

TOMPKINS CORTLAND COMMUNITY COLLEGE
COURSE OUTLINE
PSYC 103 – INTRODUCTION TO PSYCHOLOGY
Section: BL4 ONLINE
Fall 2018 LATE START (10 WEEKS)

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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.

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 (CC-OLI). 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. If you run into any difficulty, please e-mail oli-help@andrew.cmu.edu for assistance.

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. 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.

For online courses, logging into an online course without active participation will NOT constitute attendance; rather, there must be participation in a course activity (i.e. discussion and/or completing quizzes/checkpoints).

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

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

- A. **Discussions (18% or 80 points):** Most weeks, you will be required to participate in class discussions related to the unit(s) or work that was assigned that week. You are expected to post your response to the questions and give at least one response to another student's post during that week. Your first post must be submitted by Wednesday (with points being deducted for lateness) and your response to another person must be submitted by Sunday of that week. Both your initial post and response need to be substantive (i.e. several complete sentences each). Just responding with "I agree" or something similar is not enough. You must elaborate fully on what you are discussing. There are 8 graded discussions during the course of the semester. There are NO MAKEUPS for missed discussions, regardless of the reason. Each discussion is worth 10 points each (5 points for the initial post and 5 points for the first response to another classmate). Points will be deducted for failure to adhere to guidelines regarding time deadlines and quality of posts.
- 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 (45% or 200 points):** Every week, you will be required to take multiple-choice checkpoint assessments related to the unit modules that were assigned that week from the OLI linked website in Blackboard. 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 the OLI reading 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 on Blackboard and a study guide will be provided in advance so you will know what to prepare for. This exam cannot be missed and no late tests will be accepted.
- 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 on Blackboard and a study guide will be provided in advance so you will know what to prepare for. This exam cannot be missed and no late tests will be accepted.
- 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. **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 page 11 for more information about this.

VI. **INSTRUCTIONAL FORMAT:**

The class format will consist of a variety of methods, including but not limited to: OLI readings and activities, classroom discussions, quizzes/checkpoints, assessments, and written assignments. Relevant classroom participation is encouraged. Use of the Blackboard system be required.

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.

VII. **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. The pace of this course is rigorous. Oftentimes, the perception of online courses is that they are easier. This is NOT the case. If anything, they require students to be more diligent about time management, self-initiation, and strong study skills. Students must be very motivated to succeed, pay attention to deadlines, and focus on keeping up with the readings and assignments if they want to succeed in the class. If you are having difficulty in the course 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 (perhaps a traditional, face-to-face course), 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. 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.

- E. 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.)
- F. 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.

COURSE CALENDAR AND ONLINE ASSIGNMENT SCHEDULE

- * All assignments are due on the dates & times specified below. No excuses for late submissions.
- * Each week, except for week 1 and final exam week, is 7 days long.
- * Units, except for week 1 and final exam week, open on Monday mornings at 12 AM EST, close Sunday nights at 11:59pm EST, and your first Discussion POST is due on Wednesday nights before midnight EST. Checkpoints for all modules in the OLI units are due by Sunday before 11:59pm EST.
- * There is a lot of work to do in a short period of time. You need to be diligent about staying on schedule. Incomplete grades are not an option here.
- * First Discussion POST must be submitted by Wednesday (before midnight) after that module opens. After that, one more scholarly RESPONSE is necessary for any credit by Sunday (before midnight).

		OPENS	CLOSES
Week 1	Orientation & Learning Strategies <i>Syllabus Quiz Due</i>	9/27	9/30 (Sunday)
Week 2	Unit 2: Introduction & Unit 3: Methods	10/1	10/7
Week 3	Unit 4: Brains, Bodies, & Behavior & Unit 5: Sensing & Perceiving	10/8	10/14
Week 4	Unit 6: Learning	10/15	10/21
Week 5	Unit 7: Memory	10/22	10/28
Week 6	<i>MID-TERM EXAM & Journal Article Review Due</i>	10/29	11/4
Week 7	Unit 8: Intelligence & Unit 9: Lifespan Development	11/5	11/11

Week 8	Unit 10: Motivation & Emotion & Unit 11: Personality	11/12	11/18
THANKSGIVING BREAK	NOTHING DUE	11/21	11/25
Week 9	Unit 12: Psychology in Our Social Lives	11/26	12/2
Week 10	Unit 13: Disorders & Unit 14: Treatment <i>Extra Credit Due</i>	12/3	12/9
Finals Week	FINAL EXAM DUE	12/10	12/13*

*Note this date ends on a Wednesday, at midnight.

FALL BREAK (NO CLASSES)	10/5-10/9
REGISTRATION DAY (NO DAY CLASSES)	11/8
THANKSGIVING BREAK (NO CLASSES)	11/21-11/24
Final Exam Week	12/10-12/14

KEEP TRACK OF YOUR POINTS HERE:

WEEK	DISCUSSIONS	CHECKPOINTS/ QUIZZES	JOURNAL REVIEW	EXAMS	EXTRA CREDIT	
1	NO GRADE	_____/10	WEEK 6	Mid-term	#1	
2	_____/10	_____/20		_____/50	WEEK 8	_____/5
3	_____/10	_____/40		WEEK 8	#2	_____/5
4	_____/10	_____/15		Final	#3	_____/5
5	_____/10	_____/20		_____/50	EXAM	_____/5
6	NONE	NO CP- MIDTERM		WEEK 6	WEEK	
7	_____/10	_____/50				
8	_____/10	_____/30				
9	_____/10	_____/15				
10	_____/10	_____/55				
TOTALS	_____/80**	_____/210** (top 40/49 checkpoint scores)	_____/50	_____/100	_____/15 optional	

TOTAL POINTS = _____/440

During most weeks you'll be responsible for several modules that include Checkpoint assessments and a Discussion based on that week's reading. The Discussion involves responding to a set of questions that I ask about related to that week's unit(s).

In addition, you are to respond to at least **ONE** classmate's answer. Responses in all assignments should indicate the new knowledge you have gained from reading the unit, PLUS state where all of your ideas have come from (OLI, Internet, TV show, book, etc). **Except, for week 1 (4 days), assignments are due every 7 days BEFORE midnight on the last day. Please see Course Calendar & Schedule and print it.**

Final grades will be based on the following equivalents:

GRADE	POINTS	PERCENTAGES
A	396-440	90-100
B+	383-395	87-89
B	352-382	80-86
C+	339-351	77-79
C	308-338	70-76
D	264-307	60-69
F	0-263	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. 10).

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. 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.
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.

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 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.****