PSYC 3110 – Applied Psychology  
Course Syllabus – Fall 2013

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

Course Description:
PSYC 3110 (CRN 89327), Applied Psychology, (3-0-3)  Course Prerequisite: PSYC 1101

Catalog Description:
An overview of the application of psychology to practical problems in areas such as mental and physical health, business and industry, and education. Will emphasize application of computer technology as currently used in psychology-based careers.

Instructor:
Dr. Antoinette R. Miller  
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antoinettemiller@mail.clayton.edu  
http://faculty.clayton.edu/amiller

Office: NBS-107
Office hours:  
Mondays 9-11 AM  
Tuesdays 9-10:30 AM  
Thursdays 1-3 PM  
Other times available by appointment

Classroom: CE (Continuing Education) 301  
Class times: 12:45-2 PM Mondays  
(this is a HYBRID class – essentially, this means that while we meet only for 1 hour and 15 minutes in PERSON, you will be completing a variety of ONLINE exercises during a given week.)

Text:
- Insider’s Guide To The Psychology Major  
  Wegenek  
  ISBN 1-4338-0815-3
- Psychology: Fields Of Application  
  Stec  
- Careers In Psychology: Opportunities In A Changing World  
  Kuther  
  ISBN 1-1330-4967-2

Program Learning Outcomes:
- Apply the major concepts, findings, and theoretical perspectives of psychology.
- Evaluate research critically and apply research methodologies used in psychology.
- Demonstrate effective, professional oral and written communication skills both individually and with groups.
- Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.
- Interact effectively with people of diverse abilities, backgrounds, and cultural perspectives.

Course Learning Outcomes:
A student who successfully completes this course will...
- Outcome 1: . . . demonstrate knowledge of the options available with a Bachelor’s degree in psychology.
- Outcome 2: . . . demonstrate knowledge of the options available should you choose to continue your education at the graduate level.
- Outcome 3: . . . communicate in writing using the basics of the *Style Manual of the American Psychological Association* to reference sources.
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 go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

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 use Georgia VIEW to post to discussion boards, complete assignments, and complete assessments.
- Able to use a Web browser.
- Able to access and use WebEX (http://claytonstate.webex.com
- You will need various FREE Adobe downloads to access course materials. You can download those at:
  - http://get.adobe.com/reader/
  - http://www.adobe.com/go/getshockwave
  - http://www.adobe.com/go/getflashplayer

In-class Use of Student Notebook Computers:
Student notebook computers will not be used in the classroom in this course. Computers will be required to access course materials and to communicate with your instructor as well as to complete assignments.

GeorgiaVIEW (Online Classroom):
On-line activity will take place in GeorgiaVIEW, the virtual classroom for the course. You can gain access to On-line activity will take place in GeorgiaVIEW, the virtual classroom for the course. You can gain access to GeorgiaVIEW, by going directly to http://clayton.view.usg.edu. If you experience any difficulties in GeorgiaVIEW, 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 GeorgiaVIEW username, the name of the course that you are attempting to access, and your instructor's name.

* the University has put together some VERY useful online tutorials on how to use the Desire2Learn platform. These are found at: http://www.clayton.edu/hub/d2l

Class Schedule:
Reading and other schedules will be posted separately at http://faculty.clayton.edu/amiller/coursesfall2013

Course Requirements
Tests: ...tests will be a mixture of question types, including multiple choice, short answer, and short essay, and each test grade will be a calculated percentage. Tests will be administered via the GeorgiaVIEW testing environment, during designated testing windows in the course schedule.
- Test 1 (aka, “Midterm Exam”): 15% of course grade
- Test 2 (aka, “Final Exam”): 15% of course grade

Weekly Discussions
- You will be required to turn in a variety of assignments, including discussion board postings, analyses of current psychological news, and journal entries, by the end of a given class week. To help with this (and depending on the size of the class), you will be assigned to a small permanent working group once Drop-Add has completed, to help facilitate these discussions.
  - the average of your discussions grades will be worth 15% of your course grade.
Career Services Activities

- Students will be REQUIRED to participate in no less than FOUR events or services offered through the Office of Career Services. ONE OF THESE WILL BE THE CAREER TESTING that will be discussed during the first weeks of class.
- The additional *THREE* minimum Career Services events may be drawn from the schedule of workshops OR other approved events.
- The current schedule of events offered through the Office of Career Services can be found at http://www.clayton.edu/Portals/536/Career%20Services%20Workshops%20and%20Events%20for%20Fall%202012-Detailed.pdf for Fall of 2013.
- Students will receive 25 out of 100 total percentage points for EACH Career Services or other approved event/activity for which he or she provides documentation and a written reflection (details provided in GeorgiaVIEW on format and requirements for the reflection).
- The total number of percentage points (out of 100) accrued by the end of the term will be worth 15% of the course grade.

Career Project

The project for this course will require each student to clarify his or her career goals, research them thoroughly, and articulate them clearly to others in an oral format. There will also be a self-reflection paper as part of the project. Full instructions will be found in GeorgiaVIEW.

You will research two potential careers, including interviews and (if possible) "shadowing" people who are currently in those roles. You will also compile information on each career, including salary information and other points of interest. The project has FOUR components: an oral presentation (individual, and formal), a written reflection paper, a project planning worksheet, and a self-evaluation.

1. **Oral Presentation (15% of course grade)**
   Give a brief (6-8 minute) PowerPoint presentation providing an overview of your findings for your classmates. Your presentation will be recorded for use in the Self-Evaluation portion of this project, described below.

2. **Reflection Paper (15% of course grade)**
   A two page (minimum) reflection paper, summarizing your reactions to the process of researching these careers, and discussing how the project affected your perspectives or plans in regards to your future career.

3. **Self-Evaluation (5% of course grade)**
   As part of the Career Project, you will be viewing a recording of your own presentation, and writing a self-evaluation/critique of it using the Oral Presentation Criteria included in your project instructions (found in GeorgiaVIEW).

4. **Project Planning worksheet (5% of course grade)**
   You will completed a Project Planning worksheet, also available online, portions of which will be due BEFORE you conduct interviews—this gives me a chance to give you feedback on your interview questions, and also to point you in the right direction if your career choices are inappropriate for this project. While there is not a set deadline for submission of this worksheet, but it must be submitted prior to you beginning your interviews; therefore, I will NOT accept completed worksheets any later than 1 week prior to your particular presentation date.

Grading:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
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<tr>
<td>C</td>
<td>70 - 79%</td>
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<tr>
<td>D</td>
<td>60 - 69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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Mid-term Progress Report:
The mid-term grade in this course (posted on or about Oct. 1) 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 online using the Swan by mid-term, which occurs on October 4. Instructions for withdrawing are provided at this link. The last day to withdraw without academic accountability is Friday, October 4, 2013.

Course Policies:
Students must abide by policies in the Clayton State University Student Handbook and the Basic Undergraduate Student Responsibilities.

University Attendance Policy
Students are expected to log in and participate as part of their learning experience. 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
Your attendance is a vitally important part of your success in this course...you can be assured that your failure to attend class on a regular basis will likely be reflected in your performance.

- I will be taking attendance at each class meeting, which will require you to sign in on our course roster prior to the end of class.
- It is your responsibility to sign the course roster at every class meeting you attend. This course roster is the instructor's official record. You will be held responsible for all announcements and material covered in lecture in addition to text, references, hand-outs and study guides.
- If you miss more than 25% of the course meetings, I reserve the right to have you administratively withdrawn from the course.

Missed Work
- Tests must be completed as scheduled.
- In the case of unforeseen emergencies (e.g., severe illness, death in the family) IF THE STUDENT NOTIFIES ME AS SOON AS POSSIBLE (preferably within 24 hours of the original test window where possible) and PROVIDES DOCUMENTATION from a competent authority an alternative testing window will be arranged within one week of the original test window.
- ALL HOMEWORK IS DUE ON THE ASSIGNED DATE. Late homework assignments will not be accepted except in the cases of an actual, DOCUMENTABLE computer problem or emergent situation that prevents you from completing it on time. Each case will be dealt with on an individual basis.

Other Policies
- Do not use the GeorgiaVIEW email system -- I NEVER read GeorgiaVIEW email...send any and all messages to antoinettemiller@mail.clayton.edu
- It is IMPERATIVE that you have email access for this class, since I will be sending out reminders and other important information via email that often will not be repeated in class (I assume that you will be checking your email on a regular basis).
- I will be communicating with the class via a campus listserv that is designed to send emails to your CAMPUS ACCOUNT. Every student has a campus email account - you need only activate it.
- Please email me from your CAMPUS ACCOUNT -- I will not discuss University business (grades, etc.) unless it's over the University email system (this is to protect your privacy). In your email, please include your NAME and your COURSE NUMBER (in this case, PSYC 3110).
You can assume that I’ve received and read your email, and that I will address any necessary issues within a reasonable period of time (usually 1-2 business days). I may not reply to each and every message, unless it is clear that a reply is necessary. However, if you are concerned that I may not have received or read your email, most mailer programs allow you to attach a "Read Receipt" to your message.

**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 beginning on page 14 of the *Student Handbook* (Procedures for Adjudicating Alleged Academic Conduct Infractions).

**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 and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at: [http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf](http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf)

**Academic and other Support Services Available at CSU:**
- Center for Academic Success website - [http://www.clayton.edu/cas/](http://www.clayton.edu/cas/)
- The Writers Studio website - [http://www.clayton.edu/arts-sciences/english/writersstudio](http://www.clayton.edu/arts-sciences/english/writersstudio)
- The Disability Resource Center website - [http://www.clayton.edu/disability](http://www.clayton.edu/disability)
- Counseling and Psychological Services - [www.clayton.edu/counseling](http://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).