



**Introductory Psychology/ PSYC 1101  
Course Syllabus  
Summer Semester 2017 FY 201716**

**Semester:** Summer FY 2017 (201716)  
**Course Title:** Introduction to Psychology  
**Course Number:** PSYC 1101  
**Credit Hours/Minutes:** 3/2250  
**Class Location:** Room 6215  
**Class Meets:** M/W 1:00-2:15  
**CRN:** 60229

**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:** 478-289-2227  
**Tutoring Hours:** M-W- 3:00-5:00

**This class is a mini-mester class (Term A). It will begin 5/17/17 and end 7/18/17- 7.5 weeks class.**

**REQUIRED TEXT:** Text book form Openstax (The textbook will be provided within the course content.) No student will be required to purchase a textbook.

**PREFERRED METHOD OF CONTACT:** Send email in BBL.

**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 not to 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 (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 assignments on time by the due dates. Emails should be checked AT LEAST every other day. Since our only means of communication is email, it is VITAL you check your email!! All assignments that are not completed by the due date will receive a zero. All tests grades will count. **Therefore, it is essential all lessons, tests, and your project MUST be on time.** No assignment, project or test will be accepted late.

**All tests will be due by the due dates listed on your lesson plan. If the test is not completed in the timeframe, the grade will result in a zero. There are NO makeup for tests or assignments, so please do not ask because I will refer you to this portion of the syllabus.** There will no late assignments accepted for the semester project or final exam.

**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, 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 courses. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office, Helen Thomas, Room 108 (Vidalia Campus), (912-538-3126).

**WITHDRAWAL PROCEDURE: IMPORTANT!!** 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:** Ample time is sufficient to complete assignments and to complete your tests. If that test or assignment is not completed by the due date, a grade will result in a zero. There will be no extensions unless stated by the instructor. So, if you do not complete a test, you will receive a zero for the test.

**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 MYSTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://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. I will grade your project from the attached rubric attached to your lesson plan. **The due date for this project will be 6/7/17. 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!!! Please double space using APA format using 12 font.

**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. **You will be required to make one post per discussion question in a minimum of 50 words and to make 2 replies in a minimum of 25 words.** You must complete all discussion posts for the week but one will be graded for an assignment grade! You can find the discussion questions within the assignments section in Blackboard.

**FIHNAL EXAM:** If you are present each day and arrive on time with no tardies which means no late arrivals or early departures, you may exempt the final exam.

**GRADING POLICY:**

|   |      |                             |
|---|------|-----------------------------|
| Taking final exam                               |      | <b><u>GRADING SCALE</u></b> |
| Exams   | 40%  | A (90-100)                  |
| Character Analysis                              | 20%  | B (80-89)                   |
| Final exam                                      | 20%  | C (70-79)                   |
| Assignments/DQ/Quiz<br>(other specified assig.) | 20%  | D (60-69)                   |
| Total Overall Grade=                            | 100% | F (0-59)                    |

|                        |      |
|------------------------|------|
| (Exempting final exam) |      |
| Exams                  | 60%  |
| Character Analysis     | 20%  |
| Assignments/Quizzes/DQ | 20%  |
|                        | 100% |

**No test or quiz grade is dropped!!!!**

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

**Summer 2017 Psychology 1101  
Lesson Plan**

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

| <u>Chapters</u>   | <u>Learning Outcomes</u>   | <u>Assignments/Due Dates</u>  | <u>Competency Area</u>                              |
|---|--|---|---|
| <p style="text-align: center;"><b>Chapter 1:<br/>Intro.<br/>to Psychology</b></p>   | <p style="text-align: center;"><b>Foundations and<br/>Research Methods</b></p> | <p><b>Read: Chapter 1, OpenStax Textbook</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Video on Intro. to Psychology</b></p> <p><b>Activity: Chapter 1 Key Terms Activity-<br/>this will not be graded or turned in but<br/>will prepare you for the upcoming test.<br/>You are advised to complete this<br/>activity.</b></p> <p><b>Homework Assessment: Chapter 1<br/>Review Exercise</b><br/><b>Due Date: 5/24/17</b></p> <p><b>Discuss: Participate in the discussion<br/>for Chapter 1 (refer to guidelines in<br/>your syllabus to receive full credit- 1<br/>post and 2 replies are required)</b><br/><b>Due Date- 5/24/17 by 11:30 p.m.</b></p> <p><b>Quiz: Complete Chapter Quiz- Due Date<br/>5/24/17 by 11:30 p.m.</b></p> | <p style="text-align: center;"><b>I<br/>1-3</b></p> |
| <p style="text-align: center;"><b>Chapter 2:<br/>Psychological<br/>Research</b></p> | <p style="text-align: center;"><b>Foundations and<br/>Research Methods</b></p> | <p><b>Read: Chapter 2, OpenStax Textbook-<br/>Due Date 5/29/17 by 11:30 p.m.</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Video on Psychological<br/>Research</b></p>  | <p style="text-align: center;"><b>1<br/>1-3</b></p> |

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|--|--|--|--------------------------|
|  |  | <p><b>Activity: Chapter 2 Key Term Activity-</b><br/>This assignment will not be turned in or graded but is advised to prepare you for the test.</p> <p><b>Homework Assessment: Chapter 2 Review Exercise (Assessment)- Due Date 5/29/17- by 11:30 p.m.</b></p> <p><b>Discuss: Participate in the discussion for Chapter 2 (refer to guidelines in the syllabus to get full credit- 1 post and 2 replies)</b><br/><b>Due Date – 5/29/17- by 11:30 p.m.</b></p> <p><b>Quiz: Complete Chapter 2 Quiz- Due Date 5/29/17- by 11:30 p.m.</b></p>  |                          |
| <p><b>Chapter 3:<br/>Biopsychology</b></p> | <p><b>Biological<br/>Foundations of<br/>Behavior</b></p> | <p><b>Read: Chapter 3, OpenStax Textbook</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Videos on Biopsychology</b></p> <p><b>Activity: Chapter 3 Key Terms Activity</b><br/>-This assignment will not be turned in or graded but is advised to prepare you for the test.</p> <p><b>Homework Assessment- Chapter 3</b><br/><b>Due Date-6/5/17- due by 11:30 p.m.</b></p> <p><b>Review Exercise (Assessment)</b><br/><b>Due Date- 6/5/17- due by 11:30 p.m.</b></p> <p><b>Discuss: Participate in the discussion for Chapter 3- Refer to the guidelines in the syllabus to receive full credit. One post and two replies are required.</b><br/><b>Due Date:6/5/17- due by 11:30 p.m.</b></p> <p><b>Quiz: Complete Chapter 3 Quiz</b><br/><b>Due Date: 6/5/17 due by 11:30 p.m.</b></p> | <p><b>II<br/>1-3</b></p> |

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| <p><b>Chapter 4:<br/>States of<br/>Consciousness</b></p>  | <p><b>States of<br/>Consciousness</b></p>  | <p><b>Read: Chapter 4 Open Textbook</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Videos on States of<br/>Consciousness</b></p> <p><b>Activity: Chapter 4 Key Terms Activity</b><br/>This assignment will not be turned in or graded but is advised to prepare you for the test</p> <p><b>Homework Assessment: Chapter 4<br/>Review Exercise- Due Date – 6/7/17- by<br/>11:30 p.m.</b></p> <p><b>Discuss: Participate in the discussion for<br/>Chapter 4- Due Date- 6/7/17- by 11:30 p.m-</b><br/>One post and two replies are required.<br/>Please refer to the syllabus guidelines for<br/>discussion posts and replies.</p> <p><b>Quiz: Complete Chapter 4 Quiz<br/>Due Date 6/7/17- due by 11:30 p.m.</b></p> | <p><b>IV<br/>1-3</b></p>  |
| <p><b>Chapter 5:<br/>Sensation and<br/>Perception</b></p> | <p><b>Sensation and<br/>Perception</b></p> | <p><b>Read: Chapter 5, OpenStax Textbook</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Videos on Sensation and<br/>Perception</b></p> <p><b>Activity: Chapter 5 Key Terms Activity</b><br/>-This assignment will not be turned in or graded but is advised to prepare you for the test</p> <p><b>Character Analysis Project due: 6/12/17 by<br/>11:30 p.m.- No late projects will be<br/>accepted!!</b></p>  | <p><b>III<br/>1-3</b></p> |

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|-----------------------------------|------------------------|---|---------------------------------|
|                                   |                        | <p><b>Homework Assessment: Chapter 5 Review Exercise (assessment)</b><br/> <b>Due Date: 6/12/17- due by 11:30 p.m.</b></p> <p><b>Discuss: Participate in the discussion for Chapter 5</b><br/> <b>Due Date: 6/12/17- due by 11:30 p.m.</b></p> <p><b>Quiz: complete Chapter 5 Quiz</b><br/> <b>Due Date: 6/12/17- due by 11:30 p.m.</b></p>   |                                 |
| <p><b>Chapter 6: Learning</b></p> | <p><b>Learning</b></p> | <p><b>Read: Chapter 6- OpenStax Textbook</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Videos on Learning</b></p> <p><b>Activity Chapter 6 Key Terms Activity</b><br/> This assignment will not be turned in or graded but is advised to prepare you for the test</p> <p><b>Homework Assessment Chapter 6 Review Exercise (Assessment)</b><br/> <b>Due Date: 6/19/17- due by 11:30 p.m.</b></p> <p><b>Discuss Participate in the discussion or Chapter 6</b><br/> <b>Due Date: 6/19//17- due by 11:30 p.m.</b></p> <p><b>Quiz: Complete Chapter 6 Quiz</b><br/> <b>Due Date: 6/19/17- due by 11:30 p.m.</b></p> | <p><b>V</b><br/> <b>1-3</b></p> |

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| <p><b>Chapter 7:<br/>Thinking and<br/>Intelligence</b></p> | <p><b>Thinking,<br/>Intelligence and<br/>Language</b></p> | <p><b>Read: Chapter 7, OpenStax Textbook</b></p> <p><b>Review PDF slide presentation</b></p> <p><b>Watch: Videos on Thinking and Intelligence</b></p> <p><b>Activity- Chapter 7 key Terms Activity</b></p> <p><b>Homework Assessment- Chapter 7 Review Exercise (Assessment)</b><br/> <b>Due Date: 6/19/17</b></p> <p><b>Discuss: Participate in the discussion for Chapter 7- follow the guidelines located in the syllabus to earn full credit</b><br/> <b>Due Date: 6/19/17</b></p> <p><b>Quiz: Complete Chapter 7 Quiz</b><br/> <b>Due Date: 6/19/17</b></p> | <p><b>VII<br/>1-3</b></p> |
| <p><b>Chapter 8:<br/>Memory</b></p>                        | <p><b>Memory</b></p>                                      | <p><b>Read Chapter 8, OpenStax Textbook</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Videos on Memory</b></p> <p><b>Activity: Chapter 8- key Terms Activity</b></p> <p><b>Homework Assessment: Chapter 8 Review Exercise (Assessment) Due Date 6/19/17</b></p>  | <p><b>VI<br/>1-3</b></p>  |
|  |   | <p><b>Discuss: Participate in the discussion for Chapter 8- Follow the guidelines in the syllabus to earn full credit.</b><br/> <b>Due Date 6/19/17</b></p> <p><b>Quiz: Complete Chapter 8 Quiz</b><br/> <b>Due Date- 6/19/17</b></p>  |                           |

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| <p><b>Chapter 9:<br/>Lifespan<br/>Development</b></p>    | <p><b>Lifespan<br/>Development</b></p>   | <p><b>Read: Chapter 9, Openstax Textbook</b></p> <p><b>Review: PDZ slide presentation</b></p> <p><b>Watch: Videos on Lifespan Development</b></p> <p><b>Activity: Chapter 9 Key Terms Activity</b></p> <p><b>Homework Assessment: Chapter 9 Review Exercise (Assessment)</b><br/> <b>Due Date: 6/21/17</b></p> <p><b>Discuss: Participate in the discussion for Chapter 9</b><br/> <b>Due Date: 6/21/17</b></p> <p><b>Quiz: Complete Chapter 9 Quiz</b><br/> <b>Due Date: 6/21/17</b></p>  | <p><b>IX<br/>1-3</b></p>   |
| <p><b>Chapter 10:<br/>Emotion and<br/>Motivation</b></p> | <p><b>Emotion and<br/>Motivation</b></p> | <p><b>Read: Chapter 10, OpenStax Textbook</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Videos on Emotion and Motivation</b></p> <p><b>Activity: Chapter 10 Key Terms Activity</b></p> <p><b>Homework Assessment: Chapter 10 Review Exercise (Assessment)</b><br/> <b>Due Date: 6/21/17- due by 11:30 p.m.</b></p> <p><b>Discuss: Participate in the discussion for Chapter 10- Due Date: 6/21/17- due by 11:30 p.m.</b></p> <p><b>Quiz: Complete Chapter 10 Quiz:</b><br/> <b>Due Date: 6/21/17 by 11:30 p.m.</b></p> | <p><b>VIII<br/>1-3</b></p> |

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| <p><b>Chapter 11:<br/>Personality</b></p>           | <p><b>Personality</b></p>   | <p><b>Read: Chapter 11, OpenStax<br/>Textbook.</b></p> <p><b>Review: PDF slide presentation</b></p> <p><b>Watch: Videos on Personality</b></p> <p><b>Activity: Chapter 11 Key Terms Activity</b></p> <p><b>Homework Assessment: Chapter 11<br/>Review Exercise (Assessment)</b><br/> <b>- Due Date: 6/28/17- due by 11:30 p. m.</b></p> <p><b>Discuss: Participate in the discussion for<br/>Chapter 11</b><br/> <b>- Due Date: 6/28/17- due by 11:30 p.m</b></p> <p><b>Quiz: Complete Chapter 11 Quiz</b><br/> <b>Due Date: 6/28/17- due by 11:30 p.m .</b></p> | <p><b>X<br/>1-3</b></p>      |
| <p><b>Chapter 12:<br/>Social<br/>Psychology</b></p> | <p><b>Summer Holidays:<br/>7/3/17-7/6/17</b><br/> <b>Social Psychology<br/>Industrial Org.<br/>Psych.</b></p> | <p><b>Read: Chapters 12</b><br/> <b>Review: PDF slide presentations for<br/>chapters 12</b></p> <p><b>Watch: Videos on Chapters 12</b><br/> <b>No Test over 11-12</b></p> <p><b>Activity: Chapters 12 – Key Terms</b><br/> <b>Due Date: 7/12/17 by 11:30 p.m.</b></p> <p><b>Homework Assessments: Chapter 12 Due<br/>Date: 7/12/17- Due by 11:30 p.m.</b></p>  | <p><b>XII<br/>1-3</b></p>    |
| <p><b>Chapters 14-16</b></p>                        | <p><b>Stress, Lifestyle, and<br/>Health<br/>Psychological<br/>Disorders<br/>Therapy and<br/>Treatment</b></p> | <p><b>Read: Chapters 14-16</b><br/> <b>Review: PDF slide presentations for<br/>chapters 14-16</b></p> <p><b>Watch: Videos on Chapters 14-16</b><br/> <b>Activity: Chapters 14-16 – Key Terms</b><br/> <b>Due Date: 7/12/17- Due by 11:30 p.m.</b></p> <p><b>Homework Assessments: Chapters 14-16<br/>Review Exercise (Assessment)</b><br/> <b>Due Date: 7/12/17- Due by 11:30 p.m.</b></p> <p><b>Final Exam- IN CLASS—7/18/17</b></p>  | <p><b>XI-XII<br/>1-3</b></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

**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.

**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 50 **words**

Replies must contain a minimum of 25 **words**

| Criteria          | 5 Points<br>Outstanding   | 4 Points<br>Proficient   | 3 Points<br>Basic   | 2 Points<br>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   | All required discussions are   | All required discussions are  | Some or all required postings are missing.                                   |

|                        |  |  |  |  |
|------------------------|--|--|--|--|
|                        | completed in advance of deadline. Discussions and replies are completed throughout the discussion to ensure that others have time to read and respond. | completed by deadline. Some replies or discussions are not completed in time for others to read and respond. | completed at the last minute without allowing time for others to read and respond. |  |
| 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.<br>____/100 |  |  |  |  |

NOTES:

| <i>PSYC 1101---Movie/Character Analysis Rubric</i>                                |  |  |  |  |
|---|--|--|--|--|
| <i>Students Name</i> _____  |  |  | <i>(Total Points) Final Grade</i> _____  |  |
| <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.<br><br><b>Score:</b> | Student analyzed every personality trait of every character represented in the movie.<br><b>Score:</b> | Student somewhat analyzed the personality traits of 2-3 characters represented in the movie.<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><b>Score:</b>          | Student somewhat analyzed some of the characters cognitive abilities and learning strategies.<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><b>Score:</b>        | Student somewhat analyzed some of the characters abnormal behavior.<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><b>Score:</b>                            | Student adequately identified emotion/ motivation relationships among characters.<br><b>Score:</b>     | Student somewhat identified emotion/ motivation relationships among characters.<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</b>   | Student properly identified in <b>detail</b> the   | Student adequately identified the  | Student somewhat identified the  | Student did not adequately identify the conflict/stress  |

|  |   |  |   |   |
|--|---|--|---|---|
| <b>identified</b>  | conflict/stress characters were faced.<br><b>Score:</b>   | conflict/stress characters were faced.<br><b>Score:</b>  | conflict/stress characters were faced.<br><b>Score:</b>   | characters were faced.<br><b>Score:</b>   |
| <b>Social relationships were addressed among characters.</b>                             | Social Relationships (nurture aspect) was identified in detail among the characters.<br><b>Score:</b> | Social Relationships (nurture aspect) was adequately identified among the characters.<br><b>Score:</b> | Social Relationships (nurture aspect) was somewhat identified in detail among the characters.<br><b>Score</b> | Social Relationships (nurture aspect) was not adequately identified among the characters.<br><b>Score</b> |
| <b>Paper used proper grammar and punctuation.</b>  | Paper included NO grammar and punctuation errors.<br><b>Score:</b>                                    | Paper included 1-5 grammar errors.<br><b>Score:</b>  | Paper included 5-10 grammar errors.<br><b>Score:</b>  | Paper included MORE than 10 errors.<br><b>Score:</b>  |
| <b>Content met quantity guidelines.(7 pages)</b>   | Content met the specific guidelines. (#7 pages)<br><b>Score:</b>                                      | Content did not meet the specific guidelines. (6 pages)<br><b>Score:</b>                               | Content did not meet the specific guidelines. (5 pages)<br><b>Score</b>                                       | Content did not meet the specific guidelines. (quantity,..) (less than 5 pages)<br><b>Score</b>           |
| <b>Project was timely.</b>   | Project was turned in on the due date.<br><b>Score:</b>   | Project was one day late.<br><b>Score:</b>   | Project was two days late.<br><b>Score</b>  | Project was more than two days late.<br><b>Score</b>  |
| <b>Project was complete. (Specific guidelines were addressed in paper per syllabus.)</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>   |