

**TOMPKINS CORTLAND COMMUNITY COLLEGE**  
**COURSE OUTLINE**  
**ENVS/PSYC 149 – ENVIRONMENTAL PSYCHOLOGY**

**Section: \_\_\_\_\_ Location: \_\_\_\_\_ Time: \_\_\_\_\_**

**Fall 2012**

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Email through the TC3 account or sending me a private message through Angel (under the Communicate tab) is generally the best way to reach me. Please utilize your TC3 MyMail account when contacting me via email. For the purpose of course related communication, I only use my TC3 e-mail address ([gilewsa@tc3.edu](mailto:gilewsa@tc3.edu)) or mail through Angel. Do not accept a message from some other e-mail address other than the TC3 one I use or through the Angel system.

I generally respond to emails within a 24-hour period (except some weekends when I am away and during scheduled holidays and breaks). If you do not receive a reply message within that time frame, please resend your message, as there must have been either A) a technical error in the retrieval process or B) I am trapped under something heavy and cannot get to a computer. Since in most cases, the answer will not be B, please resend it!

Also keep in mind that if you are sending me a message of an urgent nature regarding technical issues, please recheck your email or Angel account shortly thereafter about any instructions that I may provide to assist you. You may miss a window of opportunity for any resubmissions if you're not checking your TC3 email and/or Angel account (under myWEB COURSES) on a regular basis. Please get into the habit of checking both accounts for important messages that I may send throughout the semester.

*This class is web-enhanced, which means that a large majority of your work will be submitted or done online. This will allow more time for us to review the material in class, lessens the impact of paper waste on the environment, and helps to prepare you for other courses in which technological skills are needed. The PowerPoint presentations used in this class (as well as other helpful information) may be found on my website ([www.ambergilewski.com](http://www.ambergilewski.com)) and taking online quizzes, submitting discussion posts and papers must be done through the Angel system (found under myWEB COURSES from myTC3). Failure to utilize these online systems will result in a poor grade in the course. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead. I have found that many students enjoy the flexibility and convenience that the online enhancements have given them in my classes.*

I. **COURSE DESCRIPTION:**

This course seeks to review the various topics and concerns regarding our environment, human behavior, the power of place on our mind and body, and the reciprocal nature of human-environment interactions. Current environmental problems will be reviewed from a variety of psychological perspectives. Emphasis will also be placed on how our surroundings shape our thoughts, emotions, and actions.

A. Prerequisite: Prior completion or concurrent enrollment in ENGL 100.

B. Semester Credit Hours: 3 Lecture

C. Texts:

Nann Winter, D.D. & Koger, S.M. (2010). *The Psychology of Environmental Problems*, 3<sup>rd</sup> Edition. New York, NY: Taylor and Francis Group, LLC.  
ISBN: 9781848728097

Gallagher, W. (1994). *The Power of Place: how our surroundings shape our thoughts, emotions, and actions*. New York, NY: HarperCollins Publishers, Inc.  
ISBN: 9780061233357

The textbooks are required. Do not try to take the course without securing your own copies to use.

II. **ENTRY SKILL EXPECTATIONS:**

A. Writing – WC: College-level writing skills are required. See course prerequisites for details.

B. Math – M1: If required, the student must be concurrently enrolled in MATH 090. Very basic mathematical skills are required.

C. Reading – R3: If required, the student must have successfully completed RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class.

III. **GENERAL COURSE GOALS & OBJECTIVES:**

Course Goals

Upon successful completion of this course, students will be able to:

1. Review the various psychological bases of environmental issues.
2. Investigate theories of behavior change as they relate to environmental issues.
3. Introduce practical strategies that encourage behavior change.
4. Explore the connection between human-environment interactions.
5. Learn how our own attitudes, beliefs, values, decision-making, and actions may impact the natural environment.

Course Objectives At the end of the course the student will be able to:	Activities Related to the Objectives	Assessment of the Objectives
1. Identify the conditions that foster or impede responsible environmental behavior. (Supports Goals 4 & 5)	Readings Videos Lecture Field trip(s)	Classroom participation Quizzes Written Assignments Film Reviews
2. Describe the psychological approaches to understanding environmental issues. (Supports Goal 1)	Readings Lecture Field trip(s)	Classroom participation Quizzes Written Assignments
3. Analyze problematic behaviors and apply knowledge on developing a plan on how to overcome these barriers. (Supports Goals 2 & 3)	Readings Videos Group work	Classroom participation Quizzes Film Reviews Written Assignments
4. Integrate the knowledge of the psychology of environmental problems/issues into their own life and reflect on how on this can create change individually and societally. (Supports Goals 2, 3, & 5)	Readings Videos Lecture Group work Field trip(s)	Classroom participation Quizzes Written Assignments Film Reviews

**IV. REQUIREMENTS FOR SATISFACTORY COMPLETION OF COURSE:**

- A. Attend and participate in class regularly. If you miss two or more consecutive classes, contact me. If I don't hear from you, I reserve the right to administratively withdraw you. However, chances are I will not withdraw you from the course and if you have not completed the assigned work and requirements of this course, you will end up getting an F at the end of the semester. Please make sure to pay attention to withdraw deadlines, as it will be your responsibility to withdraw yourself from the class as you see fit.
- B. Pass all assessments, quizzes, and written assignments. See grading system and points below.

## **V. METHODS FOR EVALUATING STUDENT PERFORMANCE:**

**A. Attendance (10% or 50 points):** In order for our classroom discussions and activities to be fruitful and beneficial to all, your in-class presence is essential. You may miss up to 3 classes without penalty, but after that points are taken away from your attendance points. You are also expected to arrive on time and refrain from leaving early. Arriving late and/or leaving early 3 times will equate to 1 absence. Students with perfect attendance (i.e. no accrued absences from lateness or missing class) will be given an extra 5 points at the end of the semester.

**B. Class participation/discussions (20% or 100 points):** Includes in-class and online discussions, activities, group work, and listening skills. Good participation means you are fully present during class time and in online discussions, actively listen, pay attention, refrain from talking/texting on cell phones, contribute in a positive way to class discussions and activities, and are not disruptive in any way. Keep in mind that discussions are a group effort and everyone has a voice in the class; allow time for others to be heard.

“Discussions: For each assigned reading, I expect you to read carefully and think about what you’ve read. Then, please develop 2-3 questions or comments. You may apply the reading to your own experience; discuss implications for your own behavior, for the discipline, or for society; compare the concept to earlier material, contrasting theories or points of view; pose a question or raise a problem, suggesting possible resolutions or answers; and/or describe a contradiction. Note: Simply saying that you like/dislike or agree/disagree is not sufficient.

Please submit comments/questions to the Angel discussion board before our discussion on the reading (no later than 12:30pm on class day). This exercise is intended to prepare us for group discussions, so promptness is critical. Late submissions will not be read for credit. I encourage you to read and comment on other students’ submissions” (Source: Course Outline PSYC 105 Sue Koger, Spring 2004, p. 1-2).

You may miss up to 2 class discussions without penalty, but after that points are taken away from your participation points.

Since this class focuses on the environment, on days that the weather is cooperating and students seem willing, we may go outside on occasion. Please feel free to bring a towel, blanket, or something else to sit on in preparation for it.

**C. Environmental Autobiographical Assignment (5% or 25 points):**

This assignment requires that you analyze places you’ve lived and traveled in your life and how they may have affected you. Please answer all of the following

questions in a 2-3 page paper (double-spaced, 12 point font) and submit on Angel before midnight on the due date. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted.

1. In what way(s) do you believe the places you've lived or traveled have influenced you? What bias and perspectives do you think it may have created for you?
2. Recall a special place from your childhood. Feel free to include a drawing, picture, and/or descriptive narrative and explain how that place was important to you and why.
3. What are your memories of your experiences with the natural world: land, weather, water, plants, non-human animals, etc.? What are your memories of your experiences with the built world: buildings, architecture, houses, etc.?
4. What is your current relationship with the natural world? How does it compare to previous periods in your life? What hopes or concerns do you have for your future relationship with nature?

**D. Behavioral Self-Control Activity (5% or 25 points):** Using principles from behavioral psychology, choose a current behavior you engage in that could be more sustainable with some changes (see page 152-157 in the Winter & Koger text for more details). Please allow yourself plenty of time before the assignment is due to start working on this. Follow these steps and document your progress in a 2-3 page paper (double-spaced, 12 point font) on Angel before midnight on the due date. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted. (This version of the activity was adapted by Christie Manning.)

1. Choose a specific goal. (e.g. I want to eat less meat)
2. Define the goal in behavioral terms. (e.g. I will have 2 vegetarian meals per day)
3. Tell someone about the goal; make a public commitment.
4. Before making any changes, observe the behavior for 2 days and write down circumstances surrounding the behavior. (e.g. I eat meat when there are no good vegetarian options, when I am in a hurry, when someone else cooks, etc.)
5. Examine the conditions under which the behavior occurs and look for ways to change the circumstances that lead to the non-goal behavior. (e.g. I can make sure that there are always good vegetarian options available in my fridge or freezer)
6. Make a formal contract with yourself and with the class.
7. Put your plan into action for several days, then go back to keeping track of goal-related behaviors.

See "Appendix: How to do it" in the Winter & Koger text on p. 429-446 for more ideas.

**E. Journal Article Review (5% or 25 points):** Choose one of the following articles below to read and review for this assignment. They can be located online from the library's webpage. You can search for the articles in a variety of ways, but here is one way you can do so, if you are not already familiar with the library's online resources.

1. Go to the college's homepage - [www.tc3.edu](http://www.tc3.edu)
2. Click "Library"
3. Type the first few words of the article's title in the search box on the right.
4. Then click on the "Article+" tab above the search box.
5. Click on the "Find" button at the bottom.
6. The article should pull up. You will have to click on PDF file to read it and/or an additional link or two to pull up the complete article (particularly if it is from the Journal of Environmental Psychology).
7. At some point, if you're not already logged into the library's system, it will ask you for your 9 digit ID #. Please type your TC3 Student ID # found on your ID card to access the databases.

Include all of the following in 2-3 pages (double-spaced, 12 point font) and submit on Angel before midnight on the due date. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted. It is expected that most of the paper will be written in your own words. If you are using exact phrases, sentences, and close paraphrasing, you must cite your work in APA format.

1. The author(s) (full name), article title, journal name, and date published.
2. The purpose of the article, the hypothesis, and/or research question(s).
3. The conclusion or results of the study.
4. Why did you choose this article? Did it relate to you? If so, how?
5. What can be learned from this article and applied to the environment (natural or built) and/or ourselves?
6. What would you recommend as the next step in this line of research or as another viewpoint that can be explored further?

Foster, S., Giles-Corti, B., & Knuiman, M. (2011). Creating safe walkable streetscapes: does house design and upkeep discourage incivilities in suburban neighbourhoods?. *Journal of Environmental Psychology*, 31(1), 79-88.

Leon, G. R., Sandal, G., & Larsen, E. (2011). Human performance in polar environments. *Journal of Environmental Psychology*, 31(4), 353-360.

Searles, K. (2010). Feeling good and doing good for the environment: the use of emotional appeals in pro-environmental public service announcements. *Applied Environmental Education & Communication*, 9(3), 173-184.

Zepeda, L., & Deal, D. (2009). Organic and local food consumer behaviour: Alphabet Theory. *International Journal of Consumer Studies*, 33(6), 697-705.

**F. Get Involved, Get Vocal! Activities (10% or 50 points):** Choose 3 activities to engage in that involve you becoming more public around issues of sustainability. Feel free to be as creative as you like. Start working on this early in the semester to give yourself time to complete all the activities. Options may include, but are not limited to the following:

- Volunteering for an environmental organization
- Creating a social media platform and getting vocal for an issue of interest (i.e. a YouTube video, Facebook group, Twitter account, blog, website, podcast, etc.)
- Attending a nonviolent protest or demonstration around a cause of interest
- Writing a letter to a local politician, policy maker, person of influence, etc.
- Participating in activities on campus around these issues (i.e. through SAGE, Meatless Monday, Earth Week, Sustainability Council, etc.)

See "Appendix: How to do it" in the Winter & Koger text on p. 429-446 for more ideas.

Submit a 4-6 page paper (double spaced, 12 point font) answering and including all of the following on Angel before midnight on the due date. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted.

1. What did you learn in each activity you engaged in?
2. Why did you choose the activities you did? Given the chance again would you still have chosen those activities? If not, what others would you have done instead?
3. How did your activity relate back to our class? Be specific and cite the texts if needed.
4. If you created something on the Internet, provide the URL for it. If you attended an event and were able to take a picture of yourself, please include that. Please include any supporting evidence you can for the activities you engaged in. If you wrote a letter, include that. Include all dates for activities as well.
5. What was the most challenging part of the activities you chose? Are there any of these activities you will continue to engage in when the class is over? Why or why not?

**G. Film Reviews (10% total or 50 points):** We will watch two films in class relating to issues about our environment. You will be expected to be present for these films and to answer a series of questions related to the films. Each review will be worth 25 points for a total of 50 points and must be submitted electronically through Angel for a grade.

You must submit your own independent paper for each of these films on or

before the dates indicated. We will watch these films in class. It is strongly recommended that you do not skip watching the films in class. In the event that you do miss all or part of the movie, it is your personal responsibility to watch it in time on your own to answer these questions and submit them. *The films being shown may contain upsetting or controversial topics. If you feel you cannot view either of these films due to their nature, you can choose not to, but must complete an alternate assignment to be discussed with me. Please see me immediately if this may be the case for you.* While you may not agree or like some of the content in the films, you still must answer each question thoroughly for full credit. These are not film critic assignments, but rather ways of incorporating what you've learned about environmental issues and/or our sense of place to what is depicted in the films. Each film assignment is worth 25 points. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted for the film assignments.

**Film #1: Vegucated** (2010 Documentary; Director Marisa Miller Wolfson; 77 minutes). Vegucated is an award-winning documentary that follows three meat- and cheese-loving New Yorkers who agree to adopt a vegan diet for six weeks. Part sociological experiment, part science class, and part adventure story, Vegucated showcases the rapid and at times comedic evolution of three people who share one journey and ultimately discover their own paths in creating a kinder, cleaner, greener world, one bite at a time.

Please answer all of these questions thoroughly after reviewing the movie in class and submit it a 2-3 page paper on Angel before midnight on the due date. (Questions by Zoe Weil of The Institute for Humane Education)

1. Did you know about the ways in which animals are raised for food and the environmental consequences of this form of agriculture before seeing this film? If not, why do you think this information is not more readily available?
2. After watching the film, do you feel motivated to modify your diet? In what ways? What obstacles might stand in your way? What could you do to overcome these obstacles?
3. If one can improve the environment more by changing to a vegan diet than changing one's car to a hybrid, why is the first choice considered so radical?
4. Did you feel that the film allowed you to gain some new knowledge and make up your own mind or did you feel that you were subject to proselytism? How does your response to this question affect your overall appreciation of the film?
5. What information from the film could you confirm through your own research? (Please choose a statistic or information presented as fact and conduct your own investigation into its validity. Reference your sources.)

**Film #2: Into the Wild** (2007 Adventure/Biography/Drama; Director Sean Penn; 148 minutes) After graduating from Emory University, top student and athlete Christopher McCandless abandons his possessions, gives his entire \$24,000



savings account to charity and hitchhikes to Alaska to live in the wilderness. This film is based on a true story and adapted from Jon Krakauer's book of the same title. Please answer all of these questions thoroughly after reviewing the movie in class and submit it a 2-3 page paper on Angel before midnight on the due date.

1. What do you think Christopher McCandless' struggle with the environment where he grew up and his call to the wild were about? What do you think he was searching for?
2. Some have castigated McCandless to be reckless and foolish, while others have admired his free spirit and romanticism with nature. What are your thoughts about McCandless' journey and why do you feel that way?
3. How can McCandless' story relate back to the ideas and information presented in *The Power of Place*? Be specific and include chapters and/or page numbers in your reference.
4. Can you relate to Christopher McCandless' journey? If so, how? If not, why? Be specific.
5. What are the advantages and disadvantages of living more simply and closer to nature? Do you think you could live more simply and more in-line with nature? Why or why not?

**H. Field trip to Ecovillage & Reflection Paper (10% or 50 points):**

We will plan a field trip to Ecovillage in Ithaca, an intentional community and non-profit organization developing an alternative to suburban living that focuses on creating an enriching lifestyle while minimizing ecological impact. You can learn more about Ecovillage at their website: <http://ecovillageithaca.org/>. The date of the trip will be announced in class once it is secured. You will be expected to submit a reflection paper after the event as well (see questions below). The cost for the group tour will be \$15 per person and carpooling or using public transportation is encouraged. If you are having trouble with funding for the trip, please let me know as soon as possible so we can work something out for you. Also, if you absolutely cannot make it due to scheduling issues or an emergency arises, you will need to complete an alternate assignment to be discussed with me.

Please answer all of these questions thoroughly after our trip to Ecovillage and submit it a 2-3 page paper on Angel before midnight on the due date.

1. What did you learn from the trip to the Ecovillage at Ithaca? How can this apply back to what you learned in class? Please be specific and reference chapters, lectures, or page #s from the text.
2. Would you ever consider living in an ecovillage or other similar intentional community? Why or why not?
3. What do you see as being the strengths and weaknesses of living in an intentional community?
4. If you could create your own intentional community, what would some of the

goals, structure, and ideals of your community be like? Please be specific and indicate why you choose the goals you did.

**I. Quizzes (20% or 100 points):** Almost weekly, you'll be expected to take a short quiz based on the reading for that week. There will be eleven (11) quizzes based on the Winter and Koger text. There will also be a Syllabus Quiz in the beginning of the semester (which will not be dropped). The quizzes will consist of multiple-choice questions and they will be taken online through Angel. Each quiz will be approximately 10 questions; each question will be worth 1 point. You will have 20 minutes to take each quiz. Give yourself a quiet space, free from distractions to do this. You are expected to adhere to academic honesty including, but not limited to taking your own quiz independently without help from others. You may however use your notes and the textbook to assist yourself in the process. Remember though that if you are not already familiar with the material and have not studied, it will be difficult to pass the quizzes. Please contact me as soon as possible (via email or Angel) if you experience any technical difficulties while trying to take your quizzes. There are no make-up quizzes but the two (2) lowest quiz grades (excluding the Syllabus quiz) will be dropped. If you miss a quiz for any reason, that zero could count as one of the lowest quiz grades dropped. Try not to miss any quizzes if possible.

**J. Course/Self Assessment (5% or 25 points)** – Instead of a final exam, you will be asked to assess this course and your learning. You will submit the completed assignment via Angel during Final Exams week (date to be announced). You will also be expected to show up during Finals Week (during our final exam scheduled time) to participate in a final discussion/activity for the class to earn the full amount of points. No late assessments will be accepted. Please answer all of these questions and submit online by 12:30pm before our last class meeting at 1:00pm. Be prepared to discuss these in class as well.

1. What ideas or experiences are you taking from this course that you value?
2. In what ways has this course shaped how you think about the environment and psychology?
3. Define sustainability. Identify two barriers to sustainable consumption. Discuss the interplay of personal barriers and societal barriers.
4. In what ways has this course shaped how you see yourself in relation to others and in relation to the larger world?
5. In what ways has this course contributed to your ability to make choices and decisions about environmental issues?

### **Extra Credit**

Extra credit can be earned by attending one or more activities hosted by the college or by other assignments I may provide, which relate to the psychological and/or environmental concepts or theories of this course. Some opportunities may be announced in class and/or posted on Angel. A one-page typed summary

for each activity must be submitted electronically in Angel to receive 5 points. Be sure to include how it relates to the course. Extra credit points are for students in good standing (i.e. attending class regularly and have completed assignments). Extra credit cannot change a failing grade to a passing grade. Additionally, you cannot submit an assignment for extra credit if it is part of another regular graded assignment for class (i.e. no double-dipping). Please do not approach me at the end of the semester or after the semester asking to do additional extra credit or missed work to improve a poor grade. Do all the extra credit and regular class work as it is assigned to avoid this mishap. Extra credit assignments must be submitted within 1 week of attending the college sponsored activity, and no later than the last week before final exams. A maximum of 15 points is allowed.

### **Tentative Quiz & Project Deadlines**

Assignment	Week	Due Dates	Points
Syllabus Quiz	Week 1	9/2 Sunday	____/10
Quiz 1: Ch. 1	Week 2	9/5-9/9 Wed.-Sun.	____/10
Quiz 2: Ch. 2	Week 3	9/12-9/16 Wed.-Sun.	____/10
Environmental Autobiography	Week 4	9/21 Friday	____/25
Quiz 3: Ch. 3	Week 4	9/19-9/23 Wed.-Sun.	____/10
Quiz 4: Ch. 4	Week 5	9/26-9/30 Wed.-Sun.	____/10
Journal Article Review	Week 7	10/12 Friday	____/25
Quiz 5: Ch. 5	Week 7	10/10-10/14 Wed.-Sun.	____/10
Film #1 Review	Week 8	10/19 Friday	____/25
Quiz 6: Ch. 6	Week 8	10/17-10/21 Wed.-Sun.	____/10
Quiz 7: Ch. 7	Week 9	10/24-10/28 Wed.-Sun.	____/10
Behavioral Self- Control Activity	Week 10	11/2 Friday	____/25
Quiz 8: Ch. 8	Week 10	10/31-11/4 Wed.-Sun.	____/10
Quiz 9: Ch.9	Week 11	11/7-11/11 Wed.-Sun.	____/10

Quiz 10: Ch. 10	Week 12	11/14-11/18 Wed.-Sun.	_____/10
Quiz 11: Ch. 11	Week 14	11/28-12/2 Wed.-Sun.	_____/10
Field trip to Ecovillage & Reflection Paper	TBD	TBD	_____/50
Get Involved, Get Vocal! Activities	Week 14	11/30 Friday	_____/25
Film #2 Review	Week 15	12/7 Friday	_____/25
Extra Credit (optional)	Week 15	12/9 Sunday	_____/15
Course/Self Assessment	Finals Week	TBA	_____/25
Attendance	Ongoing	Ongoing	_____/50
Participation	Ongoing	Ongoing	_____/100

Total for all grades (excluding extra credit) \_\_\_\_/500 = \_\_ (Final Grade)

Final grades will be based on the following equivalents:

GRADE	POINTS	PERCENTAGES
A	450-500	90-100
B+	435-449	87-89
B	400-434	80-86
C+	385-399	77-79
C	350-384	70-76
D	300-349	60-69
F	0-299	0-59

### **TENTATIVE CLASS SCHEDULE**

(subject to change due to time constraints/ inclement weather/ lecture planning issues)

WEEK	CHAPTER	TOPIC	DATES
Week 1:	Introduction to class & syllabus review		(8/24-8/31)
	Chapter 1 – What on Earth Are We Doing? (Winter & Koger)		
	<i>Syllabus Quiz Due</i>		
Week 2:	<b>LABOR DAY – NO CLASSES</b>		(9/3)
	Chapter 2 – The Nature of Western Thought (Winter & Koger) (9/4-9/7)		
	<i>Quiz 1 Due</i>		
Week 3:	Chapter 3 – Psychoanalytic Psychology: Becoming Conscious of the Unconscious (Winter & Koger)		(9/10-9/14)
	<i>Quiz 2 Due</i>		
Week 4:	Chapter 4 – Social Psychology: Under the Influence of Others (Winter & Koger)		(9/17-9/21)

<i>Environmental Autobiography &amp; Quiz 3 Due</i>		
Week 5: Chapter 5 – Behavioral Psychology: Contingency Management (Winter & Koger)		(9/24-9/28)
<i>Quiz 4 Due</i>		
Week 6: Chapter 6 –Neuropsychology of Toxic Exposures (Winter & Koger)	(10/1-10/4)	
<b>FALL BREAK – NO CLASSES</b>		(10/5-10/9)
Week 7: Chapter 7 – Cognitive Psychology: Information Processing (Winter & Koger)		
<i>Film #1: “Vegucated”</i>		
<i>Journal Article Review &amp; Quiz 5 Due</i>		(10/10-10/12)
Week 8: Chapter 8 – Health and the Psychology of Environmental Stress (Winter & Koger)		(10/15-10/19)
<i>Film #1 Review &amp; Quiz 6 Due</i>		
Week 9: Chapter 9 – Developmental Psychology: Growing Healthy (Winter & Koger)		
<i>Quiz 7 Due</i>		(10/22-10/26)
Week 10: Chapter 10 – Holistic Approaches: Gestalt and Ecopsychology (Winter & Koger)		(10/29-11/2)
<i>Behavioral Self-Control Activity &amp; Quiz 8 Due</i>		
Week 11: Chapter 11 – Putting it Together: Using Psychology to Build a Sustainable World (Winter & Koger)	<i>Quiz 9 Due</i>	(11/5-11/9)
Week 12: Introduction: The Science of Place & Part I: Outside In (Gallagher)		
<i>Quiz 10 Due</i>		(11/12-11/16)
Week 13: Part II: Inside Out (Gallagher)		(11/19)
<b>THANKSGIVING BREAK – NO CLASSES</b>		(11/21-11/24)
Week 14: Film #2: “Into the Wild”		(11/26-11/30)
<i>Get Involved, Get Vocal! Activities Due</i>		
Week 15: Part III: Synchrony (Gallagher)		(12/3-12/7)
<i>Film #2 Review &amp; Extra Credit Due</i>		
Final Exam Week	<i>Course/Self Assessment Due</i>	(12/10/-12/14)

## VI. INSTRUCTIONAL FORMAT:

The class format will consist of a variety of methods, which may include but are not limited to the following: lecture, PowerPoint presentations, classroom discussions, activities, educational videos, movies, field trip(s) and other audio-visual aides. Relevant classroom participation is encouraged. PowerPoint slides may be found on my website at [www.ambergilewski.com](http://www.ambergilewski.com).

## VII. ACCOMMODATION POLICY:

It is the College’s policy to provide, on an individual basis, reasonable accommodations to students with disabilities that may affect their ability to fully participate in program or course activities, or to meet course requirements. Students with disabilities should contact Carolyn Boone, Coordinator of Access and Equity Services at (607) 844-8222 (ext. 4283) or [boonec@tc3.edu](mailto:boonec@tc3.edu) to discuss their particular need for accommodations. If you do have an accommodation, it is your responsibility to make sure to give me the appropriate paperwork at the beginning of the semester or as soon as possible

thereafter obtaining the paperwork so that I can make the appropriate adjustments for you.

## **VII. COURSE POLICIES:**

A. Please remember that your grade in this class is earned by you, not given by the instructor. You have many opportunities to learn the material and demonstrate what you have learned. I will do whatever I can to help you learn and aid you in this process. You also have the opportunity for extra credit as well to help your final grade.

B. This course has a rigorous schedule and high expectations. You are expected to adhere to these guidelines and to put your best effort forward. If you are unable to do so and find the structure of the course does not fit your learning style or needs, than it is your responsibility to either get help to aid in your learning, find another course that better suits your needs, or to withdraw from the course in a timely manner.

C. Academic Code of Conduct & Misconduct Policy. You know what that is. It's cheating. No form of it will be tolerated. Any suspected incidents of academic misconduct such as cheating on tests or plagiarism will be reported and sanctioned (punished) appropriately. For written assignments each student is expected to present his or her own work, and give credit where credit is due by using appropriate APA referencing and citations. You are also expected to do all of your own work in the online assignments for this class as well. For a more detailed description of the student code of conduct, potential sanctions for violating this code, and the appeal process, please refer to the College Catalog.

D. School closing – In the event that school is officially closed or class is cancelled for any reason, be prepared to make-up all missed work. Online quizzes were designed so that students can take their quizzes at any time, from anywhere given the assigned date deadlines.

E. Please come to class on time. Students who enter late are distracting to the learning environment. If you miss class you are still responsible for any work covered in class, assigned, or due. Find someone now who can give you missed notes and assignments if need be.

F. Out of respect for the classroom environment as well as to your fellow classmates, cell phone use will not be tolerated in class. Please turn off your cell phones or put them in silent/vibrate mode while in the classroom. Please refrain from text-messaging as well, as it is distracting and disrespectful. If you are expecting a call or have a pressing issue to attend to, please let me know prior to class and quietly leave the room as needed.

G. As your professor, I am here to help your learning of psychology be an enjoyable and rewarding experience. Be aware though, while I am here to assist you in any way possible in the learning process, there are boundaries to our relationship. Dual relationships are discouraged in the field of psychology and can present a conflict of interest. Therefore, I cannot serve as your therapist or “best friend.” Please see me if you have any questions regarding this.

H. Classroom Civility: Psychology in general, and the study of behavior and mental processes, often deals with sensitive and controversial topics. “While learning in this class we will be exposed to ideas with which we disagree and which we may very well find offensive. It is essential that behavior remains courteous, reasoned, and civil at all times. Tolerance and the exchange of ideas are an essential part of academic life.” (Source: Course Outline for SOC 206, fall 2003, N. Carolina State with Dr. Robert Stone.)

I. If you are a Social Science major you need a minimum grade of C in this course in order to take the required Capstone course in your last semester.

J. In the event of an extended school closing e.g., flu pandemic, all students must: 1) continue to follow the reading assignment schedule and 2) regularly check their TC3 e-mail and/or Angel for messages from me. By doing this we can continue to make progress in the course. Since most of the work in this class will be done or submitted on Angel, you should be able to keep up with the class during any emergencies that prevent us from being together on campus.

#### **ACCESS INSTRUCTIONS FOR ANGEL FOR WEB-ENHANCED/ONLINE**

**COURSES:** In order for students to access their online course content (on Angel) they **MUST FIRST** sign on to their myTC3 account.

If a student knows their myTC3 ID.

1. They should go to <http://portal.tc3.edu>.
2. Click on the big “Sign in” button and enter their credentials
3. Click on the myWeb Courses tab

If a student does NOT know their myTC3 ID.

1. If they are a new student they should contact Technology Learning and Support Services
  - a. 607-844-8211, x4550
  - b. [TechSupport@tc3.edu](mailto:TechSupport@tc3.edu)
  - c. Room 258

d. Hours: 8:00 to 5:00 (evening hours will be established once student workers have been hired.)

2. If they are a returning student:

a. Go to <http://portal.tc3.edu>

b. Click on the myInfo tab

c. Sign in using their myInfo ID and password from last year.

i. If they do not know their ID: contact Technology Learning and Support Services

ii. If they do not know their password click on the password assistance links

d. Once signed in, click on the "myTC3 account" link (near the bottom of the column on the left side of the page.)

e. Print the page containing their myTC3 ID, initial password and instructions for signing in to their myTC3 account.