6/16   |       | Chapters 11-12  | Study for final exam   |  |
|                 | 13-14 | In class Assignment over chapters 13-14<br>Review for final Exam        |  |  |
| 4/13/16         | 1-14  | FINAL EXAM (Cumulative)   |  |  |

#### MAJOR COURSE COMPETENCIES

1. Psychology as a Science
2. The Nervous Sensory Systems
3. Learning and Memory
4. Motivation and Emotion
5. Intelligence
6. Lifespan Development
7. Psychological Disorders and Their Treatments
8. Stress and Health
9. 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.

| Students Name _____   |   | (Total Points) Final Grade _____   |   |  |
|---|---|--|---|--|
| <b>CRITERIA</b>   | <b>4- Excellent/Good Points: (10-9)</b>   | <b>3- Proficient Points: (8)</b>   | <b>2- Dev. Prof. Points: (7)</b>  | <b>1- Unacceptable Points: (6-0)</b>   |
| <b>Characters personality traits were identified in the movie.</b>                | Student properly analyzed in <b>detail</b> each personality trait of every character represented in the <i>Forrest Gump</i> movie.<br><br><b>Score:</b> | Student analyzed every personality trait of every character represented in the <i>Forrest Gump</i> movie.<br><br><b>Score:</b> | Student somewhat analyzed the personality traits of 2-3 characters represented in the <i>Forrest Gump</i> movie.<br><br><b>Score:</b> | The characters personality traits were not adequately identified.<br><br><b>Score:</b>                             |
| <b>Characters cognitive traits were identified. (Memory /Learning strategies)</b> | Student properly analyzed in detail the characters cognitive abilities and learning strategies.<br><br><b>Score:</b>                                    | Student analyzed the characters cognitive abilities and learning strategies.<br><br><b>Score:</b>                              | Student somewhat analyzed some of the characters cognitive abilities and learning strategies.<br><br><b>Score:</b>                    | The characters cognitive and learning strategies were not adequately identified.<br><br><b>Score:</b>              |
| <b>Abnormal behavior was properly identified among characters</b>                 | Student properly analyzed abnormal behavior among characters in the movie.<br><br><b>Score:</b>   | Student analyzed somewhat the abnormal behavior among characters in the movie.<br><br><b>Score:</b>                            | Student somewhat analyzed some of the characters abnormal behavior.<br><br><b>Score:</b>  | Abnormal behavior among characters was not adequately identified.<br><br><b>Score:</b>                             |
| <b>Emotion/Motivation relationships were identified.</b>                          | Student properly identified in <b>detail</b> emotion/ motivation relationships among characters.<br><br><b>Score:</b>                                   | Student adequately identified emotion/ motivation relationships among characters.<br><br><b>Score:</b>                         | Student somewhat identified emotion/ motivation relationships among characters.<br><br><b>Score:</b>                                  | Student did not adequately identify the emotion/motivation relationship among the characters.<br><br><b>Score:</b> |
| <b>Conflict/Stress factors were identified</b>                                    | Student properly identified in <b>detail</b> the conflict/stress characters were faced.<br><br><b>Score:</b>  | Student adequately identified the conflict/stress characters were faced.<br><br><b>Score:</b>                                  | Student somewhat identified the conflict/stress characters were faced.<br><br><b>Score:</b>   | Student did not adequately identify the conflict/stress characters were faced.<br><br><b>Score:</b>                |
| <b>Social relationships were addressed among characters.</b>                      | Social Relationships (nurture aspect) was identified in detail among the characters.<br><br><b>Score:</b>   | Social Relationships (nurture aspect) was adequately identified among the characters.<br><br><b>Score:</b>                     | Social Relationships (nurture aspect) was somewhat identified in detail among the characters.<br><br><b>Score:</b>                    | Social Relationships (nurture aspect) was not adequately identified among the characters.<br><br><b>Score:</b>     |
| <b>Paper used proper grammar and punctuation.</b>                                 | Paper included NO grammar and punctuation errors.<br><br><b>Score:</b>  | Paper included 1-5 grammar errors.<br><br><b>Score:</b>  | Paper included 5-10 grammar errors.<br><br><b>Score:</b>  | Paper included MORE than 10 errors.<br><br><b>Score:</b>   |
| <b>Content met quantity guidelines.(5 pages)</b>                                  | Content met the specific guidelines. (5 pages)<br><br><b>Score:</b>   | Content did not meet the specific guidelines. (4 1/2 pages)<br><br><b>Score:</b>   | Content did not meet the specific guidelines. ( 3 pages)<br><br><b>Score:</b>   | Content did not meet the specific guidelines. (quantity) (less than 3)<br><br><b>Score:</b>                        |
| <b>APA guidelines were established.</b>   | <b>Title page was completed, 5 body pages were completed per APA format f</b>   | <b>No title page was completed but only 5 body pages were completed</b>  | <b>APA guidelines were somewhat established</b>   | <b>APA guidelines were not established at all. Project did not meet the guidelines.</b>                            |



|   |   |  |   |   |
|---|---|--|---|---|
| <b><i>Project was complete.<br/>(Specific guidelines<br/>were addressed in<br/>paper per syllabus.)</i></b> | All guidelines were followed as mentioned in the syllabus.<br><b>Score:</b> | Guidelines were almost followed as mentioned in the syllabus.<br><b>Score:</b> | Some of the guidelines were not addressed.<br><b>Score:</b> | Most of the guidelines were not addressed.<br><b>Score:</b> |
|---|---|--|---|---|