

CASPER COLLEGE COURSE SYLLABUS

General Psychology
PSYC 1000

Semester/Year: Fall 2015

Lecture Hours: 3

Lab Hours: None

Credit Hours: 3

Class Time: 5:30- 8:30 p.m.

Days: T

Room: LH 174

Instructor's Name: Lesley Travers, Ph.D.

Instructor's Contact

Office Phone: 268-2448

Email:

Information: Please email or call if you need to contact me

ltravers@caspercollege.edu

Office Hours: I am available in BU 103 most days

Course Description: One semester introductory psychology course designed to familiarize the student with the major areas of psychological research. Course orientation is directed toward an understanding of mental processes and behavior through an experimental approach. Application of course content to everyday 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: Through active participation in this course, each student will:

1. Demonstrate effective oral and written communication by demonstrating a basic understanding and knowledge of male and female sexual anatomy, familiarity with sexual behaviors and relationships, sexuality during life cycles and the sexual problems that impact these cycles.
2. Use appropriate technology and information to conduct research to critically discuss on paper a human sexuality topic of their choice using critical thinking skills, research and technology.

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.*

Course Objectives:

1. Each student will be encouraged to attend and participate in all class meetings. Active class participation is expected. If attendance is a problem, please discuss your situation with the instructor before the problem gets out of hand.
2. **Term Paper:** Each student will prepare a term paper. This paper will be a minimum of 5 pages and have a minimum of two peer reviewed journal articles published in the last five years. Please see a list of A good source for these articles is the Casper College Goodstein Library. All papers will consist of a title page and be double-spaced. Papers will be worth 100 points. Papers not meeting these criteria will lose one letter grade. **Papers are due by November 17, 2015.** Late papers will automatically lose one letter grade.
3. **Service-learning Project:** This project requires students to provide service to the community. This community service will provide an opportunity for students to relate their experiences to the course content by identifying a relevant psychological term, or terms from the textbook's glossary. The attached one page service-learning reflection sheet will be completed. The anticipated time involvement for this project is three to five hours. Attached is a list of possible service agencies and feel free to use one of these agencies or discuss with me another. I want this to be meaningful to you in your major or area of interest. If another class asks for service learning, please discuss this with me. I will count that project but it must be approved by me. This project is worth 100 points, must be legible and is due Tuesday, December 1, 2015.
4. **Examinations: Four examinations and one comprehensive final** will be conducted during this course. All examinations will be 100 points each. If you are happy with your grade after the 4 in-class exams (you must have a C or better), then you do not have to take the final. If you take the final exam and score higher than your lowest score, I will replace your lowest grade you're your final exam score. If you do not score higher on your final, I will leave your grade as it stands. Taking the final exam will NOT hurt your final grade in the course. If you miss an exam, you will automatically need to take the final as there are NO make-up exams.
5. **Reaction Papers:** Two reaction papers will be submitted. The student will be asked to write a brief (1-2 pages) reaction paper. These papers are your feelings about a topic discussed. These papers will be worth 10 points each. The reaction paper will include topics that are important and often controversial regarding certain societal and sex-related issues.

Methodology: The instructional procedures are a combination of reading the text, power point presentations and class discussions. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:

Term Paper:	100 points
Reaction Papers:	10 points each
Examinations:	400 points
Service Learning: :	100 points

Grading Scale: A= 90-100%
 B=80-90%
 C=70-79%
 D=60-69%
 F=59 and below

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. (9th Edition). New York, NY: Worth.
ISBN-13:978-1-4641-6342-5
ISBN-10:1-4641-6342-1

Class Policies:

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

1. Academic honesty: The honesty policy of Casper College will be fully adhered to in this course. Grades and degrees earned through dishonest means devalue those earned by all students. Academic dishonesty involves acts that may subvert or compromise the integrity of the academic process.
2. All completed exams are the property of the instructor and will be available to the student during office hours or study sessions.
3. No headphones, computers, cell phones, or other electronic devices allowed during exams, without instructor consent.
4. Unless you have a need for a specific type of communication device (e.g. tape recorder), during class cell phones and all other communication devices will be turned off. If you are expecting an emergency contact during class (e.g. family medical emergency) let me know and we will discuss a suitable arrangement for you to be contacted that does not disrupt other students.
5. You are responsible for all assigned reading. All assigned reading assignments are testable. While many topics will be covered in class, not all concepts from readings will be covered. Nonetheless, students are responsible for all assigned reading.
6. Attendance is **required** for all students on all class days. Excessive absences may be reported to the Vice President of Student Services. Students are responsible for signing attendance sheets. Signatures on this sheet shall constitute the official record of attendance. Students falsifying attendance records may also have their course letter grade lowered.
7. **Withdrawing from class:** It is the student's responsibility to withdraw. The instructor will not initiate withdrawals.

8. All papers and assignments are to be turned in on time. There will be a loss of points equal to one letter grade for late submissions.
9. All work must be carefully edited and completed. Work that is below a college level standard of writing and thought will be returned. You will have the opportunity to rewrite a paper and it may automatically lose a letter grade or more depending on the quality and timeliness of the revisions. All work, unless exempted, must be computer generated.
10. Learning is a cooperative activity. Respect and tolerance to classmates, instructor and staff is expected. If you agree or disagree with a fellow student, do so respectfully. Additionally, students participating in classes deserve privacy and respect. Your class and the information shared in class is not to be shared with others. I will fail a student if I find that a student's privacy or their discussions have been shared with others.

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.

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: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment with our Accommodative Services Counselor at 268-2557.

Tentative Schedule Indicating Course Content

Aug 25	Introductions, Syllabus, History and Scope of Psychology
Sept 1	Biology of Behavior
Sept 8	Consciousness and the Two-track Mind
Sept 15	Developing through the Life Span
Sept 22	Gender and Sexuality
Sept 29	Sensation and Perception
Oct 6	Learning
Oct 13	Memory
Oct 20	Fall Break
Oct 27	Thinking, Language and Intelligence
Nov 3	Motivation
Nov 10	Stress, Health and Human Flourishing
Nov 17	Personality
Nov 24	Social Psychology
Dec 1	Psychological Disorders
Dec 8	Therapy, Drugs and Medications
December 14-17	Final Examination Week