

TOMPKINS CORTLAND COMMUNITY COLLEGE
COURSE OUTLINE
PSYC 103 – INTRODUCTION TO PSYCHOLOGY
Section: M05 Location: 293D Time: TR, 9:30am-10:45am
Spring 2019

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Email through the college account is generally the best way to reach me.

Please utilize your college myMail account when contacting me via email.

For the purpose of course related communication, I only use my college email address or mail through Blackboard. Do not accept a message from some other e-mail address other than the college email I use or through the Blackboard 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 Blackboard 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 Blackboard account (under Web 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) can be found on my website (www.ambergilewski.com) and taking online quizzes, submitting papers, and completing other assignments must be done through the Blackboard system (under Web Courses from myTC3) and through the Open Learning Initiative through Carnegie Mellon University's website <https://oli.cmu.edu/>. 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 this course.

Another important note about this class is that it was chosen to be part of an exciting

project through the Community College Open Learning Initiative with Carnegie Mellon University. The purpose of this project is to improve student learning with targeted feedback and self-assessment tools. Your participation in all aspects of the course, particularly in the assessments will be key.

COURSE DESCRIPTION:

This course will provide the student with a basic understanding of psychology. Theories and research relating to emotions, abnormal behavior, motivation, learning, personality, methods of therapy, biology and behaviors, developmental psychology, and social psychology will be discussed. Class demonstrations and use of discussion groups supplement lecture material.

A. Prerequisite(s): None

B. Semester Credit Hours: 3 Lecture

C. Text: **No textbook is required. We will be using Open Educational Resources (OER) materials that will be accessible online in the OLI system (<https://oli.cmu.edu/>) linked in Blackboard.**

ENTRY SKILL EXPECTATIONS:

A. Math – M1: Concurrent enrollment in Math 90 allowed.

B. English – E2: Concurrent completion of ENGL 100 allowed.

C. Reading – R3: Concurrent enrollment in RDNG 116 allowed.

I. GENERAL COURSE OBJECTIVES:

1) Develop an overview of the scientific field of psychology including the major theoretical approaches.

2) Demonstrate familiarity with the major concepts, theoretical perspectives (behavioral, biological, evolutionary, cognitive, humanistic, psychodynamic, sociocultural), core empirical findings, and historic trends in psychology.

3) Students will develop knowledge of the relationship between biology and behavior.

4) Students will be able to demonstrate knowledge and understanding of "sensation" and "perception."

5) Students will be able to demonstrate knowledge and understanding of the different theories of learning, such as classical conditioning, operant conditioning, and observational learning.

6) Students will be able to define "personality", describe the various theories of personality development, and discuss how personality tests are administered and used.

7) Students will understand and be able to interpret the concept of social influence as it relates to attitudes and behaviors, explain how society teaches us values that affect our behavior, as well as understand how privilege, power, and oppression may affect prejudice, discrimination and inequity (as also related to class, race, and gender).

8) Students will be able to explain the developmental changes in behavior and mental processes that occur across the lifespan.

9) Students will be able to identify and differentiate between different types of

mental disorders and define psychotherapeutic modalities used for psychological disorders, adjustment problems, and personal growth.

10) Students will understand motivation and how it relates to emotions and behavior.

11) Students will examine and understand the three types of memory and how they affect our ability to learn.

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

A. Students are expected to attend all classes and arrive on time. Attendance of class is critical to successfully completing the required course standards. **In accordance with federal financial aid regulations, if a student has ceased academic participation for two weeks, the student will be withdrawn from class and a final date of attendance will be reported to the Registrar and Financial Aid Department.**

B. Pass all assessments, tests, and written assignments. See grading system and points below.

III. **METHODS FOR EVALUATING STUDENT PERFORMANCE:**

A. **Attendance & Participation (11% or 50 points):** In order for our classroom discussions and activities to be fruitful and beneficial to all, your in-class presence and participation are essential. You may miss up to 3 classes without penalty, but after that points are taken away from your attendance/participation 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. **Syllabus Quiz (2% or 10 points):** The quiz will consist of 10 questions, each worth 1 point. You will need to complete the syllabus quiz on Blackboard in the beginning of the course by the due date to make sure you have read through the syllabus and understand some of the important points. Feel free to use the syllabus as a guide as you take the quiz. The quiz will not be timed and you'll only get to take it once. The final score will not be dropped.

C. **Checkpoints (43% or 200 points):** Every week, you will be required to take multiple-choice checkpoint assessments related to the unit that was assigned that week from the <https://oli.cmu.edu/> website. Prior to completing the checkpoint, make sure to read through the module online, complete the ungraded Learning By Doing and Did I Get This activities. They will help you to prepare you for the checkpoint assessments (which are graded). You can use your textbook and notes, but please do not collaborate with anyone else. Checkpoints are to be

done independently. Each checkpoint is worth 5 points each if completed with a score of 70% or better. You may only take each checkpoint once within the required time frame. The top 40 out of 49 total checkpoints will be counted (thus you can miss or not meet the minimum score for up to 9 checkpoints without penalty). No late checkpoint submissions will be accepted for credit.

- D. **Mid-term exam (11% or 50 points):** The mid-term exam will consist of 25 multiple-choice questions (each worth 2 points) covering material from the first half of the semester. It will be administered in class and a study guide will be provided in advance so you will know what to prepare for. Failure to show up on exam day will result in a zero. In the rare chance that it is missed due to an emergency situation or any other reason, you will only be able to take it during final exam week on the same day that your final exam is administered if provided advance notice to me in writing. It's highly recommended that you do not miss this exam.
- E. **Final exam (11% or 50 points):** The final exam will consist of 25 multiple-choice questions (each worth 2 points) covering material from the second half of the semester. It will be administered in class and a study guide will be provided in advance so you will know what to prepare for. Failure to show up on exam day will result in a zero. This exam cannot be missed and there are no make-ups for the final.
- F. **Journal Article Review (11% or 50 points):** You will be expected to complete a three to five (3-5) page review of a psychological journal article (see pp. 9-11 for more details). This must be submitted on time and if you miss the deadline, you will lose all of the points.
- G. **Applying psychology on campus activity (11% or 50 points):** Attend an extracurricular activity/event on campus (or in the community with permission from me). Write a 2-3 page paper (double-spaced, 12 point font) about what you learned and how it can apply to psychology. Answer the following questions as part of your review and submit on Blackboard before midnight by 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 the activity you attended?
 2. Why did you choose the event that you did? Given the chance again would you still have chosen this event? If not, what would you have done instead?
 3. How did your event relate back to our class? Use appropriate psychology theories, terms, and ideas. Be specific and cite the text as needed. Multiple examples and in-depth explanations are expected.

H. **Extra Credit (Maximum possible = 15 points):** From time to time, there may be some opportunities for extra credit, solely at the discretion of the instructor. See pp. 11- 12 for more information about this.

VI. **INSTRUCTIONAL FORMAT:**

A. The class format will consist of a variety of methods, including but not limited to: lecture, PowerPoint presentations, classroom discussions, activities, written assignments, online assessments, and other audio-visual aides. Relevant classroom participation is encouraged both in class and online. PowerPoint slides can be found on my website at www.ambergilewski.com.

B. Remember that the material needed for class can be read online for free. It is imperative that you read each assigned unit to fully participate in the class.

VII. **ACCESS AND EQUITY SERVICES:**

It is the College's policy to provide, on an individual basis, appropriate academic adjustments 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 clb@tompkinscortland.edu to discuss their particular need for academic adjustments. This material is available in alternative formats upon request.

If you do have an academic adjustment, 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.

VIII. **STRESS MANAGEMENT & EMOTIONAL WELLNESS:**

Stress is a common part of the college experience, and it can be intensified by unexpected life changes outside the classroom. As a student, you may experience a range of issues that can cause barriers to learning, such as significant stress, mood changes, excessive worry, problems with eating and/or sleeping, strained relationships, increased anxiety, alcohol and other drug use, feeling down, difficulty concentrating, and/or lack of motivation. These issues can deteriorate your emotional and physical health, leading to diminished academic performance.

Tompkins Cortland Community College provides mental health services to support the academic success of students. The Office of Mental Health Services (OMHS) Counseling Center offers free, confidential services to help you manage personal challenges that may threaten your well-being and academic success. To speak with a clinical counselor, contact the Counseling Center at 607.844.6577 or stop by Room 230.

IX. **FURTHER COMMENTS:**

- 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, then 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. Sanctions for academic dishonesty may include, but are not limited to, a reduction in grade, elimination of grade, or failure for the course. 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 at http://www.tc3.edu/catalog/pp_ac_statement.asp and http://www.tc3.edu/catalog/pp_ac_violation.asp.
- 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. If school is closed during the final exam day, be prepared to take the exam at the next regularly scheduled class meeting. Online quizzes and other assignments were designed so that students can complete their work 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. 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 Blackboard 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 online or submitted on Blackboard, you should be able to keep up with the class during any emergencies that prevent us from being together on campus.

COURSE CALENDAR AND ONLINE ASSIGNMENT SCHEDULE

* All assignments are due on the dates & times specified below (*see closing date which is almost always a Sunday for Checkpoints*). Dates are subject to change due to time constraints or lecture planning issues. No excuses for late submissions.

		OPENS	CLOSES
Week 1	Orientation & Learning Strategies <i>Syllabus Quiz Due</i>	1/23	2/1 (Friday)
Week 2	Unit 2: Introduction	1/28	2/3
Week 3	Unit 3: Methods <i>Bring practice article to class</i>	2/4	2/10
Week 4	Unit 4: Brains, Bodies, & Behavior	2/11	2/17
Week 5	Unit 5: Sensing & Perceiving	2/18	2/24

Week 6	Unit 6: Learning	2/25	3/3
Week 7	Unit 7: Memory	3/4	3/10
Week 8	<i>MID-TERM EXAM & Journal Article Review Due</i>	3/11	Exam 3/14 JAR 3/17
SPRING BREAK	NOTHING DUE	3/18	3/24
Week 9	Unit 8: Intelligence	3/25	3/31
Week 10	Unit 9: Lifespan Development	4/1	4/7
Week 11	Unit 10 & 11: Wellness, Emotion & Motivation	4/8	4/14
Week 12	Unit 12: Personality	4/15	4/21
Week 13	Unit 13: Psychology in Our Social Lives <i>Applying Psychology on Campus Due</i>	4/22	4/28
Week 14	Unit 14: Disorders	4/29	5/5
Week 15	Unit 15: Treatment <i>Extra Credit Due</i>	5/6	5/12
Finals Week	<i>FINAL EXAM</i>	5/13	5/17

MID-WINTER BREAK (NO CLASSES) 2/28-3/1

SPRING BREAK (NO CLASSES) 3/18-3/23

REGISTRATION DAY (NO DAY CLASSES) 4/10

Final Exam Week 5/13-5/17

KEEP TRACK OF YOUR POINTS HERE:

WEEK	CHECKPOINT/ QUIZZES	ACTIVITY & ATTENDANCE	JOURNAL REVIEW	EXAMS	EXTRA CREDIT
1	_____/10	Campus Activity _____/50 WEEK 13		Mid-term _____/50 WEEK 8	#1
2	_____/10				_____/5
3	_____/10				#2
4	_____/20				_____/5
5	_____/20				#3
6	_____/15				_____/5
7	_____/20				
8	NO QUIZ- MIDTERM	Attendance _____/50 +5 for perfect attendance	WEEK 8	Final _____/50 EXAM WEEK	
9	_____/20				
10	_____/30				
11	_____/15				
12	_____/15				
13	_____/15				
14	_____/35				
15	_____/20				

TOTALS	_____/210** (top 40/49 checkpoint scores)	_____/100	_____/50	_____/100	_____/15 optional
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TOTAL POINTS = _____/460

During most weeks you'll be responsible for several modules that include Checkpoint assessments. Except, for week 1, assignments are due every 7 days BEFORE midnight on the last day.

Final grades will be based on the following equivalents:

GRADE	POINTS	PERCENTAGES
A	414-460	90-100
B+	400-413	87-89
B	368-399	80-86
C+	354-367	77-79
C	322-353	70-76
D	276-321	60-69
F	0-275	0-59

REVIEWING GRADES IN BLACKBOARD

To look at your grades, go on the Tools page or Home Page and select My Grades. You may not see all of your Checkpoint grades right away as they are in the OLI system and I have to manually enter them into the Blackboard (which is done every few weeks).

REVIEWING GRADES IN OLI

Click on the "My Scores" tab after you have entered the course. You'll see scores for each Unit's Checkpoints, sorted by Modules. Remember, you only get the 5 points credit for each Checkpoint that is scored 70% or higher.

JOURNAL ARTICLE REVIEW GUIDELINES

You will be given the title and author of a journal article below that you must find in the library's online system (see p. 9-11).

You can search for the articles in a variety of ways, but here is one quick way you can do so, if you are not already familiar with the library's online resources.

1. Go to the college's homepage
2. Click "Library"
3. Click on the "Articles" tab in the "Quick Search" box
4. Type in the first few words of the article title
5. 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.
6. You should be able to pull up the articles in HTML and/or PDF format. Make sure to check that it is the correct title, journal name, year, and author(s) listed as there may be several similar articles.

Read the article carefully and take notes. Highlighting important points in the article has been helpful to many students.

1. The first part of your paper should include the following: (at least 1-2 pages)
 - The author(s) (full name), article title, journal name, and date published.
 - The author's hypothesis and/or research question. If there are more than one, please identify all of them.
 - The sample population/subjects used in the research.
 - The methods or procedures employed, for example, survey, experiment, case history, correlation, and/or naturalistic observation. If the experimental method was used, identify at least one independent and one dependent variable. Remember that in experimental studies (causal), the researcher(s) manipulate the independent variable. However, if it was a correlational study, the researcher(s) examined how two or more variables were related to one another. In this case, identify at least two variables that were measured. Provide a detailed explanation of how they conducted the study.
 - The results of the study including whether or not the hypothesis was supported. Again, provide a detailed explanation here.
2. In the next section of your paper, critique the research using some or all of the questions below: (at least 1 full page):
 - What was done well and what could have been improved?
 - Why did this article interest you and how does it relate to you (if it does)?
 - Was the research valuable, practical, and helpful and to whom?
 - Was the study done ethically?
 - Should more research be done in this area?
 - Who does the results of this study apply to?
 - What would you recommend the next step to be in this line of research?
3. The review should be 2-3 typed pages and double-spaced, with a 12 point font and 1 inch margins. *Be sure to include a title page with your name, course and section number, instructor's name, and date (this is NOT included in the 2-3 page required length).*
4. You must submit your paper by the due date on Blackboard. PLEASE SUBMIT THE PAPER AS AN WORD DOCUMENT FILE (I.E. .DOC OR .DOCX), .RTF, OR PDF FILE. IF YOU USE WORD PROCESSING OR .WPS DOCUMENTS, I CANNOT OPEN YOUR FILE. NO HARD COPIES ACCEPTED.
5. Remember that no late papers will be accepted.
6. Beware: Any paper found guilty of plagiarism will receive a zero. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. For this paper, plagiarism occurs when the author's direct words are used without proper citation and quotes. If you are going to use the author's exact words, make sure you do so using APA citation. Keep quoting to a minimum. Please do not directly quote (verbatim) any more than 5 sentences for this assignment. You may paraphrase ideas expressed in the article. The majority of the paper should include a description of the researchers work in your own words and not verbatim.

Article for use as a practice example in class, NOT as your graded assignment (you must find article , print out, and bring to class on due date):

LaBrie, J.W., Miguliuri, S., & Cail, J. (2009). A night to remember: A harm-reduction birthday card intervention reduces high-risk drinking during 21st birthday celebrations. *Journal of American College Health*, 57(6), 659-663.

Articles for use in assignment TO BE GRADED (choose one to review):

Murray, K. E., & Marx, D. M. (2013). Attitudes toward unauthorized immigrants, authorized immigrants, and refugees. *Cultural Diversity and Ethnic Minority Psychology*, 19(3), 332-341. doi:10.1037/a0030812

Offermann, L. R., Basford, T. E., Graebner, R., Jaffer, S., De Graaf, S. B., & Kaminsky, S. E. (2014). See no evil: Color blindness and perceptions of subtle racial discrimination in the workplace. *Cultural Diversity and Ethnic Minority Psychology*, 20(4), 499-507. doi:10.1037/a0037237

Smahel, D., Brown, B. B., & Blinka, L. (2012). Associations between online friendship and Internet addiction among adolescents and emerging adults. *Developmental Psychology*, 48(2), 381-388. doi:10.1037/a0027025

Grading Standards

A “C” paper must satisfy the following requirements:

- 1) Approximately 2-3 typed pages with a title page
- 2) Selected article must meet above-mentioned requirements
- 3) Limited grammatical errors and spelling errors
- 4) Good English (Composition) skills (i.e. well-developed paragraphs, organization)
- 5) Required components listed above

Any paper that does NOT meet these requirements in full or in part will result in a “D” or “F” depending upon the seriousness of the violations. Grades of “A” and “B” should represent the degree to which these “C” requirements are exceeded while showing high quality in writing style, comprehension/clarity, and an understanding of the article and its application to psychology.

Journal Article Review Point System

Summary/Review _____/20 pts.

(Hypothesis – 5 pts, Sample – 5 pts, Methods – 5 pts, and Results – 5 pts)

Evaluation _____/10 pts.

(at least one page of critical evaluation of the research conducted)

Spelling/Grammar/APA Citation _____/10 pts.

Clarity of writing/Organization _____/7 pts.

Title page _____/3 pts.

Total _____/50 pts.

EXTRA CREDIT

Extra credit can be earned by attending one or more activities hosted by the college or within the community, reviewing relevant current events/news stories, or by other assignments I may provide, which relate to the psychological concepts or theories of this course. Some opportunities may be announced in class and/or posted on Blackboard. A one-page typed summary for each activity must be submitted electronically in Blackboard 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). Additionally, extra credit cannot change a failing grade to a passing grade. 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 and event, and no later than the last week before final exams. A maximum of 15 points extra credit can be earned.****