

CASPER COLLEGE COURSE SYLLABUS
PSYC 1000-07 General Psychology

Semester/Year: Fall 2015

Lecture Hours: 3

Lab Hours: 0

Credit Hours:3

Class Time: 9:30-10:45 am

Days: T R

Room: LH 174

Instructor's Name: John Ordiway, MS, LPC, LAT, CBIS

Instructor's Contact

Office Phone: 268-2281

Email:

Information: best to reach me
via email.

Office: LH 175A

jordiway@caspercollege.edu

Office Hours: MWF 10-11 am and 1-2 pm, TR 12:15 – 1 pm

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 behavior through an experimental approach. Application of course content to everyday behavior situations is emphasized.

Statement of Prerequisites: There are no prerequisites, but college level proficiency in reading, writing, and verbal comprehension are necessary to complete this course

Goal: Students will learn about the field of psychology in a broad sense, gain an understanding of the application of behavioral science principles, and increase their knowledge about peer reviewed psychological research.

Outcomes: Outcomes: As a result of this course, students will:

- 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: This course is designed to introduce students to the many aspects of psychology. This is designed as a broad ranging class, rather than focusing on one specific topic. Successful students in this class will be able to:

1. Demonstrate understanding of psychological concepts via discussion, testing and class participation
2. Write a journal article review (Gen Ed Outcomes 1 & 6)
3. Integrate the principles, concepts and application of psychological ideas through class discussion
4. Conduct and report on behavioral observations made during community service activity (Gen Ed Outcome 1 & 7)

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.

Foundational 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: Interactive lecture, in-class discussions, outside assignments and activities, possible guest speakers, and short video segments. Your feedback is valuable as the instructor uses course evaluations in determining course methodology. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria: Evaluation Criteria:

Introductory Paper: Students are required to write a 2-3 page reflection paper about their decision, goals, and ideas for success in college. Please use the following headings and guiding questions below for your paper. This paper must be typed, grammatically correct, 2-3 pages double-spaced, 12 point font (Times New Roman), and 1" margins.

This paper must be typed and is due **Friday, September 4 by 5:00 pm** at my office and is worth 20 points of extra credit. This is the only extra credit assignment I will offer this semester.

- **Purpose for being in college:** Why have you chosen to come to college? What is your major? Are you the first in your family to go to college? What do you want to do after college with your degree? Please be specific about your purpose of being in college. Take this time to really become focused on this idea.
- **Goals while in college:** What would you like to accomplish? (travel abroad, Dean's list, service, discover what you want to do in life, etc.) What grades do you expect to earn? What kinds of things would you like to do while in college? How would you like to be different as a result of attending college?
- **Stumbling Blocks:** What are some potential stumbling blocks you may have while in college? How will you make enough time to study and fulfill your other obligations? (and have fun!) Who are those supportive people in your life and how will you ask for support? Are there people in your life who may not be supportive—and how will you handle them? What are some internal stumbling blocks you may have? (procrastination, disorganization, etc.) Identify and discuss any other stumbling blocks you may have that might affect your success in college.
- **Fears about college:** Do you have any fears about coming to college? Fears of performance in school? This could be things like you haven't been in school for a while, didn't do well in high school, don't like studying. Anything along these lines.
- **Overcoming fears and stumbling blocks:** Just like the heading says, how will you move past any fears or stumbling blocks you might have that could interfere with your success at Casper College? What do you need to change in your life to be successful? What support do you need to do this? When things get tough, how will you work through this while maintaining your school responsibilities and grades?

Peer Reviewed Psychology Journal Article Summary Paper: Students are required to read a psychology article from a peer reviewed journal published in the last five years and turn in a one page review paper about this article. A good source for this article is the Casper College Goodstein Library. Students could use either a printed article from a peer reviewed journal in the library's holdings or one of the library's electronic databases (e.g. PsycArticles listed under EBSCO). Please note Psychology Today is NOT a peer reviewed journal. A sample of this article review paper is included in this syllabus.

This review is worth 50 points, must be typed, and is due **Friday September 25th by 5:00 pm**. **You must also turn in a printed copy of your journal article along with the summary...a missing journal article will result in a zero grade for the assignment.**

Quizzes: 15 quizzes/20 points each, during the semester, based on the text, videos, lecture and selected handouts made available to students. Quizzes will be posted on Moodle for students to complete on their own. The first 7 quizzes must be completed by **Friday October 16th at 11:59 pm**. The last 8 quizzes must be completed by **Sunday, December 13th at 11:59 pm**. You may take each quiz twice, with only the highest score being recorded. Each quiz is 20 questions and you will have one hour to complete from the time you begin each attempt. (300 points possible)

Service-learning Project: This project requires students to provide service to the community, relate their experiences to the course content by identifying a relevant psychological term, or terms, from the textbook's glossary, and complete a one page service-learning reflection sheet. The anticipated time involvement for this project is three to five hours. The required form and a list of possible service agencies are included in this syllabus. Please try and choose an agency that may be of interest or relevant to your major. If you have another class that requires a service project, you can count those hours towards this project; however, you must let me know and provide documentation of the other required project/hours. **This project is worth 50 points, must be typed, and is due Friday, November 20th by 5:00 pm.**

Final Examination The Final Exam will be a live final, and is tentatively scheduled for **Monday, December 14th from 10:10-12:10 pm**. The final exam is required. The Final will be worth 100 points and is not open book.

Grading

500 possible points

450 and up = A

400 – 449 = B

350 – 399 = C

300 – 349 = D

299 and below = F

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

Required Text, Readings, and Materials:

Myers, D. G. (2014). Exploring Psychology in Modules. (9nd Ed.).

New York, NY: Worth.

ISBN-13: 978-1-4641-6342-5

ISBN-10: 1-4641-6342-1

Additional readings provided by instructor

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

Attendance/participation policy: Attendance will be taken for each class period. There are no points awarded for class attendance, however I will award a bonus 5 points for attending all classes in the week. Possible bonus points available are 80.

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. 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.

Class schedule indicating course content:

WEEK OF:	TUESDAY	THURSDAY	READINGS
8/24	Introductions Syllabus Review	History & Research	Modules 1 and 2
8/31	Biology	Library training in Library Extra Credit Paper Due Friday	Modules 3-5
9/7	Labor Day NO CLASS	Gender/Sexuality	Modules 13-14
9/14	Lifespan	Lifespan	Modules 9-12
9/21	Consciousness	Consciousness Journal Article Due Friday	Modules 6-8
9/28	Sensation & Perception	Sensation & Perception	Modules 15-17
10/5	Thinking & Intelligence	Thinking & Intelligence	Modules 24-27
10/12 Midterm	Learning	Learning 1st 7 quizzes close Friday	Modules 18-20
10/19	Fall Break – NO CLASS	Memory NO CLASS – MOODLE ASSIGNMENT	Modules 21-23
10/26	Personality	Personality	Modules 34-35
11/2	Stress and Happiness	Stress and Happiness	Modules 32-33
11/9	Motivation and Emotion	Motivation and Emotion	Modules 28-31
11/16	Social Psychology	Social Psychology Service Learning Project Due Friday	Modules 36-38
11/23	Review for Final	Thanksgiving – NO CLASS	
11/30	Disorders	Disorders	Modules 39-41
12/7	Therapy	Therapy Last 8 quizzes close Sunday at 11:59 pm	Modules 42-43

Tentative Final Exam Monday December 14th 10:10-12:10 pm