



Course Syllabus – fall 2016
PSYC 1101 - Introduction to Psychology
(80203 - 3 credit hours)

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.

Online/Hybrid Courses at Clayton State University All online courses at Clayton State University utilize the Desire2Learn Learning Management System. In every Clayton State University course, students should read all information presented in the D2L course site and should periodically check for updates-at least every 48 hours. Remember: This is not a “correspondence course” in which a student may work at his/her own pace. Each week there are assignments, online discussions, online activities and/or exams with due dates. Refer to the schedule at the end of the syllabus for more information.

Note that the content of this syllabus is subject to change. If changes are made to the syllabus, students will be notified immediately and the revised document will be posted in D2L.

Instructor Information:

Dr. Christina Grange
phone: (678) 466-4732
e-mail: cgrange@clayton.edu

Office Location
Magnolia Hall/NBS, Room 112

Office Hours

Monday 2:00-5:00pm
Tuesday 9:30am-11am
Thursday 12:30pm-2pm
Phone conferences are available by appointment

Class Meetings:

Classroom Location
University Center 267

Class Times

Thursdays 2:10-3:45pm

Textbook(s) Information:

Comer, R.J. (2015). *Abnormal Psychology, 9th Ed.* Worth Publishers, NY.
Students are encouraged to use PriceLoch.com to comparison shop for textbooks.

Text:

Introduction to Psychology, OpenStax (<https://openstaxcollege.org/textbooks/psychology>)

This course will utilize a free, web-based book provided by the non-profit organization, OpenStax College. This organization uses grant funding to improve student access to quality learning materials. OpenStax is an initiative facilitated through Rice University.

Students are encouraged to use PriceLoch.com to comparison shop for textbooks.

Student may choose to use the web-based version, PDF version or a hard-back copy of the text. Note that traditional print copies of the text can be ordered through the University Bookstore or at Amazon.com.

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:

After participating in this course, student should be able to:

Outcome 1: 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 2: 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 3: Identify applications of the major perspectives to areas including development, personality, mental health, learning, and memory

Expectations and Required Knowledge/Skills

Major Student Activities:

- Complete course readings in a timely fashion
- Engage in web-based course learning activities
- Provide constructive support to colleagues via web-based activities
- Adequately track course assignments and evaluations for completion in a timely manner.
- Communicate with the instructor regarding any course-related questions
- Demonstrating respect for perspectives shared in class
- Participate in two synchronous class meetings

Software Requirement:

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/>

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to use Microsoft PowerPoint™
- 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
- ADOBE Reader: Each student will need to have Adobe on his/her laptop in order to view course documents posted on the web.

Students must have:

- A reliable working computer that runs Windows Vista or higher.
- A CSU e-mail account that you can access on a regular basis.
- E-mail software capable of sending and receiving attached files.
- Access to the Internet (High speed connection such as cable or DSL preferred).
- A personal computer capable of running Chrome or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with D2L.
- Microsoft software. I only grade assignments submitted as Microsoft documents (Word, PowerPoint, Excel as required by the class). Assignments submitted in other formats (e.g., PDF or images files) are subject to not be graded.
- Virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail. It should be continually updated!

Web-based Technology In this Course

Being able to utilize technology effectively is a key ingredient for success in this course. Below are details regarding some of the web-based resources that you will be asked to utilize in this course.

Desire2Learn (Online Classroom):

All courses at CSU utilize D2L. In every course, students should read all information presented in the D2L course site and should periodically check for updates—at least every 48 hours. Assignment and evaluation (quizzes or tests) grades will be posted in D2L, but D2L is NOT used to keep information about individual student course averages. To estimate their averages student should calculate their grades independently.

All course assignments will be accessible via D2L. As a result, especially for the initial quizzes, give yourself adequate time to complete these activities and allow for unexpected technical difficulties (e.g., internet failure, D2L maintenance, etc.). Plan for unexpected complications and allow time for contacting the HUB to address challenges as necessary.

You can gain access to Desire2Learn, by signing on to the SWAN portal. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP.

- *Respondus*

Respondus Monitor works with Respondus Browser to ensure secure testing. Respondus Monitor keeps students from looking at other websites on their computer while testing. Respondus Monitor allows the instructor to view the student's identification and the area around the student along with creating a video of the student during the test.

Students can download and install Respondus Lockdown Browser at <http://www.respondus.com/lockdown/download.php?id=121412292>

Students only have to install Lockdown Browser once. To actually take a test using Lockdown Browser, students should not enter D2L through the SWAN or through the link on the Clayton State home page. They must click on the Lockdown Browser on their desktop to actually take the exam.

Information about Hybrid Courses

- Students who decide to participate in a “hybrid” class are opting to take responsibility for a significant portion of the learning outside of class.
- This course is not a traditional lecture-formatted class.
- This class meets once a week. However, that does not mean that we get half the week "off". You will be required to complete activities outside of class to prepare for our in-class activities. Plan to dedicate at least 5 hours of time to this course outside of the class meetings.
- Class meetings will include a condensed lecture of the topic/chapters referenced in the class schedule.
- There will be a large amount of content, thus the more you prepare prior to class the better you will be able to contribute in class, understand the concepts presented, and ultimately learn the material.

Assessment of Readiness for an On-line Learning Experience

Though this is a hybrid course, these tips for success may be of value to you [\[Tips for Success in this On-line Course\]](#):

Below is a link to assess student typical learning styles and their strengths/weaknesses related to the on-line learning platform. Completion of this assessment (evidenced by submitting a screen shot of the screen to verify completion) will yield 5 points extra credit to be added to Exam #1. To receive the extra credit please complete this assessment and submit it to DropBox by Tuesday, August 30 at 10pm.

[Smart Measures Readiness Assessment](#)

Communication through the Semester

You are encouraged to meet with me at any time that is mutually convenient to discuss issues relating to the course, as well as your performance in class. If you are having difficulties with the course, I urge you to meet with me as early as you can, so we can address some of your concerns. Do not wait till the end of the semester before seeking a conference with me about your grades/performance. We can via a phone if you are unable to come to campus for a face-to-face visit.

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.

Please send all email correspondence to cgrange@clayton.edu – not the Desire2Learn’s internal e-mail system. Messages sent to the D2L email will not receive a response.

In order to receive responses to your email please include the following information:

Email Title: Course-Issue (e.g., Abnormal Psychology-Ch 2 Quiz). Students should receive feedback to emails within 48 hours. HOWEVER, if you do not, please be sure to follow-up and, to assist with the communication effort, include the original email.

Email Content:

1. Student first and last name
2. Course name (meeting date/time)
3. Assignment of interest (if applicable)
4. Detailed concerns about issue of interest
5. Related emails as applicable (e.g., if student is suggesting that there was a previous attempt to contact the professor)

Evaluation:

Weight	Activity
60%	Exams (4 in total)
30%	Weekly Course Activities
10%	Attendance
100%	Total

Exams

Students are required to complete four exams for this course. All exams (except the final exam) will be administered via D2L. The questions may be multiple choice, True/False, and short answer.

Students are not permitted to make-up exams unless the following criteria have been met:

- Official documentation (e.g., from a hospital or court) indicating a reason for the missed class meeting for that specific student.
- Student name, date of activity, time of activity, and a contact name for a person who can verify student involvement on said time/date must be included on the formal document.
- An email was sent to the instructor PRIOR TO THE class period indicating that the test will be missed (unless extreme circumstanced, such as a car accident, prevent sending of such an email).

Students are permitted to use their text and notes for the exams (EXCEPT the final). All other resources are prohibited.

Weekly Course Activities

These activities are designed to help students to engage with course activities and reflect on material covered in each module.

Reading Quizzes: The quiz activities are TIMED. Quizzes will include 10 items. Once you open it you will have 30 minutes to complete it. *You are STRONGLY advised to read related course content BEFORE starting the quizzes or responding to any other on-line activities.* The course text can be used to complete the on-line activity. Consultation with other human resources (peers, parents, professors, co-workers etc.) is not permitted.

Examples of weekly activities (aside from quizzes) are provided below. Some of these will be in-class and others will be out of class.

- On-line Chats
- Reading Quiz
- Dropbox Submissions
- Course Discussions

Course Discussions: See the Guide for Responding to Discussions document at the end of this syllabus for details how to ensure you receive full credit for on-line discussion activities.

Submitting Assignments

The D2L DropBox Portal is the mechanism for submitting ALL assignments for this course. Assignments submitted via email **WILL NOT** be graded. Late assignments will not be graded.

Grading:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

Students are responsible for keeping track of their own class averages during the course of the semester. Note that I do not use D2L to calculate or monitor class averages. The D2L grade book is only maintained for students to be able to see their individual grades – not class averages. To calculate class averages use the weight information provided in the evaluation section of this syllabus.

Mid-term Progress Report:

The mid-term grade in this course, which will be issued by September 28, 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, by mid-term, which occurs on October 7. [Instructions for withdrawing are provided at this link.](#)

The last day to withdraw without academic accountability is Friday, October 7, 2016.

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>.

Tentative Course Schedule (all weekly modules will open on Fridays at 10am and close on Tuesdays at 10pm). Assignments are to be completed prior to the stated class meeting.

Modules	Date(s)		Course Activities
1	08/18	Detailed Course Overview	- Course Syllabus Quiz: 8/23
2	08/25	CH 1: Introduction to Psychology	- Reading Quiz: 8/23
3	09/01	CH 2: Psychological Research	- Reading Quiz: 8/30
4	09/08	CH 3: Biopsychology	- D2L Discussion: 9/06 (<i>On Being</i> Podcast)
5	09/15	Bringing it all together activity: What does the brain have to do with it? ***Class Activity***	
EXAM 1 (CH 1, 2, 3): Opens Friday 09/16 10:00am. Closes Sunday 09/18 at 10:00pm			
6	09/22	CH 6: Learning	- Reading Quiz: 9/20
7	09/29	CH 7: Thinking and Intelligence	- Reading Quiz: 9/27
EXAM 2 (CH 6, 7): Opens Friday 09/30 at 10:00am. Closes Sunday 10/02 at 10:00pm			
8	10/06	CH 9: Life Span Development	- Reading Quiz: 10/4
9	10/13	Bringing it all together activity: How is all of this connected?	
10	10/20	CH 12: Social Psychology	- D2L Discussion: 10/18 (StoryCorps)
11	10/27	CH 13: Industrial Psychology	- Reading Quiz: 10/25
EXAM 3 (CH 9, 12, 13): Opens Friday 10/28 10:00am. Closes Sunday 10/30 at 10:00pm			
12	11/03	CH 14: Psychological Disorders	- Reading Quiz: 11/01
13	11/10	CH 14: Psychological Disorders	- D2L Discussion: 11/8 (<i>The Soloist</i>)
14	11/17	Bringing it all together activity: What role does stress play?	
15	11/24	Thanksgiving Holiday	
16	12/01	Course and Exam Review	
FINAL CUMULATIVE EXAM – Thursday 12/6/16 2:45pm-4:45pm			

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.

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

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion. Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA formatting, is required, as described by the instructor.

- Students must properly cite any quoted material. No term paper, business plan, term project, case analysis, or assignment may have **no more than 20% of its content quoted** from another source. Students who need assistance in learning to paraphrase should ask the instructor for guidance.
- This university employs **plagiarism-detection software**, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student's permanent file.

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/>.

STUDENT RESOURCES

The Libraries of CSU provide access to materials and services that support the academic programs. The address of the Library's web site, which is for all CSU students, is <http://www.clayton.edu/library>. This site provides access to the Library's Catalog and Databases, as well as to links to all Campus libraries and to online or telephone assistance by CSU staff. Additionally, the Library can also be accessed by choosing the "Library" link from the University's home page, www.clayton.edu.

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>

Message from the Center for Academic Success:

Throughout the fall, spring, and summer semesters, the Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. We are located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, *and it's all free!* Come see us if you need help, come BE a tutor if you don't. Don't wait until it's too late. At the CAS, your academic success is right around the corner! For more information you can e-mail us! thecas@clayton.edu.

Guidelines for Responding to Discussion Posts

Responding to the Initial Post

One goal of the on-line discussions is to allow for the instructor to understand how students are experiencing course material, before they experience the thoughts/ideas of their peers. As a result, before students can respond to posts from others in the class, they must start their own thread (in response to what is posted from the instructor). ***Individual threads must be posted 24 hours PRIOR to the closing of the specified discussion forum.*** This stipulation allows at least 24 hours for other classmates to respond and for healthy class dialogue to occur.

- Full credit (50% of the grade for the activity) for this portion of the assignment will be awarded to posts that:

- Clearly respond to the questions presented by the instructor.
- Are well written (Standard English, no typos).
- Suggest that the author of the response is critically thinking about related topics (e.g., extending the conversation, avoiding writing down verbatim definitions).
- Are posted 24 hours PRIOR to the closing of the specified discussion board (*posting WITHIN 24 hours of the board's closing yields an automatic 20 point deduction*).

Responding to Classmates' Posts

The posted discussions are intended to be interactive. As a result, students should be prepared to review the ORIGINAL posts in response to the discussion prompt as presented by other students in the class. Responses to their post about your original point will not receive credit. This will likely require that students revisit the D2L discussion board periodically before the discussion is closed to review threads posted by peers and provide thoughtful feedback.

- Full credit (50% of the grade for the activity) for these responses will be awarded to students who:
 - Respond to at least two of their peers' posts.
 - Address concepts presented in the original post directly.
 - Present NEW information that was not reflected in the original post.
 - Are respectful in communicating ideas and in responding to posts from other students.

GENERAL THOUGHTS ABOUT RESPONDING TO POSTS (to reiterate):

Since we are in the online environment for this course it is important that you follow standard netiquette procedures as outlined below:

- Make posts that are on topic and within scope of the course material/discussion at hand.
- Always give proper credit when referencing or quoting another source.
- Avoid short, generic replies such as, "I agree." You should include why you agree/disagree or add to the previous point (Failure to do so will affect your grade). If you disagree, you should express your differing opinion in a respectful manner, avoiding personal attacks.
- Since we are online, it's difficult to decipher sarcasm in its written form. Please do your best to avoid it so it's not taken the wrong way.
- Be sure to read all messages in a thread before replying.
- Take your posts seriously and review, edit, and proofread your posts before submission (Failure to do so will affect your grade). Serious grammatical mistakes will distract from your post and may take away from the point you're trying to make.