

**CASPER COLLEGE COURSE SYLLABUS**  
**PSYC 1000 General Psychology**

**Semester/Year:** Fall 2015

**Lecture Hours:** 3

**Lab Hours:** none

**Credit Hours:** 3

**Class Time:** Section (03) 10:00-  
10:50 am

**Days:** MWF

**Room:** LH 174

Section (05) 12:00- 12:50 pm

**Instructor's Name:** Bridget Veauthier

**Instructor's Contact**

**Information:** Email or by phone  
are the best ways to reach me  
outside of class.

**Home Phone:** (307) 333-2496

**Email:**

bveauthier@caspercollege.edu

**Office Hours:** By Appointment

**Course Description:** One semester introductory psychology course designed to familiarize the student with the major areas of psychological research. Course orientation is directed toward understanding mental processes and behavior through an experimental approach. Application of course content to everyday situations is emphasized.

**Statement of Prerequisites:** None

**Goal:** The purpose of this course is to familiarize students with the field of psychology in a broad way. It will aim to give an understanding of the application of behavioral science principles and increase knowledge about peer reviewed psychological research.

**Outcomes:** Desired Casper College learning outcomes include but are not limited to (bolded):

- 1. Demonstrate effective oral and written communication**
- 2. Use the scientific method**
- 3. Solve problems using critical thinking and creativity**
- 4. Demonstrate knowledge of diverse cultures and historical perspectives**
5. Appreciate aesthetic and creative activities
- 6. Use appropriate technology and information to conduct research**
- 7. Describe the value of personal, civic, and social responsibilities**
- 8. Use quantitative analytical skills to evaluate and process numerical data**

**Course Objectives:** By the end of this class, student should be able to:

- Demonstrate an understanding of the behavior, values and belief systems of individuals and human institutions.
- Demonstrate critical reasoning and communication skills by comprehending and evaluating psychological research
- Demonstrate a greater depth of knowledge of the field of psychology

***The American Psychology Association [APA] Guidelines for the Undergraduate Psychology Major Version 2.0 published August 2013 identified five [5] learning goals for Associate/Foundation and Baccalaureate levels.***

**Goal 1 Knowledge Base**

**Goal 2 Scientific Inquiry and Critical Thinking**

**Goal 3 Ethical and Social Responsibility in a Diverse World**

**Goal 4 Communication**

**Goal 5 Professional Development**

Casper College Graduates with an Associates Psychology degree will demonstrate competency in the following Foundation Areas. Goals, Outcomes and Foundation Indicators are quoted directly from *The American Psychology Association [APA] Guidelines for the Undergraduate Psychology Major Version 2.0 published August 2013.*

Goal 1 Knowledge Base

A. Outcome - Describe key concepts, principals and overarching themes in psychology.

Foundation Indicators

- Use basic terminology, concepts, and theories to explain behavioral and mental processes.
- Explain why Psychology is a science with primary objectives of describing, understanding, predicating and controlling behavior and mental processes.
- Identify fields other than psychology that address behavioral concerns.

B. Outcome – Develop a working knowledge of psychology’s content domains.

Foundation Indicators

- Identify key characteristics of major content domains in Psychology (e.g. cognition, learning, developmental, biological, and sociocultural).
- Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research.

C. Outcome - Describe applications of psychology.

Foundation Indicators

- Describe examples of relevant and practical applications of psychological principals to everyday life.
- Summarize psychological factors that can influence pursuit of a healthy lifestyle.

Goal 2 Scientific Inquiry and Critical Thinking

A. Outcome – Demonstrate Psychological information literacy.

Foundation Indicators

- Read and summarize general ideas and conclusions from psychological sources accurately.
- Identify and navigate psychological databases.
- Interpret simple graphs and statistical findings.

B. Outcome – Use scientific reasoning to interpret psychological phenomena.

Foundation Indicators

- Describe how individual and sociocultural differences can influence the applicability / generalizability of research findings.
- Identify under what conditions research findings can be appropriately generalized.

Goal 3 Ethical and Social Responsibility in a Diverse World

A. Outcome – Apply ethical standards to evaluate psychological science and practice.

Foundational Indicators

- Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants.
- Identify obvious violations of ethical standards in psychological context.
- Define the role of IRB [Institutional Review Board].

B. Outcome - Build and enhance interpersonal relationships.

Foundational Indicators

- Describe the need for personal values [e.g. integrity benevolence, honesty, and respect for human dignity] in building strong relationships with others.
- Explain how individual differences, social identity, and world view may influence beliefs, values, and interactions with others and vice versa.

C. Outcome - Adopt values that build community at local, national and global levels.

Foundational Indicators

- Recognize the potential for prejudice and discrimination in self and others.
- Accept opportunity to serve others through civic engagement, including volunteer service.

Goal 4 Communication

A. Outcome – Demonstrate effective writing for different purposes.

Foundational Indicators

- Use Standard English, including generally recognized grammar.
- Recognize and develop overall organization [e.g. beginning, development, ending] that fits the purpose.
- Use expert feedback to revise writing of a single draft.

B. Outcome – Exhibit effective presentation skills for different purposes.

Foundational Indicators

- Construct plausible oral argument based on a psychological study.
- Deliver brief presentations within appropriate constraints [e.g. time limit, appropriate for the audience]
- Attend to language and nonverbal cues to interpret meaning.
- Ask questions to capture additional detail.

## Goal 5 Professional Development

1. Outcome – Develop meaningful professional direction for life after graduation.

### Foundational Indicator

- Describe the types of academic experiences and advanced course choices that will best shape career readiness.
- Describe how a curriculum vitae or resume is used to document the skills expected by employers.

**Methodology:** Lectures, class discussions, videos/slides, and in-class demonstrations and moodle. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

**Evaluation Criteria:** Students will be evaluated according to the frequency of in-class participation and discussion, performance on objective or essay in-class exams, and short essays, papers, or exams written in or out of class.

**Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.**

**Exams:** There will be **5** exams over the course of the semester worth 100 points each. These exams will include objective questions and short answer questions. These exams will be administered through moodle. The exams will be open from Friday, 8:00 a.m. to Sunday at 11:55 p.m. (with the exception of midterm week, that exam will open Wed. – Fri.) Please complete the exam on your own though you may use your book and notes. These exams are untimed. You may make only one attempt. The dates are marked on the syllabus. If you have any trouble using moodle during an exam please email me asap and I will reset the exam for you within the exam time frame. (500 possible points)

**Pre & Post- Test Program Evaluation:** In our ongoing commitment to excellence in the teaching of Psychology, the Casper College Psychology Department requires that you complete a pre & post test program evaluation. The score earned on these tests will not affect your final grade however completion of this evaluation will be worth **50** points and be included in your final average. (50 possible points)

**Insight Papers:** There will be **2** papers/ topics assigned during the semester. The goal of these assignments is to allow you the opportunity to gain a deeper insight into the central topics in the field of psychology. You may be asked to share some of your “insights” with others in class. The first paper will be worth **50** points and examine your goals for the semester. The second paper will be worth **100** points and be due at the end of the semester. This assignment will explore a topic of interest to you in greater detail. Each paper is due by 11:55 p.m. on the dates marked on the syllabus. Assignment details to follow. Please use APA format in completing papers. An explanation of APA format will be provided. The due dates are marked on the syllabus. (150 possible points)

**Journal Review Paper:** A brief summary (1-2 pages) of a peer-reviewed journal article on a topic relevant to the field of psychology will be completed at the end of the semester. This paper will be worth **50** points. Assignment instructions to follow. (50 possible points)

**Attendance:** Your attendance is expected at every class. Please come prepared (having read the modules or assigned materials prior to class). You will earn **4** points each day you attend for a total of **176** possible points for **44** possible class days. If you know that you will have an unavoidable absence please let me know in advance. If you participate in college- related activities or sports that require missing class please let me know. If you unexpectedly miss class I appreciate an email letting me know. (176 possible points)

**Extra Credit:** Through the semester I may suggest a video or article for extra credit. To earn up to 10 points on each of these assignments a short reflection paper on the topic is required. More details to follow.

**Grading:**

90%- 100% = A	=	834 pts – 926pts = A
80%- 89% = B	=	741 pts - 833 pts= B
70%- 79% = C	=	649 pts- 740 pts= C
60% - 69%= D	=	556 pts- 648 pts= D
Below 60%= F	=	Below 555 pts = F

**Required Text, Readings, and Materials:** Myers, D.G. (2014).*Exploring Psychology in Modules: Ninth Edition*. New York: Worth Publishers.

**Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade:** November 12, 2015

**Classroom Expectations:**

Please notify me in advance of any necessary absence or failure to meet a deadline. If you have a genuine emergency and cannot meet a deadline, make arrangements with me to schedule make-up assignments. If you have contacted me about your absence, exams will be given the day you return and essays are to be no more than one week late.

Be respectful of the discussion taking place within the classroom. Please do not engage in side conversations or otherwise disrupt the class.

I am available to meet with you immediately before or after class, or at a time that is mutually acceptable. If you need clarification on a topic or assignment covered do not hesitate to ask.

**Some suggestions for academic success:**

- Read the assigned readings prior to that class meeting.
- Jot down questions you may have from the readings.
- Look up any unfamiliar words from the readings.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor

to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**Tentative Schedule of Classes:**

<b>Week:</b>	<b>Week Of:</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>	<b>Readings/Assignments</b>
1	8/24-8/28	Intro to Class; History & Scope	History & Scope of Psychology	History & Scope	Module 1
2	8/31-9/4	Research in Psychology	Research in Psychology (1 <sup>st</sup> Required Insight Paper Due 9/2, 11:55 p.m.)	Research in Psychology	Module 2 <b>Please have Pre-Test Program Evaluation Completed no later than 9/4, 11:30 p.m.</b>
3	9/7-9/11	<b>No Class- Labor Day</b>	Biology of Behavior	Biology of Behavior	Modules 3-5 <b>Exam 1 (M-1-5) Opens Friday at 8:00 a.m. closes Sunday at 11:55 p.m.</b>
4	9/14-	Psychological	Psychological	Psychological	Modules 39-41

	9/18	Disorders	Disorders	Disorders	
5	9/21-9/25	<b>Library Session- Please meet at the Goodstein Library</b>	Therapy	Therapy	Modules 42-43
6	9/28-10/2	Developing Through the Lifespan	Developing Through the Lifespan	Developing Through the Lifespan	Modules 9-11 <b>Exam 2 (M 39-43) Opens Friday at 8:00 a.m. closes Sunday at 11:55 p.m.</b>
7	10/5-10/9	Developing Through the Lifespan	Gender & Sexuality	Gender & Sexuality	Modules 12; 13-14
8	10/12-10/16	Consciousness	Consciousness	Consciousness	Modules 6-8 <b>Midterm Week Exam 3 (M 9-14, 6-7) Opens Wednesday at 8:00a.m. closes Friday at 11:55 p.m.</b>
9	10/19-10/23	<b>No Class- Fall Break</b> ☺	Learning	Learning <b>(Peer Reviewed Journal Write-Up Due 10/23, 11:55 p.m.)</b>	Modules 18-19
10	10/26-10/30	Learning	Memory	Memory	Modules 20-23
11	11/2-	Thinking,	Thinking,	Thinking,	Modules 24-27

	11/6	Language & Intelligence	Language & Intelligence	Language & Intelligence	
12	11/9-11/13	Motivation & Emotion	Motivation & Emotion	Motivation & Emotion	Modules 28-31 <b>Exam 4 (M 18-27) Opens Friday at 8:00 a.m. closes Sunday 11:55 p.m.</b>
13	11/16-11/20	Personality	Personality	Personality	Modules 34-35
14	11/23-11/27	Social Psychology	<b>No Class-Thanksgiving</b>	<b>No Class-Thanksgiving</b>	Module 36
15	11/30-12/4	Social Psychology	Social Psychology	Sensation & Perception <b>(Second Insight Assignment due 12/4 by 11:55 p.m.)</b>	Modules 37-38; 15
16	12/7-12/11	Sensation & Perception	Stress & Health	Stress & Health	Modules 16-17; 32-33 <b>Exam 5 (M 28-38; 15-17) opens Friday at 8:00 a.m. closes Sunday 11:55 p.m.</b>  <b>Please have Post-Test Program Evaluation completed by Wednesday, <u>12/16</u> at 11:55 p.m.</b>

**Final Exam Week December 14<sup>th</sup> - 17<sup>th</sup>**