Note: Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

Introductions / Overview:
Welcome to PSYC 1101 – Community Engagement (CE). As stated in the Course Description below, this course will introduce you to a broad array of major topics in psychology. There will be various activities throughout the course to facilitate your learning. This section of PSYC 1101 is unique in that while much of the learning experienced will be classroom-based, an additional important part of the learning experience in this class will occur through student engagement in community-based activities. This syllabus is designed to provide insight to what students should expect from these complementary learning experiences. To learn more about the community engagement portion of this course, see page 2 (Definition of Service Learning and Community Engagement for PSYC 1101-CE).

Course Description:
PSYC 1101 (CRN 21033), Intro to General Psychology, (3-0-3)
A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, and personality.

Instructor Information:
Dr. Christina Grange  
phone: (678) 466-4732  
e-mail: cgrange@clayton.edu  
Office Location  
Nat & Beh Sciences, Room #112

Office Hours  
Monday 3:00-5:00pm  
Wednesdays: 10:00am-12:00pm  
Thursdays: 4:00pm-6:00pm

Class Meeting:
M/W 12:45pm-2:00pm  
Clayton Hall T220

Text:
Myers, Psychology (10th Edition) (Launchpad – optional)  
Please note, our bookstore on campus has TWO options for you to purchase—EITHER the hard copy book WITH the Launchpad access card OR the Launchpad access card alone. EITHER will work, it depends on whether you would rather have a hard-copy textbook in addition to the eBook that will come with the Launchpad. Both ISBNs are listed below:
Option 1 (Hardcopy plus access card):

**Note that Launchpad will not be used as an instructional tool for this course. 
Students with access to Launchpad should utilize the resources that may be helpful to them.**

General Education Outcomes (Core Curriculum Outcomes - Area E)
Students will examine and apply concepts of social identity and individual differences, such as ethnicity, race, gender, age, class, ability or sexual orientation.

For additional Education Outcomes visit the link below:
http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf

Program Learning Outcomes:
- Apply the major concepts, findings, and theoretical perspectives of psychology to course service learning experiences and other applied activities.
- Evaluate research critically and apply research methodologies used in psychology
- Demonstrate knowledge of individual and cultural differences and their influences on beliefs, values, and interactions with others.

Course Goals:
Outcome 1: Apply their knowledge of psychological concepts to interpret the lived experiences (“stories”) of community members through involvement in course community engagement activities.

Outcome 2: Demonstrate knowledge of major perspectives in psychology (including Behavioral, Biological, Cognitive, Positive/Humanistic, Social, & Psychodynamic) by identifying key concepts and identifying major theories, and applying major perspectives to everyday living

Outcome 3: Demonstrate knowledge of the scientific process in psychology by identifying the basic steps of the scientific method and identifying commonly-used research methods such as the experiment, correlation, survey, and case study

Outcome 4: Identify applications of the major perspectives to areas including development, personality, mental health, learning, and memory

Definition of Service Learning and Community Engagement for PSYC 1101-CE

What is Service Learning?
Students understandably wonder what service learning is and how it relates to this course. For the purposes of this class, service learning is defined as involvement in community-centered activities that facilitate student application of key psychological principle. This application will occur in a manner that can contribute to the psychological wellness of community members, stimulate students to recognize the value and applicability of course content, and demonstrate the connection between what is learned in class and community involvement.

Why will academic community engagement be used in this course?
Introduction to Psychology-CE is designed so that students will be able to better understand specific aspects of the psychological experience via the application of key concepts to service
initiatives intended to have a positive impact on the larger community. The goal is to apply psychological concepts in a manner that optimize student learning, while also generating products and ideas that can have a positive impact on the experiences of community members. This "real world" component of the course is designed to mutually benefit the local community and the students.

Computer Requirement:
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please visit: http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): http://get.adobe.com/reader/
- Adobe Flash (needed to access video content): http://get.adobe.com/flashplayer/

Basic Computer Skill Prerequisites:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser

Supplemental Technology Skills:
For the Story Corps: PSYC 1101 project students will work in teams. Each team should include one person with an existing competency or who can develop a competency for at basic videography using smartphone or computer web-cam technology (or the equivalent).

In-class Use of Student Notebook Computers:
Student notebook computers are NOT allowed during course instruction and discussion, unless special permission has been granted. In such cases, if there is any reason to think that the permission is being abused, the instructor reserves the right to discontinue the computer use.

Desire2Learn (D2L) Online Classroom:
Though this is a fully "seated" class, course content will still be disseminated via the D2L platform. You can gain access to D2L by signing on to the SWAN portal. If you experience any difficulties in D2L, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.
**Course Communications:**
All students will be placed on a listserv used to disseminate information to the class or share updated for which more information will be available via D2. You will not have access to the listserv without using your campus account. E-mail will be used extensively during the semester for both instructional and communication purposes. Please check your CSU email account regularly - at least once every other day – to be current on all course updates. You are responsible for information shared via email.

*All emails to the instructor should be sent to cgrange@clayton.edu. Do not use D2L to correspond.*

**Major Student Activities:**
- Demonstrating knowledge of the reading requirements
- Engage in the assigned service learning activities
- Answering and asking questions during class (class participation)
- Attending to lectures (from professors or guests)
- Completing assignments and projects
- Taking notes during class
- Communicating with professor as required
- Demonstrating respect for perspectives shared in class
- Attending class regularly and promptly

**Course Activity Requirement:**

**Exams:**
Four exams will be administered in this course. Exams will not be cumulative.

**Attendance:**

*University Attendance Policy*
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

*Course Attendance Policy:*
- Absences: You are given 3 absences to use as needed in this class. The instructor will not make a distinction between excused and unexcused absences. Doctor’s appointments etc. should be scheduled during non-class hours.
- Attendance will influence your grade. Regular attendance is strongly encouraged as test questions are created in large part from class notes and regular activities; therefore class attendance strongly influences course grades.
- Tardiness: If class has begun when you arrive, please enter the room quietly. In regards to tests, if you are more than 10 MINUTES late for a test you will be considered absent and administration of the test will be at the faculty member’s discretion.
Leaving class prior to dismissal is STRONGLY discouraged and may count towards an unexcused absence.

Community Engagement: StoryCorps PYCH 1101

Overview of Story Corps: PSYC1101

This community engagement initiative is inspired by the national StoryCorps project. StoryCorps' mission is to “provide people of all backgrounds and beliefs with the opportunity to record, share and preserve the stories of our lives. We [StoryCorp] do this to remind one another of our shared humanity, to strengthen and build the connections between people, to teach the value of listening, and to weave into the fabric of our culture the understanding that everyone’s story matters. At the same time, we are creating an invaluable archive for future generations.”

Specific to the goals of Introduction to Psychology-SL

Story Corps: PSYC1101 is designed to serve two purposes:

1. Promote learning through meaningful community service that allows for an analysis of psychological concepts based on experiences in applied settings.
2. Facilitate a stronger appreciation of and connection to the community surrounding Clayton State University in a manner that can increase an understanding of the relevance of key concepts discussed in this Introduction to Psychology courses.

Proposed Structure of Story Corps: PSYC1101

The major project for this course involves the development of a video or audio recording that can reflect a cooperative partnership between students at Clayton State University and senior citizens (also referred to as an elder) in the local community. Groups of 4-6 students will be formed to work as a team to capture the story of one elder at the Clayton County Senior Services Center (e.g., Ethel’s Team). Over the course of the semester, members of each team will meet with the elder to build rapport that will support their effort to document the elder’s “Spotlight” for the course project. The Spotlights will be an identified experience or life lesson that will be captured on audio via for the course project.

Stages of the Project:

1. Design the Interview Protocol (Individual and Group Activities – 20% total)

Student team will be asked to develop an interview guide that will facilitate the completion of this project. This interview protocol will be formed after 1-2 meetings with the elder.

a. Individual activity (Due Wednesday, 2/4/15): Each member of the team should submit a guide that includes at least 10 questions that integrate specific psychological concepts (e.g., memory, learning, development). In drafting this list of questions, students may ask themselves – “What concepts are important in understanding the life of a senior citizen or elder?”

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1 Additional due dates for these project activities will be provided when the date for starting the site visits has been confirmed with the agency.
This is considered the first draft of the questions and reflects that each group members independently thought of questions and how they relate to psychological concepts BEFORE coming together with the group.

b. Group activity: Each member will then submit a finalized guide that reflects the focus of the interview with the Elder. What will the final StoryCorps project really focus on? This final document will be the same for each group member. The second guide will be submitted after the group has been able to meet with the elder at least two times (likely by before spring break – March 9-14). Students will receive feedback on this document and feedback should be integrated into the StoryCorps project. The topic should emerge organically from the conversations between the student teams and the elders.

Each guide will be unique and specific to the elder with whom the team is working. After a couple of meetings with the elder, the team should conduct an interview with the elder about a particular topic of interest that has emerged through earlier discussions. For example, the topic of raising children may have come up a lot with the elder.

The ultimate goal is to use this protocol to help “produce” a brief segment of the elder reflecting on some portion of their life (past, present or future).

Psychology-related concepts to be mindful of when developing protocols include, but are not limited to the following categories:

- Development
- Memory
- Learning
- Cultural influences
- Cognition
- Learning

2. Collect Data - Record Interview Draft (15% - Group Grade)

Most people have never recorded and edited an interview before. As a result, each team should submit a rough copy of the recording to accompany their interview summaries. This should include the components of the interview that students find to be most compelling. This segment should be no longer than 10 minutes in length. These videos will be reviewed by the instructor and feedback will be provided that inform the team’s revision process. This draft submission should be an edited version of what was originally recorded. For example, the original recording may have been 30 minutes, but it is edited down to 10 minutes.

3. Interview Summary and Interpretation (15% - Individual Grade)

Each team member should view the recording independently and construct a summary reflection of the interview that responds to the following questions:

Who is this person? What are his/her important background characteristics?
Background characteristics can include, but are not limited to, the following:

- Age (be sensitive)
- Gender
- Race
- Marital status
- City of residence
- City of birth
- Children
- Hobbies

What is a summary of his/her story?

When responding to this question, avoid writing word-for-word what was stated in the interview. This should be a summary of the interview that reflects your interpretation of what you view. This should not be a transcription of the interview.

What psychological concepts are present in his/her story?

This is also your interpretation. Don’t worry – we will discuss this MUCH more in class. For now, be mindful that every story can be interpreted through a psychological lens. That is what you will be challenged to do for this activity.

If given the opportunity to do a follow-up interview, what additional questions would you have?

In this part of the reflection, allow your curiosity to take the lead.

A. List at least 5 questions that you would ask the elder after having some time to review the interview. These should be questions that allow you to delve a little deeper in to the understanding of this person’s life from a psychological framework.
B. In a final statement, indicate what you think the elder would want to tell you more about if given the opportunity to do so.

4. Story Corp: PSYC 1101 Final Project (25% - Group Grade)

This will be your own StoryCorps segment! For inspiration regarding what this final project should be akin to, view examples at the following website:

http://storycorps.org/listen/

A project rubric will be distributed to guide the development of this product.

5. Project Reflection Essay (15% - Individual Grade)

This project has focused on your efforts to tell someone else’s story with a team of students. For this reflection, please highlight:

A. What you learned about yourself working on this project. Include reflections about what you learned from working with your Elder Team and interacting with the person.
B. Reflections on what like to participate in your first CSU Service Learning project. How did this experience fit with your pre-existing ideas about what learning should really be like in the college setting? Do you think you gained anything unique from the service learning experience that you may not have benefited from without it?
### Essay Formatting

- No more than 600-800 words (no more than 3 pages)
- Double-spaced formatting

### Course Schedule

**Tentative Calendar of Course Topics and Activities**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome, Overview, and Service Learning</td>
</tr>
<tr>
<td>2-3</td>
<td>Chapter 1: Thinking Critically with Psychological Science</td>
</tr>
<tr>
<td>3-4</td>
<td>Chapter 5: Development through the Life Span</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 2: The Biology of the Mind</td>
</tr>
<tr>
<td>6</td>
<td>Exam 1 (Monday 2/16/15)</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 3: Consciousness and the Two Track Mind</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 7: Learning</td>
</tr>
<tr>
<td>8</td>
<td>Exam 2 (Wednesday 3/4/2015)</td>
</tr>
<tr>
<td>9</td>
<td><strong>Deadline to Withdraw from Classes 3/6/15</strong>&lt;br&gt;<strong>SPRING BREAK (3/9/15-3/14/15)</strong></td>
</tr>
<tr>
<td>10</td>
<td>Chapter 8: Memory</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 12: Emotions, Stress, and Health</td>
</tr>
<tr>
<td>12</td>
<td>Group Projects</td>
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<tr>
<td>13</td>
<td>Exam 3 (Wednesday 4/8/2015)</td>
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<tr>
<td>14</td>
<td>Chapter 13: Personality</td>
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<tr>
<td>15</td>
<td>Chapter 15: Psychological Disorders</td>
</tr>
<tr>
<td>16</td>
<td>Group Projects</td>
</tr>
<tr>
<td></td>
<td>Final Exam (May 11, 2015 at 12:30pm)</td>
</tr>
</tbody>
</table>

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2 Note: Course will have several guest speakers (e.g., SAC, NPR, CID, Senior Center). As a result, dates presented in this document are a guide for the semester, but likely subject to change in the effort to accommodate guests’ schedules.
Evaluation Activities

<table>
<thead>
<tr>
<th>Weight</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>StoryCorps: PSYC 1101</td>
</tr>
<tr>
<td>5%</td>
<td>PACE “Pre-test” (1/26-1/30)</td>
</tr>
<tr>
<td>20%</td>
<td>Interview Protocols</td>
</tr>
<tr>
<td></td>
<td>- Individual Draft (10%)</td>
</tr>
<tr>
<td></td>
<td>- Group Draft (10%)</td>
</tr>
<tr>
<td>15%</td>
<td>Recorded Interview Draft (Group Grade for submitted audio files)</td>
</tr>
<tr>
<td>15%</td>
<td>Interview Summary Report (Individual Typed Document)</td>
</tr>
<tr>
<td>25%</td>
<td>Story Corp: PSYC 1101 Final Project (Group)</td>
</tr>
<tr>
<td>15%</td>
<td>Project Reflection Essay</td>
</tr>
<tr>
<td>5%</td>
<td>Pace “Post-test” (4/27-5/1)</td>
</tr>
<tr>
<td>15%</td>
<td>Exam 1</td>
</tr>
<tr>
<td>15%</td>
<td>Exam 2</td>
</tr>
<tr>
<td>15%</td>
<td>Exam 3</td>
</tr>
<tr>
<td>15%</td>
<td>Exam 4 (Final Exam)</td>
</tr>
<tr>
<td>10%</td>
<td>Attendance</td>
</tr>
</tbody>
</table>

Grading:

The D2L gradebook will be used to reflect grades for assignment.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

Students are responsible for keeping track of their own class averages during the course of the semester.

Mid-term Progress Report:
The mid-term grade in this course, which will be issued on March 2, 2015, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term.
Instructions for withdrawing are provided at this link: http://www.clayton.edu/registrar/withdrawal

The last day to withdraw without academic accountability is published in the academic calendar at: http://www.clayton.edu/calendar.

General Information

- Cell phones and other electronic devices can be distractions from learning and instruction. This course meets once a week for a brief period. As a result, your undivided attention is required unless otherwise indicated. As a result, please adhere to the following policies.
  - It is VERY tempting to text during class lectures. However, doing so is NOT permissible. If an emergency arises and communication with someone outside of class is necessary, please step out to handle personal business.
  - Please turn off cell phones or put them on silent. Do not take calls during the class time. If an emergency arises and communication with someone outside of class is necessary, please step out to handle personal business.
- CSU campus policies prohibit class attendance by adults or children who are not registered for the class. Therefore, children are not allowed to attend classes with you, for any reason.
- E-mail: Expect an email response within 48 hours from the time you send it. If you have a more urgent issue, please use the phone number listed at the top of the syllabus.

Basic Student Responsibilities and Student Handbook:
Each Clayton State University student must abide by the rules and regulations pertaining to student conduct as indicated in the Student Handbook and the University Catalog. It is the responsibility of the student to obtain these documents and become familiar with this information.

Academic Dishonesty
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at http://adminservices.clayton.edu/judicial/.

Disruption of the Learning Environment
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn from class and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at: http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm
STUDENT RESOURCES
Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu
Academic and other Support Services Available at CSU:
   1. Center for Academic Success website - http://www.clayton.edu/cas/
   2. The Writers Studio website - http://www.clayton.edu/arts-sciences/english/writersstudio
   3. Counseling and Psychological Services - www.clayton.edu/counseling

Operation Study: At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details:
http://www.clayton.edu/operation-study