

CASPER COLLEGE COURSE SYLLABUS

General Psychology PSYC 1000 N1

Spring 2015

Lecture Hours: NET

Lab Hours: none

Credit Hours: 3

Class Time: NET

Days: NET

Room: NET

Instructor's Name: Diana Quealy-Berge, Ph.D. WY LAT/LPC

Office: LH 194

Instructor's Contact Information: Please email or call if you need to contact me.

Office Phone: 268-2590

Email: MOODLE course email is preferred
CC email if necessary:
dquealyberge@caspercollege.edu

Moodle site: <https://moodle4me.caspercollege.edu>

Office Hours: M 1-150; T 12-2 pm; W 1-2; TH 11-1 pm; 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: 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.

Casper College General Education Outcomes: This course's objectives link to outcomes # 1, 2,3,4, 6, 7, 8.

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

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 (Gen Ed Outcome # 3)

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.

CASPER COLLEGE COURSE SYLLABUS
General Psychology PSYC 1000 N1
Spring 2015

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

Foundation Indicators (Gen Ed Outcome #4)

- 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. (Gen Ed Outcome #3)

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 (Gen Ed Outcomes #3, 6, & 8)

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 (Gen Ed Outcomes 2, 3, 6, 7, & 8)

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 (Gen Ed Outcome #1)

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.

CASPER COLLEGE COURSE SYLLABUS
General Psychology PSYC 1000 N1
Spring 2015

- Ask questions to capture additional detail.

Goal 5 Professional Development (Gen Ed Outcome #7)

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: Course content will be delivered through Moodle4M3; WizIQ; via online lectures, videos, in-class demonstrations and exercises, and discussion.

Evaluation Criteria:

Syllabus:

Students are required and expected to read and understand the Syllabus.

- **Read the current semester’s syllabus**
- **Post your questions, concerns, and understanding in the appropriate Syllabus forum.**

Examinations:

All quizzes and exams will be completed through Moodle on line. Students are responsible for ensuring their computers, electronic pads, etc. are compatible with Moodle and operate effectively. For Students without appropriate computer internet access the Casper College labs are available.

- Pre-test [DO NOT STUDY FOR THIS EXAM. It is a comprehensive exam to determine base line knowledge] Students who complete the Pre Test will earn 25 points regardless of the number of correct or incorrect responses for participating.
- 15 weekly quizzes over reading 20 points each for a total of 300 points. Each Quiz will have two [2] attempts; There is not a time limit, YOU ARE REQUIRED TO USE YOUR TEXT BOOK AND LOCATE THE MOST APPROPRIATE RESPONSE.
- 1 final exam for a total of 100 points. This exam has ONE [1] attempt and is timed.
- Post- test [Do not study for this exam it is a comprehensive exam to determine progress] Students who complete the Post Test will earn 25 point regardless of the number of correct or incorrect responses for participating.

Weekly Posts: You are required to post an initial response to the readings, case studies, or other information you may have found and then a response to someone else’s post. All posts must be thoughtful, though provoking, clear and concise, and add to the discussion. “Good post”, “I like your thoughts”, “Ditto”, etc. are not acceptable posts for grading. If you like someone’s thoughts, please let them know, but state what it was about their thoughts you liked and then add another thought. **Posts and responses are due by each Sunday by 1155 pm, and late posts will not be accepted or graded.** Please also read all the requirements for the post each week as I will deduct points if all questions are not answered. I know life happens, so I am going to require a total of 15 weeks of posts...meaning you have one week off whenever you choose. **Each week’s posts are worth a total of 20 points for a course total of 300 points.** Here is the rubric I will use for your posts each week:

Forums and Discussions Posts (20 Points)

Unsatisfactory 0 points	Minimum 1-4 points	Satisfactory 5-8 points	Very Good 9-12 points	Outstanding 13-20 points
No posting made. Posting was just a link to a website with no original information. Posting was just information cut and	Brief posting lacking much thought, does not address the assignment or course readings.	Thoughtful post, obviously written by the student that shows some understanding of assignment and course readings but fails to follow	Includes characteristics of the Satisfactory box plus includes example(s) relative to the course readings or real life.	Includes characteristics of the “Very Good” box plus includes an outside resource such as a research finding, or current media link relevant

CASPER COLLEGE COURSE SYLLABUS
General Psychology PSYC 1000 N1
Spring 2015

pasted off internet with no original thought or effort.	Student did not use spell check. Student obviously just cut and pasted from another source and did not write the content.	through or ignores instructors prompts to further refine the post. Student did not use spell check.	Takes prompts from the instructor in how to develop a more full answer or thread.	to the course reading or real life. Students post generates a lot of peer responses and furthers the discussions.
---	--	--	---	--

**** (Late or non-typed assignments will not be accepted) ****
**** Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work. ****

Letter grades are based on:

- 720 – 800 points = A
- 640 – 719 points = B
- 560 – 639 points = C
- 480 – 559 points = D
- 0 - 479 points = F

Required Text, Readings, and Materials:

Myers, David G. (2014). *Exploring psychology in modules (9th ed.)*. New York: Worth Publishers. (required text)

Straub, Richard O. (2014). *Study guide to accompany exploring psychology in modules (9th ed.)*. New York: Worth Publishers. (recommended text)

Class Policies:

1. Late assignments are not accepted without prior approval from the instructor. Late assignments will only be accepted for college excused absences and major emergencies.
2. Missed examinations: If you need to miss an examination, you need to contact the instructor BEFORE the day of the examination. Unexcused examinations cannot be made-up and students will receive a zero for the exam.
3. You are responsible for all the assigned readings. **All assigned readings are testable.**
4. Active participation in class is expected from all students. The research shows there is a strong relationship between students attending and participating in class and grade performance. Please also let me know if you missed a week due to an emergency or illness.
5. Engage with the material, class, discussions, and assignments! Research also shows that students who exert more psychological and emotional energy towards academics have higher satisfaction and grades in college. Plus, it makes class a lot more fun for all of us!
6. Withdrawing from class: Students may withdraw from this class without a “W” on your transcripts up until February 2nd. The last day to withdraw from this class during the semester is April 16th. Please come see or email me if you feel you need to withdraw.
7. Please come see me during my office hours, or schedule a time to meet if you are having any difficulty with this course. If you are out of town, please let me know as we can use some other communication method such as Skype or Facetime. It is my job to help you succeed!

****The content in this course can be sensitive in nature. If you are having difficulties or need support, please let me know and also contact the Counseling Center at 268-2267 or go to the Casper College Union Room 202.**

CASPER COLLEGE COURSE SYLLABUS

General Psychology PSYC 1000 N1

Spring 2015

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 (Dr. Diana Quealy-Berge), the Dean (Dr. Shawn Powell), and lastly the Vice President for Academic Affairs (Dr. Tim Wright).

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. **Moodle email is preferred for communications about this class.**

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.

CASPER COLLEGE COURSE SYLLABUS
General Psychology PSYC 1000 N1
Spring 2015

**The course calendar and syllabus are subject to change at the discretion of the instructor. Any changes shall be announced in class. You are responsible for obtaining the changes made during a class period you miss.

Course Schedule:

Week	Topic	Reading (Modules) and Assignments Due
1	INTRODUCTION TO THE HISTORY AND SCIENCE OF PSYCHOLOGY Module 1 The History and Scope of Psychology Module 2 Research Strategies: How Psychologists Ask and Answer Questions	Syllabus Forum Introduction Forum Pre Test [Do Not Study for this test]
2	BIOLOGY OF BEHAVIOR Module 3 Neural and Hormonal Systems Module 4 The Brain Module 5 Genetics, Evolutionary Psychology, and Behavior	Topics forum Quiz
3	CONSCIOUSNESS AND THE TWO-TRACK MIND Module 6 Dual Processing, Sleep, and Dreams Module 7 Hypnosis Module 8 Drugs	Topic Forum Quiz
4	DEVELOPING THROUGH THE LIFE SPAN Module 9 Developmental Issues, Prenatal Development, and the Newborn Module 10 Infancy and Childhood Module 11 Adolescence Module 12 Adulthood	Topic Forum Quiz
5	GENDER AND SEXUALITY Module 13 Gender Development Module 14 Human Sexuality	Topic Forum Quiz
6	SENSATION AND PERCEPTION Module 15 Basic Concepts of Sensation and Perception Module 16 Vision and Perceptual Organization and Interpretation Module 17 The Nonvisual Senses	Topic Forum Quiz
7	LEARNING Module 18 Basic Learning Concepts and Classical Conditioning Module 19 Operant Conditioning Module 20 Biology, Cognition, and Learning	Topic Forum Quiz
8	MEMORY Module 21 Studying and Building Memories Module 22 Storage and Retrieval Module 23 Forgetting, Memory Construction, and Memory Improvement	Topic Forum Quiz

CASPER COLLEGE COURSE SYLLABUS
 General Psychology PSYC 1000 N1
 Spring 2015

9	THINKING, LANGUAGE, AND INTELLIGENCE Module 24 Thinking Module 25 Language and Thought Module 26 Intelligence and Its Assessment Module 27 Genetic and Environmental Influences on Intelligence	Topic Forum Quiz
10	MOTIVATION AND EMOTION Module 28 Basic Motivational Concepts, the Need to Belong, and Achievement Motivation Module 29 Hunger Module 30 Theories and Physiology of Emotion Module 31 Expressing and Experiencing Emotion	Topic Forum Quiz
11	STRESS, HEALTH, AND HUMAN FLOURISHING Module 32 Stress and Illness Module 33 Health and Happiness	Topic Forum Quiz
12	PERSONALITY Module 34 Classic Perspectives on Personality Module 35 Contemporary Perspectives on Personality	Topic Forum Quiz
13	SOCIAL PSYCHOLOGY Module 36 Social Thinking and Social Influence Module 37 Antisocial Relations Module 38 Prosocial Relations	Topic Forum Quiz
14	PSYCHOLOGICAL DISORDERS Module 39 Basic Concepts of Psychological Disorders, and Mood Disorders Module 40 Schizophrenia Module 41 Other Disorders	Topic Forum Quiz
15	THERAPY Module 42 The Psychological Therapies Module 43 The Biomedical Therapies	Topic Forum Quiz
16	Wrap Up	Post Test [do not study for this exam]
17	FINAL WEEK	Final Exam

CASPER COLLEGE COURSE SYLLABUS
General Psychology PSYC 1000 N1
Spring 2015