



**Introductory Psychology/ PSYC 1101  
Course Syllabus - Hybrid  
Spring Semester FY 2017**

**Semester:** Spring FY 2017  
**Course Title:** Introduction to Psychology  
**Course Number:** PSYC 1101  
**Credit Hours/Minutes:** 3/2250  
**Class Location:** Building 6; Room 6215  
**Class Meets- T/R- 1:00-2:40 p.m.**  
**(mini-mester) Ends:** 3/1/17  
**CRN:** 40126

**Instructor:** Leisa Dukes  
**Office Hours:** 3:00-5:00 (M-W)  
**Office Location:** Room 6215, 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:** *Psychology*, Sandra K. Ciccarelli, J. Noland White, 5th 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.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

**STUDENT REQUIREMENTS:** Students are expected to complete all assignments by the due date. All assignments must be turned in on time. No late assignments will be accepted. This includes online or in class assignments. You will receive a quiz grade of a zero if work is not completed on time. If you are out when a test/quiz is given, you **MUST** make-up the assignment within three business days; otherwise, it will result in zero. I will only allow two assignments whether you missed a quiz or a test or any mixture for a makeup. If you are out for any reason, it is **YOUR** responsibility to ask what you missed during your absence. The bottom line- **ATTENDANCE** is vital in this class!!

Texting in class is not allowed. The first offense is a warning; second offense, you will be asked to leave the class for a day; third offense – possible termination of the class.

**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 @ [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu). She is located on the Vidalia Campus (Room 108) or call 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 courses. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office, Swainsboro Campus/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 accessed 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:**

There are no late assignments which includes your final project. If an assignment or your individual project is late, the grade will reflect in a zero. It is vital to attend every day and to adhere to the deadlines. I give you plenty of advanced notice for all assignments and projects for assignments not to be late. **If you are absent, it your responsibility to inquire about your assignments/missed work for the day(s). Any assignments/tests that are due on the day you return, you WILL be responsible in taking the test or having the assignment.** IF you are out on a test day or miss taking a quiz, you MUST makeup it up within three business days. You are only allowed to makeup two assignments.

**FINAL EXAM:** If you receive NO tardies and No absences, you will be exempt from the final exam. Otherwise, you will be required to take the final exam. There are NO make-ups on the final exam,

**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).

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

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist	Blythe Wilcox, Director of Human Resources

Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>
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**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](http://www.southeasterntech.edu). You will be required to have access in BBL to complete your weekly folders.

**MOVIE/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 APAP 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 2/16/17. 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!!!**

**There will be no test or quiz grade dropped!!**

**GRADING POLICY: (including final exam)**

Exams	50%
Quizzes	10%
Individual Project	20%
<u>Final exam</u>	<u>20%</u>
Total Overall Grade=	100%

**GRADING SCALE**

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

**GRADING POLICY: (excluding final exam—no absences and no tardies)**

Exams	60%
Quizzes	20%
<u>Individual Project</u>	<u>20%</u>
Total Overall Grade=	100%

**Spring FY 2017 Psychology 1101**

**Lesson Plan --- 7.5 weeks**

Class Ends; 3/1/17

**Note: This is a tentative lesson plan and can be subject to change.**

**All due dates will be discussed in class. Due dates will reflect a day during the week listed on you lesson plan within that week.**

**Random quizzes CAN be given during the semester.**

Date 2017	Chapter/ Lesson	Content	Assignments/Tests Due	Competency Area
<p style="text-align: center;"><b>Week 1</b> 1/9/17 and 1/16/17</p>	<p>Chapter 1</p>	<p style="text-align: center;">Review Syllabus, BBL information, project for class/assignments</p> <p style="text-align: center;">Begin Lecture Ch. 1</p>	<p>Read chapter 1 and begin answering the study questions for this chapter.</p> <p style="text-align: center;"><b>HYBRID:</b> Review rules and regulations in BBL, complete all initial paperwork. Lecture – Ch. 1.</p> <p style="text-align: center;"><b>HYBRID:</b> Review power points in BBL.</p> <p style="text-align: center;"><b>HYBRID:</b> Complete weekly assignments in week 1 folder.</p>	<p style="text-align: center;"><b>1</b> <b>A-C</b></p>
<p style="text-align: center;"><b>Week 2</b> 1/17/17 and 1/19/17</p>	<p>Ch. 1-2 Ch. 3-4</p>	<p style="text-align: center;">Lecture Ch. 3</p>	<p style="text-align: center;"><b>HYBRID:</b> Complete weekly folder for week 2.</p> <p style="text-align: center;"><b>HYBRID: EXAM #1: Ch. 1-2</b></p> <p style="text-align: center;">Read Ch. 3-4. Complete study questions for chapters 3-4. Review Ch. 3 ppt.</p>	<p style="text-align: center;">1,2,3 A-C</p>

	Ch. 3-4	Lecture Ch. 3-4	Continue reading Ch. 3-4. Complete study questions for Ch. 3-4 Review Ch. 4 ppt.	3,4 A-C
<b>Week 3 1/24/17 and 1/26/17</b>	Ch. 3-4	Lecture Ch. 3-4	<b>HYBRID:</b> Complete weekly folder for week 3. <b>HYBRID: Complete Exam #2 Ch. 3-4.</b> Read Ch. 3-4. Complete study questions Ch. 3-4	3,4 <b>A-C</b>
	Ch. 5-6	Lecture Ch. 5-6	Read Ch. 5-6 and answer study questions. Review Ch. 5-6 ppt.	3,4,5,6 A-C
<b>Week 4 1/31/17 and 2/2/17</b>	5-6	Lecture Ch. 5-6	Begin reading Ch. 5-6 and answer the study questions. <b>HYBRID: Complete weekly folder for week 4.</b> <b>HYBRID: Complete Exam #3 Ch. 5-6.</b>	5,6 A-C
	5-6	Lecture Ch. 8-9	<b>Ch. 7- Independent study.</b> <b>(no test)</b> Read Ch. 8-9 and answer the study questions. Review Ch. 8-9 ppt.	5,6,7,8,9 A-C

<b>Week 5</b> 2/7/17 and 2/9/17	Ch. 8-9	Lecture Ch. 8-9	<b>HYBRID: Complete weekly folder for week 5.</b> Read Ch. 8-9 and answer study questions.	7,8 <b>A-C</b>
	Ch. 8-9	Lecture Ch. 8-9	Read Ch. 8-9 and answer the study questions.	7,8 <b>A-C</b>
<b>Week 6</b> 2/14/17 and 2/16/16	Ch. 8-9	Lecture Ch. 10	<b>HYBRID: EXAM #4—Ch. 8-9</b>  Review Ch. 10 ppt. <b>HYBRID: Complete week 6 folder.</b>	7,8,9,10 <b>A-C</b>
<b>Week 7</b> 2/21/17, 2/23/17 and 2/28/17	Ch. 11-12	Lecture Ch. 11-12	<b>HYBRID: EXAM #5 Ch. 10.</b> <b>HYBRID: Complete weekly folder for week 7.</b> Read Ch. 11-12 Review/Complete Study guide Review Ch. 11-12 ppt.	11,12,13 <b>A-C</b>
	Ch. 13-15		<b>HYBRID: EXAM #6—</b>  Study for final exam Read Ch. 13-15 Review Ch. 13-15-ppt.  <b>Final Exam: 2/28/17</b>	12,13 <b>A-C</b>

**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 Core Educational 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.

**PSYC 1101---Character Analysis Rubric**

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 assigned movie.  <b>Score:</b>	Student analyzed every personality trait of every character represented in the movie. <b>Score:</b>	Student somewhat analyzed the personality traits of 2-3 characters represented in the movie. <b>Score:</b>	The characters personality traits were not adequately identified.  <b>Score:</b>
<b>Characters cognitive traits were identified.</b>	Student properly analyzed in detail the characters	Student analyzed the characters	Student somewhat analyzed some	The characters cognitive and learning strategies were not adequately



<b><i>(Memory /Learning strategies)</i></b>	cognitive abilities and learning strategies.  <b>Score:</b>	cognitive abilities and learning strategies.  <b>Score:.</b>	of the characters cognitive abilities and learning strategies.  <b>Score:</b>	identified.  <b>Score:</b>
<b><i>Abnormal behavior was properly identified among characters</i></b>	Student properly analyzed abnormal behavior among characters in the movie.  <b>Score:</b>	Student analyzed somewhat the abnormal behavior among characters in the movie.  <b>Score:</b>	Student somewhat analyzed some of the characters abnormal behavior.  <b>Score:</b>	Abnormal behavior among characters was not adequately identified.  <b>Score:</b>
<b><i>Emotion/Motivation relationships were identified.</i></b>	Student properly identified <b>in detail</b> emotion/ motivation relationships among characters. <b>Score:</b>	Student adequately identified emotion/ motivation relationships among characters. <b>Score:</b>	Student somewhat identified emotion/ motivation relationships among characters. <b>Score:</b>	Student did not adequately identify the emotion/motivation relationship among the characters.  <b>Score:</b>
<b><i>Conflict/Stress factors were identified</i></b>	Student properly identified <b>in detail</b> the conflict/stress characters were faced.  <b>Score:</b>	Student adequately identified the conflict/stress characters were faced. <b>Score:</b>	Student somewhat identified the conflict/stress characters were faced. <b>Score:</b>	Student did not adequately identify the conflict/stress characters were faced.  <b>Score:</b>
<b><i>Social relationships were addressed among characters.</i></b>	Social Relationships (nurture aspect) was identified in detail among the characters.  <b>Score:</b>	Social Relationships (nurture aspect) was adequately identified among the characters.  <b>Score:</b>	Social Relationships (nurture aspect) was somewhat identified in detail among the characters.  <b>Score</b>	Social Relationships (nurture aspect) was not adequately identified among the characters.  <b>Score</b>
<b><i>Paper used proper grammar and punctuation.</i></b>	Paper included NO grammar and punctuation errors.  <b>Score:</b>	Paper included 1-5 grammar errors.  <b>Score:</b>	Paper included 5-10 grammar errors.  <b>Score:</b>	Paper included MORE than 10 errors.  <b>Score:</b>
<b><i>Content met quantity guidelines.(7</i></b>	Content met the specific guidelines. (#7 pages)	Content did not meet the specific	Content did not meet the specific guidelines. (5	Content did not meet the specific guidelines. (quantity,..) (less than 5

<i>pages)</i>	<b>Score:</b>	guidelines. (6 pages) <b>Score:</b>	pages) <b>Score</b>	pages) <b>Score</b>
<b><i>Project was timely.</i></b>	Project was turned in on the due date. <b>Score:</b>	Project was one day late. <b>Score:</b>	Project was two days late. <b>Score</b>	Project was more than two days late. <b>Score</b>
<b><i>Project was complete. (Specific guidelines were addressed in paper per syllabus.)</i></b>	All guidelines were followed as mentioned in the syllabus. <b>Score:</b>	Guidelines were almost followed as mentioned in the syllabus. <b>Score:</b>	Some of the guidelines were not addressed. <b>Score:</b>	Most of the guidelines were not addressed. <b>Score:</b>