



**Introductory Psychology/ PSYC 1101 (WE)
Course Syllabus
Spring Semester FY 2016**

Semester: Spring 2016

Course Title: Introduction to Psychology

Course Number: PSYC 1101

Credit Hours/Minutes: 3/2250

Class Location: GVTC/ANGEL

Class Meets: T/R, 100:p.m.-2:15p.m.

CRN: 40123

Instructor: Leisa Dukes

Office Hours: 3:00-5:00 (M-W)

Office Location: Room 6215, Bld. 6

Preferred Contact/Email: ldukes@southeasterntech.edu

Phone: 478-289-2345

Fax Number: 478-289-2227

Tutoring Hours: M-W- 3:00-5:00

REQUIRED TEXT: *Psychology*, Sandra K. Ciccarelli, J. Noland White, 4th edition, Pearson/Prentice Hall.

REQUIRED SUPPLIES AND SOFTWARE: MS Word, Your browser should be IE 7.0 or higher or Mozilla Firefox 2.0 or higher. Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither BBL 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 take an online course.

COURSE DESCRIPTION: Introduces the major fields of contemporary psychology. Emphasizes 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 include foundations and research methods, biological foundations of behavior, sensation and perception, states of consciousness, learning, memory, cognition and mental abilities, motivation and emotion, lifespan development, personality, psychological disorders and treatment, stress and health psychology, and social psychology.

PREREQUISITES: 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

XII 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 assignments on time by the due dates. All assignments/tests will be notated on the lesson plan and under the chapter assignments tab in BBL. **No assignments will be accepted late. If you are out on a test day, it will be up to the discretion of the instructor for a test make-up. All ungraded assignments will result in a zero.**

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 make-up 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 Swainsboro Campus, 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: Makeups will be given at the discretion of the instructor.

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

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

CHARACTER ANALYSIS (PROJECT) You will analyze the characters of Sheldon Cooper, Leonard Hofstadter, Penny, Howard Wolowitz, and Rajesh Koothrappali from the television series the Big Bang Theory. You may want to watch several episodes to be able to look in depth at each character in a psychological perspective. You will analyze EACH character on their personality traits, cognitive traits, abnormal behavior, emotion/motivational characteristics, conflict and stress, and social relationships. The paper will be graded on proper grammar, meeting guidelines of 7 BODY pages in the APA format. The assignment will constitute 20% of the grade in this class. You will see specific details, the rubric for the project, and a sample of the project in BBL. **The due date for this project will be 3/14/16. No late**

assignments will be accepted!!!!!! If the assignment is late, a grade of zero will reflect. It is vital you turn this project ON TIME!!!

DISCUSSION POSTS: You will be required to complete several discussion posts during the semester. Please follow the rubric at the end of the lesson plan to see how discussion boards are graded. Only one assignment will be graded each week which results as a quiz grade. This may or may not be a discussion post. There will be some weeks you will be graded and some weeks it will count as attendance. **You will be required to make one post per discussion question in a minimum of 100 words and to make 2 replies in a minimum of 50 words.** You must complete all discussion posts for the week but one will be graded for a quiz grade!

GRADING POLICY:

Exams/Tests	50%
Character Analysis	20%
Final exam	20%
Weekly assignments	10%
Total Overall Grade=	<hr style="width: 100%; border: 0.5px solid black;"/> 100%

GRADING SCALE

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

No test or quiz grades are dropped!!!!

Disclaimer statement: Instructor reserves the right to change the syllabus and/or lesson plan as necessary.

**Spring 2016 Psychology 1101 (HYBRID)
Lesson Plan**

Note: This is a tentative lesson plan and can be subject to change with advance notice.

Notice: All assignments and exam due dates will be posted under the chapter assignment section of BBL AND under the lesson plan section.

Chapters	Learning Outcomes/In Class Portion/Dates	Assignments/Due Dates	Competency Area
Chapter 1 Chapter 2	<p style="text-align: center;">Students will learn the foundations and research methods.</p> <p style="text-align: center;">Students will study the biological foundations of behavior</p> <p style="text-align: center;">Semester Begins: Jan. 11th Jan. 11-18 (In Class)</p> <p style="text-align: center;">Review Policy and Procedures of STC/BBL/Project/Safety Procedures/Getting to Know Activity</p> <p style="text-align: center;">Jan. 11-18 (In Class) Lecture: Chapters 1-2</p>	<p style="text-align: center;">Complete Student Introduction discussion question. (ONLINE) Due: 1/18/16</p> <p style="text-align: center;">Review the resources tab-outside of class by 1/18/16</p> <p style="text-align: center;">Review the project information by clicking the "Project Information" tab. (ONLINE) Due By: 1/18/16</p> <p style="text-align: center;">Read chapters 1-2.</p> <p style="text-align: center;">Submit one post and two replies under the discussion board tab for</p>	<p>1-2 a-c</p>

		<p>chapter 1. (ONLINE) Due 1/18/16 Complete chapters 1-2 exam under the “Exam/Tests” section. (ONLINE) Due by 1/18/2016</p>	
<p>Chapter 3 Chapter 4</p>	<p>Students will learn sensation and perception. Students will learn states of consciousness Jan. 18-Feb. 1 (in Class)- Lecture: Chapters 3-4</p>	<p>Complete the exam/test over chapters 3-4- Due by: 2/8/16 Read chapters 3-4. Outside of class Complete a one page introspection paper and submit the paper under the “Submit Assignment” section. (ONLINE) Due: 2/1/16 Submit one post and two replies for chapter 4 discussion questions. (you will see two discussion questions.) (ONLINE) 2/1/16</p>	<p>3-4 A,c</p>
<p>Chapter 5 Chapter 6</p>	<p>Students will learn the various types of learning and the stages of memory Feb. 1- Feb. 15 (in class)-- Lecture: Chapters 5-6</p>	<p>Read chapter 5-6. Outside of class Complete one post and two replies to DQ Ch. 5. (ONLINE) Due: 2/8/16 Complete exam/test over chapters 5-6. (ONLINE) Due: 2/15/16</p>	<p>5-6 a,c</p>

<p>Chapter 7 Chapter 8</p>	<p>Students will understand thinking, intelligence, and language Students will learn the development across the life span Feb. 15-29 (in class) Lecture: Chapters 7-8</p>	<p>Read chapters 7-8. Outside of class Submit one discussion question post and 2 replies – Chapter 8 Due: 2/22/16</p> <p>Read chapters 7-8. Complete exam/test chapters 7-8. (ONLINE) Due: 2/29/16</p>	<p>7,9 A,c</p>
<p>Chapter 9 Chapter 10</p>	<p>Students will understand motivation and emotion Students will learn about sexuality and gender March 1-14 (In class) Lecture: Chapters 9-10</p>	<p>Read chapters 9-10. Outside of class Complete exam/test over chapters 9-10. Due date: 3/7/16</p> <p>Complete one discussion question and two replies- chapter 9. (ONLINE) Due By: 3/7/16</p> <p>Submit seven page character analysis project (ONLINE) from Big Bang Theory in the Submit Assignments Tab. (ONLINE) Due: 3/14/16</p>	<p>8 a,c</p>
<p>Chapter 11 Chapter 12</p>	<p>Students will learn about stress and health Students will learn social psychology March 14- March 28 (in class) Lecture: Chapters 11-12</p>	<p>Read Chapters 11-12 Outside of class</p>	<p>12,13 A,c</p>
<p>Chapter 13</p>	<p>Students will learn the theories of personality Lecture: Chapters 13 March 28-April 4 (in class)</p>	<p>Complete exam/test over 11-12 Due by 4/4/16 Read chapter 13. Outside of class</p>	<p>10,11,12,13 A-c</p>

Chapter 14	<p>Read chapter 14 Outside of class Students will learn psychological disorders April 4-18 (In class) Lecture Chapter 14 (in class)</p>	<p>Read chapter 14- outside of class Submit psychological disorder assignment under the "Submit Assignments" section. (ONLINE) Due by: 4/18/16</p>	12,13 A-c
Chapter 15	<p>Students will be able to identify various psychological therapies April 18-April 25-(in class)</p>	<p>Read chapter 15- outside of class Complete exam/test over chapters 13-15 Due by 4/25/16</p>	1-13 A-c
Chapters 1-15	<p>Review for final exam Complete worksheet review for final exam in class</p>	<p>Final Exam in class-5/2/16 Semester Ends: 5/2/16</p>	

Competency Areas:

1. Foundations and Research
2. Biological Foundations of Behavior
3. Sensation and Perception
4. States of Consciousness
5. Learning
6. Memory
7. Thinking, Intelligence, and Language
8. Motivation and Emotion
9. Lifespan Development
10. Personality
11. Psychological Disorders and Treatment
12. Stress and Health Psychology
13. Social Psychology

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Discussion Board Rubric- PSYC 1101

Instructor: Leisa Dukes-

All discussion boards **MUST** contain 1 post and a minimum of 2 replies

Original Post must contain a minimum of **100 words**

Replies must contain a minimum of **50 words**

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations
Critical Thinking	Discussion is rich in content. Generates thought provoking questions. Poster shows insight and analysis of subject.	Discussion is substantial in content. Shows some insight and analysis has taken place.	Discussion is generally competent. Information is thin and commonplace.	Rudimentary and superficial. No analysis or insight is displayed.
Connections	Clear connections to previous or current real life situations.	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious.	Limited connections. Vague generalities.	No connections. Off topic
Uniqueness	New Ideas. New Connections. Discussions are made with depth and detail.	Contains new ideas or discussions but lacks depth and/or detail.	Few or no new ideas or connections. Discussions rehash or summarize other postings.	No new ideas. "I agree with..." "I like that concept..." Etc.... statements.
Timeliness	ALL required postings are completed in advance of deadline. Discussions and replies are completed throughout the discussion to ensure that others have time to read and respond.	All required discussions are completed by deadline. Some replies or discussions are not completed in time for others to read and respond.	All required discussions are completed at the last minute without allowing time for others to read and respond.	Some or all required postings are missing.
Stylistics	1 or 2 grammatical or stylistic errors.	3-5 grammatical or stylistic errors.	5 or more obvious grammatical errors. Errors interfere with discussion content	Obvious Grammatical errors that makes understanding impossible
TOTALS				
X 4				
Total Pts. ___/100				

NOTES:

PSYC 1101---Movie/Character Analysis Rubric

Students Name _____

(Total Points) Final Grade _____

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 each personality trait of every character represented in the assigned movie. Score:	Student analyzed every personality trait of every character represented in the movie. Score:	Student somewhat analyzed the personality traits of 2-3 characters represented in the 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:

