



**PSYC1010
Basic Psychology COURSE
SYLLABUS
Online
SPRING SEMESTER 201714**

Semester: Spring 201714
Course Title: Basic Psychology
Course Number: PSYC1010
Credit Hours/ Minutes: 2/ 1500
Class Location: Blackboard
Class Meets: Online 15 weeks
CRN: 40334

Instructor: Amanda Lively
Email Address: alively@southeasterntech.edu
Daytime Instructor: David Standard
Office Location: Rm. 418
Office Hours: By Appointment
Email Address: dstandard@southeasterntech.edu
Phone: 912-538-3173
Fax: 912-538-3156

PREFERRED METHOD OF CONTACT: EMAIL

REQUIRED TEXT: Franzoi, *Essentials of Psychology*. Fifth Edition. BVT
ISBN: 978-1-61882-695-4

REQUIRED SUPPLIES & SOFTWARE: Supplies can include pencils, pens, paper, notebooks, etc.
Students are required to use Microsoft Applications for this class, specifically Microsoft Word.
Access to a computer is mandatory!

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

MAJOR COURSE COMPETENCIES: Contemporary Perspectives, Biological Foundations of Behavior, Sensation and Perception, Learning and Memory, State of Consciousness, Motivation and Emotion, Lifespan Development, Personality, Psychological Disorders and Treatments, Stress and Health Psychology, and Social Psychology.

PREREQUISITE(S): 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 Treatments
- 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:

- 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 (Online): Online courses require students to be academically engaged each week doing course related 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 or receives an F in a course. A student's last date of attendance can have a negative effect on his/her financial aid and academic progress. **Students are expected to complete all tests and assignments by the due dates. Students are required to submit all assigned chapter assignments via the weekly drop boxes.**

ASSIGNMENTS WILL NOT BE ACCEPTED LATE FOR THIS CLASS. THIS INCLUDES BOOK WORK, DISCUSSION BOARDS, AND/OR TESTS. IF WORK IS NOT COMPLETED BY THE DUE DATES A GRADE OF ZERO WILL BE GIVEN. NO EXCEPTIONS. Students are expected to complete all work required by the instructor, and to attend the required proctored campus exam.

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.**

Online students are responsible for checking e-mails and Blackboard announcements daily.

ONLINE ATTENDANCE: It is the student's responsibility to be academically engaged each week doing course related 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. 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. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at **11:55PM on Monday** of each week. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

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.

PROCTORED EVENT REQUIREMENT: In order to validate student identity for all online courses, students enrolled in online courses are **required** to complete one proctored event per online course. The proctored event will be administered on two separate days during the semester—once on the Vidalia campus and once on the Swainsboro campus and will be monitored by the instructor or another STC employee. The proctored event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course. Students living further than 75 miles from either campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case). Note: Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found under the Proctoring Tab in BLACKBOARD and submit the completed form to their instructor for approval a minimum of two weeks prior to the proctored event. If approved, the instructor will notify the proctor.

Students arranging off-campus proctoring must take the event on one of the originally scheduled days. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor's discretion. Proctored events will be given after the 65% point of the semester. **Students who do not complete the proctored event will receive an F in the course.**

As published on STC's website, any expenses incurred to obtain a proctor will be the responsibility of the student; however, students are not charged a proctoring fee when taking the proctored exam on the

campus of Southeastern Tech. Most of Georgia's technical colleges do not charge to proctor exams for students enrolled in other TCSG colleges. Students who are enrolled at Southeastern Technical College and live out of the state of Georgia or out of the country could incur a proctoring charge. However, in that instance, the instructor would assist the student in locating the least expensive proctor.

The required proctored event for this class is scheduled on the following dates and times:

Monday, April 10 on Vidalia Campus starting at 8:30am. Room will be announced.

Wednesday, April 12 on Swainsboro Campus starting at 9:00am. Room will be announced.

The Proctored Event will be a 5 minute PowerPoint presentation of your research paper. You are required to sign up for your proctored event. Go to Proctored event sign up folder and click on your desired campus and join the group. Please remember to bring your ID.

Failure to complete the Proctored Event will result in an F for the course.

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 and/or requiring student to come to campus to take the final exam.

Note: If student notifies instructor about exam problems after the due date or on the last day of the semester, the student will NOT be allowed to make-up the exam. No exceptions!

There will be no make-up of Final Exams

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%
 Homework- 10%
 Proctored Event- 20%
 Final -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 1010
Spring Semester 201714

Date	Ch.	Content	Assignment/Homework	Comp. Area
Week 1 1/9-1/15	Intro/ Overview	<p><i>First day of class/introduction to Course - Syllabi, Outline, Rules, Regulation Coverage Syllabus and Lesson Plan</i></p> <p>Research paper and PowerPoint- 5pages- APA format</p> <p><i>Blackboard overview for Class assignments</i></p>	<p><u>Start Here- Discussion Board –STC Pledge Acknowledgement</u> (Located in getting started). Due 1/16 by11:55PM.</p> <p><u>Student Introduction Discussion Board-</u> (Located in getting started) Due 1/16 by midnight.</p> <p>Read Chapters 1, 2 & 4.</p>	I a, b, c
Week 2 1/16-1/22	Ch. 1,2, & 4	<p>Chapter 1: <i>Psychology as a Science</i></p> <p>Chapter 2: <i>Neurological and Genetic Basis of Behavior</i></p> <p>Chapter 4: <i>Sensation & Perception</i></p>	<p>EXAM CHAPTERS 1, 2, & 4 Due 1/23 by11:55PM.</p> <p><u>Frankl Assignment Discussion Board</u> –Read document from his book. Complete the discussion board -Due 1/23 by 11:55PM.</p> <p><u>Brain Imaging Discussion Board</u> -Due 1/23 by11:55PM.</p> <p>Read Chapters 5 &13</p>	I II,III a, b, c
Week 3 1/23-1/29	Ch. 5	Chapter 5: <i>Consciousness</i>	<p><u>Stress Discussion Board.</u> (You will have to start the thread before you can read others posts). Due 1/30 by11:55PM.</p> <p><u>Type A Personality Discussion Board.</u> Due 1/30 by11:55PM.</p> <p>Read Chapters 6 & 7</p>	V, X a, b, c
Week 4 1/30-2/5	Ch. 13	Chapter 13: <i>Stress, Coping & Health</i>	<p>EXAM CHAPTERS 5 & 13. Due 2/6 by11:55PM</p> <p><u>Stress Discussion Board.</u> (You will have to start the thread before you can read others posts). Due 2/6 by11:55PM.</p>	V, X a, b, c

Week 5 2/6-2/12	Ch. 7	Chapters 6: <i>Learning</i>	Vygotsky's Paper-(drop box has instructions). Due 2/13 by 11:55PM.	IV a, b, c
Week 6 2/13-2/19	Ch. 7	Chapter 7: <i>Memory</i>	Memory Video Discussion Board Due 2/20 by 11:55PM. Read Chapters 8 & 9	IV a, b, c
Week 7 2/20-2/26	Ch. 8	Chapter 8: <i>Thinking, language, & Intelligence</i>	Emotional Intelligence Discussion Board. Due 2/27 by 11:55PM	VI a, b, c
Week 8 2/27-3/5	Ch. 9	Chapter 9: <i>Motivation and Emotion</i>	EXAM CHAPTERS 6-9. Due 3/6 by 11:55PM. Relationships Discussion Board. Due 3/6 by 11:55PM	VI a, b, c
Week 9 3/6-3/12	Ch. 10	Chapter 10: <i>Personality</i>	Big Five Discussion Board-go to the website-outofservice.com- complete the BIG Five Personality Test. Due 3/13 by 11:55PM. Who Am I? Discussion Board. Due 3/13 by 11:55PM.	VII,VIII a, b, c
Week 10 3/13-3/19	Ch. 3	Chapter 3: <i>Human Development</i>	EXAM CHAPTERS 10 & 3 Due 3/20 by 11:55PM. Bucket List Discussion Board. Post- 10 things you have always wanted to do before you get too old or die. "A bucket list". Due June 3/20 by 11:55PM. Read Chapters 11 & 12	VII,VIII a, b, c
Week 11 3/20-3/26	Ch. 11	Chapter 11: <i>Psychological Disorders</i>	Personality Disorder Drop Box- Due 3/27 by 11:55PM.	IX a, b, c
Week 12 3/27-4/2	Ch. 12	Chapter 12: <i>Therapy</i>	EXAM CHAPTERS 11 & 12 Due 4/3 by 11:55PM.	IX a, b, c

Week 13 4/3-4/9	Ch. 14	Chapter 14: <i>Understanding Social Behavior</i>	EXAM CHAPTER 14 - Due 4/10 by 11:55PM. <u>Jealousy Discussion Board.</u> Due 4/10 by 11:55PM. <u>Character Analysis Research Paper.</u> Due 4/10 by 11:55PM.	XI a, b, c
Week 14 4/10-4/16	Proctored Event	Proctored Event- PowerPoints Presentations	PowerPoint Presentations: Monday, April 10 on Vidalia Campus starting at 8:30am. Room will be announced. Wednesday, April 12 on Swainsboro Campus starting at 9:00am. Room will be announced. Failure to attend Proctored event will result in an F for the course. Please remember to bring student ID. Read Chapters 1-14. Review for Final	I – XI a, b, c
Week 15 4/17-4/24		Final Exam will post on Monday 4/17. It will be available until 4/24 at 11:55PM. You have 2 hours to complete once Exam is started.	FINAL EXAM- Due 4/24 by 11:55PM	I – XI a, b, c

Instructor reserves the right to change syllabus as necessary

MAJOR COURSE COMPETENCIES:

- 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:

- 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.

Discussion Board Rubric- Social Sciences

Instructor: Lively

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. Post 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:

PowerPoint Presentation Rubric

Name _____
 Date _____
 Course _____
 Title of Presentation _____

Category	5 points	4 points	3 points	2 point
Background, Text and Font/ Formatting	Background does not distract from text or other graphics. Choice of background is appropriate for this project. Font formats (color, bold, italics) have been carefully planned to enhance readability and content	Background does not distract from text or other graphics. Choice of background could have been better for this project. Font formats (color, bold, italics) have been carefully planned to enhance readability	Background does not distract from text or other graphics. Choice of background does not fit this project. Font formats (color, bold, italics) have been carefully planned to compliment the content but may be difficult to read	Background makes it difficult to see text or competes with other graphics. 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
Points Possible- 100 Final Score _____	_____X4	_____X4	_____X4	_____X4

Written Assignments- Digital Drop Box
Lively

Grade	Description
A = 90-100	The A paper engages the reader's interest and shows strength of composition: clear, logical ideas; original thought; careful word choice and effective phrasing; no serious errors; and concentration on main purpose, with strong development and support.
B = 80-89	The B paper shows strength in most areas of composition: a clearly stated central purpose along with logical and adequate development. It includes one (1) serious error. Although showing competence, the B paper lacks the original thought and style that characterize an A paper.
C = 70-79	The C paper is a satisfactory composition with a worthwhile central development. Although it may be organized clearly and logically, its paragraphs may not be as fully developed as those in a B paper. It may have up to two (2) serious errors. While a C paper may have correction marks on it, it lacks clarity of thought and expression to be considered above average.
D= 60-69	The D paper indicates below-average achievement in expressing ideas correctly, sensibly, and effectively. A D paper contains three (3) serious errors and fails to present a central idea or to develop it adequately.
F = 1-59	The F paper may have one or more of the following problems: four (4) or more serious errors in grammar, spelling, punctuation, and sentence structure; missing or vague main idea; incomplete development or lack of specific support, or failure to follow directions.
0	Plagiarism: Copying word-for-word from an outside source of information without giving proper credit.

NOTES:

Comic Character / Jung's Archetype
Student _____

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations	Total Points
Critical Thinking/ Analysis	Paper is rich in content. Generates thought provoking questions. Writer shows insight and analysis of Chosen comic hero or villain. Paper identifies and explores Jung's archetypes, Environmental/social influences, genetic influences, personality, mental illness/disorder, conflicts and motivation. At least 6 of the critical areas were fully explained and behavior examples were given to further prove conclusions. Each statement is carefully analyzed and understanding character is clear. Analysis is consistent with and writing indicates extensive research and critical thinking strategies were use to develop conclusions. Writing indicates deeper searches to include peer review articles and differing theoretical opinions.	Writing is substantial in content. Shows some insight and analysis has taken place. Clear understanding of character analysis is not easily interpreted. Writer covers 4 to 5 of the critical areas but is unable to make clear connections between behavior and character development. Moderate research is conducted as evidenced by some new information introduced but lacks a deeper understanding of main criteria.	Writing is generally competent. Information is thin and commonplace. Writing shows a lack of understanding Character analysis. Writer conduct minimum analysis, covering only 1 to 3 of the critical areas of analysis. Some insight is evident but writer goes no father than minimum research such as Wikipedia.	Rudimentary and superficial. No analysis or insight is displayed. Assignment not understood.	____ X 10 Total____ —
Connections	Clear connections to Comic hero/villain Clear examples were identified and related to behavior and thought of selected subject, Focus and explanation of archetypes, environmental/social influences, personality, biological/genetic influences, personality traits, mental illness/disorders, conflicts, and motivations were clearly identified. Clear connections were made to psychological theories. Writer used real world examples and explanations to identify behavior and thought processes.	Connections are somewhat evident. Some connection with comic hero/villain situations but not very clear or obvious. Writer may have successfully identified 4-5 of critical areas and provided connections to psychological theories or explanations.	Limited connections. Vague generalities.	No connections. Off topic.	____ X 4 Total____ —
Uniqueness	New Ideas. New Connections. Writer clearly expressed insight and formulated new ideas and critical "outside the box" thinking. Writer gives hypothetical examples of how theories could be applied to villain/ super hero character.	Contains new ideas or insight, but lacks depth and/or detail. Writer is unable to elaborate on ideas.	Few or no new ideas or connections. Writer rehashed or summarized classroom discussion.	No new ideas. Paper based on instructor's lecture and resubmitted notes. No insight or uniqueness evident.	____ X 3 Total____ —
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.	____ X 3 Total____ —
					Total Pts. ____/100

Character Name _____

Total Score _____

Vygotsky Assignment PSYC 1101- RUBRIC

Instructor _____

Student _____

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations	Total Points
Critical Thinking/ Analysis	Paper is rich in content. Generates thought provoking questions. Writer shows insight and analysis of at least one of Vygotsky's social learning theories. Each statement is carefully analyzed and understanding of social learning theories is clear. Research indicates deeper searches to include peer review articles and differing theoretical opinions.	Writing is substantial in content. Shows some insight and analysis has taken place. Clear understanding of social learning theory is not easily interpreted.	Writing is generally competent. Information is thin and commonplace. Writing shows a lack of understanding of Social Learning theory. Little analysis and insight is evident. Writer goes no farther than minimum research such as Wikipedia	Rudimentary and superficial. No analysis or insight is displayed. Assignment not understood.	<p>____ X 10</p> <p>Total_____</p>
Connections	Clear connections to previous or current real life situations. Clear examples were identified and related to social learning situations including teaching environments, child rearing and observational learning.	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious	Limited connections. Vague generalities	No connections. Off topic	<p>____ X 4</p> <p>Total_____</p>
Uniqueness	New Ideas. New Connections. Writer clearly expressed insight and formulated new ideas and critical "outside the box" thinking. Writer gives hypothetical examples of how Vygotsky's theories could be applied.	Contains new ideas or insight but lacks depth and/or detail. Writer is unable to elaborate on ideas	Few or no new ideas or connections. writer rehashed or summarized Classroom discussion	No new ideas. paper based on Instructors lecture and resubmitted notes. No insight or uniqueness evident	<p>____ X 3</p> <p>Total_____</p>
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	<p>____ X 3</p> <p>Total_____</p>
					Total Pts. ____/100

NOTES:

Personality D/O Assignment PSYC 1010- RUBRIC

Student _____

DATE _____

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations	Total Points
Critical Thinking/ Analysis	Writing is rich in content. Personality disorders are clearly identified. Writer shows insight and analysis by Identifying 4 or more behavioral symptoms. writer gives clear and precise real world examples of diagnosis criteria	Writing is substantial in content. Shows some insight and analysis has taken place. Identifying 2-3 behavioral symptoms. Writer gives some evidence of real world examples but writing is general	Writing is generally competent. Information is thin and commonplace. Writer Identifies less than 2 symptoms. Little analysis and insight evident. Writer goes no farther than textbook definitions	Rudimentary and superficial. No analysis or insight is displayed. Only text examples are given	____ X 10 Total _____
Connections	Clear connections to previous or current real life situations. Clear examples were identified and related to personal experiences. Writer relates the diagnosis back to DSMIV criteria. Obvious research has been conducted	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious. Limited research and limited connection to DSMIV criteria	Limited connections. Vague generalities. Writer repeats information found in text book or lecture.	No connections. Off topic	____ X 4 Total _____
Uniqueness	New Ideas. New Connections. Writer clearly expressed insight and formulated new ideas and critical "outside the box" thinking	Contains new ideas or insight but lacks depth and/or detail. Writer is unable to elaborate on ideas	Few or no new ideas or connections. writer rehashed or summarized Classroom discussion	No new ideas. paper based on Instructors lecture and resubmitted notes. No insight or uniqueness evident	____ X 3 Total _____
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	____ X 3 Total _____
					Total Pts. ____/100

NOTES: