

**TOMPKINS CORTLAND COMMUNITY COLLEGE
COURSE OUTLINE
PSYC 103 – INTRODUCTION TO PSYCHOLOGY
Section: D92 ONLINE ASYNCHRONOUS
SPRING 2023**

Amber Gilewski, Professor of Psychology

Office Area: 241

Office Hours: Monday -10:15am-12:15pm, 3pm-4pm (241 or Teams)

Tuesday - 9am-10am (241 or Teams)

Wednesday – 10:15am-12:15pm (241 or Teams)

Thursday – 9am-10am (241 or Teams)

Please use Starfish to set up an appointment.

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E-mail: amg@tompkinscortland.edu

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

Please provide your name, course and section number in any email correspondence.

I teach multiple classes and sections and this helps me to more quickly answer your question.

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 Brightspace. Do not accept a message from some other e-mail address other than the college email I use or through Brightspace.

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 Brightspace 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 college email and/or Brightspace 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.

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 *Introduction to Psychology* Open Educational Resources (OER) materials that will be accessible online in the Open Learning Initiative (OLI) – Carnegie Mellon/SUNY system linked in Brightspace.

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. STUDENT LEARNING OUTCOMES:

1. Demonstrate understanding by describing the methods psychologists use to explore social phenomena including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence and employment of mathematical and interpretive analysis. NOTE: There will be no mathematical analysis completed.
2. Demonstrate knowledge by describing major concepts, models and issues of psychology.
3. Identify, analyze, and evaluate arguments as they occur in their own or others' work.

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:

Generally, I will grade assignments within 1-2 weeks from the due date. If I must deviate from that time-period I will inform the class via an announcement in Brightspace.

- A. **Discussions (23% or 100 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 13 discussions and only the top 10 grades will be counted towards your final grade. If you miss discussions for any reason, you can use up to 3 as your lowest grades. **Each discussion is worth 10 points each (5 points for the initial post and 5 points for the first response to another classmate).**

- 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 Brightspace 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 Brightspace. 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.

Here are some useful tips and information regarding the checkpoints:

1. The length of each checkpoint varies depending on the module, so make sure to scroll down and answer all questions.
2. When reading and completing checkpoints you can save your work (hit "Save" button for that), but you **MUST MAKE SURE** to click on the button "Submit and Finish" if you want your work to be recorded and counted before the deadline.
3. Checkpoint Units are made up of modules. Units will have between 2 to 7 modules in them. Be sure to complete all the modules for each unit

we are covering. To tell how many checkpoints there are in a unit, look to see how many modules there are. If there are 2 modules, then there are 2 checkpoints to be completed for a grade. If there are 3 modules in a unit, then there are 3 checkpoints to complete, and so on.

4. Your results will be available immediately after you submit the quiz, but you may not be able to review specific feedback until the due date has passed for everyone (i.e. typically after midnight on Sundays).

5. 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 Brightspace (which is done every week or so). Remember, you only get the 5 points credit for each checkpoint that is scored 70% or higher. If there is a zero, it is because a checkpoint was not submitted, or the score was below 70%.

D. Stress and Coping Reflection (11% or 50 points)

Review the units on Wellness and Emotion & Motivation. Think of how you can apply what you read about stress, health, and coping and how it relates to your life. Feel free to be creative. You can write a 2-3 page paper (double-spaced, 12 pt. font) or create a Powerpoint or Google Slideshow (5-10 slides) to demonstrate what you learned. Feel free to use images or pictures, as appropriate in either the paper or presentation. No title page is needed, but please include your name, date, and course and section number as the heading on the first page or as part of your first slide. This assignment must be submitted on Brightspace by the due date. Answer the following questions in your paper or presentation:

1. Name one or more stressors in your life.

2. How do you deal with these stressors?

3. How effective/ineffective or healthy/unhealthy are these coping strategies for you?

4. What are some coping strategies you'd want to use in the future?

5. Please cite what you read in these units and how it relates to your stressors or ways of coping. To include in-text citations, just put the following after your sentence, paragraph, or on the relevant slide - author, year, and page number, like this: (OLI, 2023, p. #). No need for a references page/slide unless you use sources outside of our OLI readings.

E. 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 assignment must be submitted in Brightspace by the due date.

F. Course/Self-Assessment (7% or 30 points) – Instead of a final exam, you will be asked to assess this course and your learning. You will submit the completed assignment during Final Exams week on

Brightspace. You may submit this as a paper or as a PowerPoint or Google Slideshow. There is no required length for this, but all questions need to be answered to gain full credit.

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 yourself and the different areas of psychology?
3. In what ways has this course shaped how you see yourself in relation to others and in relation to the larger world?

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, recorded videos, assessments, and written assignments. Relevant classroom participation is encouraged. Use of the Brightspace system is 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.

VIII. **TECH SUPPORT:**

Brightspace Assistance

Questions about your course requirements and assignments should be directed to your instructor. If you are having technical issues, like an error message when uploading a file, you can contact either the Open SUNY Helpdesk or the TC3 Tech Support Desk. You can contact the SUNY Online Helpdesk by email at opensunyhelp@suny.edu or by phone 1-844-OPENSUNY. The TC3 Helpdesk information can be found here:

https://tompkinscortland.on.spiceworks.com/portal_registrations

or help@tompkinscortland.on.spiceworks.com) or 607-844-8211 x 4550 or by stopping by Room 208 in the Main Building.

Microsoft Teams Assistance

We recommend installing the Microsoft Teams app on your mobile device and computer (<https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app>). You can learn more about using Microsoft Teams at <https://education.microsoft.com/en-us/resource/3dd2b900>

If you have having technical issues with Teams, The TC3 Helpdesk information can be found here:

https://tompkinscortland.on.spiceworks.com/portal_registrations

or help@tompkinscortland.on.spiceworks.com) or 607-844-8211 x 4550 or by stopping by Room 208 in the Main Building.

IX. **ACADEMIC/SUPPORT SERVICES:**

We have a variety of free support services available to you. Please use them! These include the following: [tutoring](#), [access and equity services](#), [mental health](#), [library services](#), [food pantry](#), and more.

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

Stress is a common part of the college experience, and it can be intensified by unexpected life changes inside and 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. More information about updates with the office hours and COVID-19 policies can be found here:

<https://www.tompkinscortland.edu/campus-life/mental-health-counseling>

Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

XI. **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. **Policy on Plagiarism** - Please note the College policies on academic integrity in the College Catalog. Specifically, "Any written work submitted by a student must be his or her own. If a student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote". (p.54) For this course, you will use APA style to cite and reference any ideas that are not your own. Be forewarned that all assignments you do must be your own work and any incidents of academic dishonesty will be sanctioned and the academic dean and provost of the college will be notified. 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 <https://www.tompkinscortland.edu/academics/statement-academic-integrity-policy> and <https://www.tompkinscortland.edu/academics/violation-academic-integrity-policy>.

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 to take the required Capstone course in your last semester.

G. If you are running into any difficulties for any reason and need an extension on an assignment, please contact me as soon as possible.

COURSE CALENDAR AND ONLINE ASSIGNMENT SCHEDULE

All assignments are due by the end dates specified below for that week.
Checkpoints for each unit are due by Sunday.

Week 1 - Orientation & Learning Strategies Unit 2: Introduction <i>Syllabus Quiz Due</i>	1/31-2/5
Week 2 – Unit 3: Methods	2/6-2/12
Week 3 – Unit 4: Brains, Bodies, & Behavior <i>Discuss practice article</i>	2/13-2/19
MID-WINTER BREAK – NOTHING DUE	2/20-2/26
Week 4 – Unit 5: Sensing & Perceiving <i>Journal Article Review Due</i>	2/27-3/5
Week 5 – Unit 6: Learning	3/6-3/12
Week 6 – Unit 7: Memory	3/13-3/19
Week 7 – Unit 8: Intelligence	3/20-3/26
Week 8 – Unit 9: Wellness & Unit 10: Emotion & Motivation <i>Stress & Coping Reflection Due</i>	3/27-4/2
SPRING BREAK - NOTHING DUE	4/3-4/9
Week 9 – Unit 11: Lifespan Development	4/10-4/16
Week 10 – Unit 12: Personality	4/17-4/23
Week 11 – Unit 13: Psychology in Our Social Lives	4/24-4/30
Week 12 – Unit 14: Disorders	5/1-5/7
Week 13 – Unit 15: Treatment	5/8-5/14

Week 14 – Course/Self-Assessment Due
Extra Credit Due

5/15-5/17**

**Note this date ends at midnight on Wednesday.

KEEP TRACK OF YOUR POINTS HERE:

WEEK	DISCUSSIONS	CHECKPOINTS/ QUIZZES	WRITTEN ASSIGNMENTS	EXTRA CREDIT
1	____/10	____/20		#1
2	____/10	____/10		____/5
3	____/10	____/20	Journal Article Review	#2
4	____/10	____/20	____/50 Week 4	____/5
5	____/10	____/15		#3
6	____/10	____/20	Stress & Coping	____/5
7	____/10	____/20	Reflection	
8	____/10	____/15	____/50 Week 8	
9	____/10	____/30		
10	____/10	____/15	Course/Self-Assessment	
11	____/10	____/15	____/30 Week 14	
12	____/10	____/35		
13	____/10	____/20		
14	NONE	NONE		
TOTALS	____/100** (Lowest 3 dropped)	____/210** (top 40/49 checkpoint scores)	____/130	____/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 your ideas have come from (OLI, Internet, TV show, book, etc).

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 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. 10-11).

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 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 ANY OTHER FORMAT, INCLUDING A LINK TO A GOOGLE DOC, I MAY NOT BE ABLE TO OPEN YOUR FILE.
5. 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):

- Bajoghli, H., Keshavarzi, Z., Mohammadi, M.-R., Schmidt, N. B., Norton, P. J., Holsboer-Trachsler, E., & Brand, S. (2014). "I love you more than I can stand!" - Romantic love, symptoms of depression and anxiety, and sleep complaints are related among young adults. *International Journal of Psychiatry in Clinical Practice*, 18(3), 169–174.
- Emanuel, R., Bell, R., Cotton, C., Craig, J., Drummond, D., Gibson, S., ... Williams, A. (2015). The truth about smartphone addiction. *College Student Journal*, 49(2), 291–299.
- Freh, F. M. (2016). PTSD, depression, and anxiety among young people in Iraq one decade after the American invasion. *Traumatology*, 22(1), 56–62.
- Madrigal, L., & Blevins, A. (2021). 'I hate it, it's ruining my life': College students' early academic year experiences during the COVID-19 pandemic. *Traumatology*. <https://doi-org.tc3.idm.oclc.org/10.1037/trm0000336>
- Pyszczynski, T., Motyl, M., Vail, K. E., III, Hirschberger, G., Arndt, J., & Kesebir, P. (2012). Drawing attention to global climate change decreases support for war. *Peace and Conflict: Journal of Peace Psychology*, 18(4), 354–368.
- Staggers-Hakim, R. (2016). The nation's unprotected children and the ghost of Mike Brown, or the impact of national police killings on the health and social development of African American boys. *Journal of Human Behavior in the Social Environment*, 26(3/4), 390–399.

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 (in-person or virtually), reviewing relevant current events/news stories, or by other assignments I may provide, which relate to the psychological concepts or theories of this course. 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. ****A maximum of 15 points extra credit can be earned.****