

**TOMPKINS CORTLAND COMMUNITY COLLEGE
COURSE OUTLINE
PSYC 103 – INTRODUCTION TO PSYCHOLOGY
Section: M09 ON-CAMPUS & LIVE ONLINE Meetings
Tuesdays, 1:30pm-2:45pm, Room 281B, Thursdays, 1:30pm-2:45pm, Remote
Fall 2020**

Amber Gilewski
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Website: www.ambergilewski.com
Office Area: 241 (no in-person meetings)
Office Hours: MW, 10:30am-11:30am (Remote)
TRF, 11:30am-12:30pm (Remote)

I will hold all office hours remotely this semester. You'll have the option of using Teams, Zoom, or a phone call to meet with me. Please use Starfish to set up an appointment. If a previous meeting is running long, I'll message when I'm available.

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.

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.

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://suny.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. 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. 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.**

Participation in class and keeping up with assigned work is vital to succeed. I will consider you to have missed the equivalent of two weeks of classes if you have not done any of the following in a two week period: contacted me, attended a class session, submitted work via Blackboard, taken part in any activity via Blackboard (logging in does not count). If you miss the equivalent of two weeks of class, you will be Administratively Withdrawn in accordance with College Policy. Please note those activities do not guarantee a successful grade, they only guarantee that you won't be administratively withdrawn. I want to help. So please contact as soon as you can (ahead of time if possible) if you know you may have extended periods of not being actively engaged in class or will miss class sessions. I will work with you as best I can, but you must keep in contact with me for me to help.

- 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 Blackboard.

- A. **Attendance & Participation (12% or 50 points):** In order for our classroom discussions and activities to be fruitful and beneficial to all, your presence and participation in our class (whether in-person or live online) is essential. If you cannot physically make it to our in-person class for any reason, you can join us remotely via Teams. 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 come to class and/or login 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 (48% or 200 points):** Most weeks, you will be required to take multiple-choice checkpoint assessments related to the unit that was assigned that week from the <https://suny.oli.cmu.edu/> website that will be embedded into 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 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. If you get below 70% or forget to take it, you will get no points. 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).
- D. **Stress and Coping Reflection (12% 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 Blackboard 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, 2020, & p. #). No need for a references page/slide unless you use sources outside of our OLI readings.

- E. **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 Blackboard.
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?
- F. **Journal Article Review (12% or 50 points):** You will be expected to complete a three to five (3-5) page review of a psychological journal article (see pp. 10-12 for more details). This must be submitted on time and if you miss the deadline, you will lose all of the points. This assignment must be submitted on Blackboard by the due date.
- G. **Applying psychology to Real Life (7% or 30 points):** Write a 2-3 page paper (double-spaced, 12 point font) about how what you've learned in this course can be applied to real life. It could relate back to your own life, current events, historical events, people you know, society, etc. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. This assignment must be submitted on Blackboard by the due date.
1. Choose one event or circumstance you'd like to discuss. Provide details of this event or circumstance. If it's a current or historical event, include sources that you got your information from in a references page in APA format and cite within the body of the paper.
 2. Why did you choose the event/circumstance that you did?
 3. How did this event/circumstance relate back to our class? Use appropriate psychology theories, terms, and ideas. Be specific and cite the

text. Multiple examples and in-depth explanations are expected. To include in-text citations, just put the following after your sentence or paragraph - author, year, and page number, like this: (OLI, 2020, & p. #). If it's from my class notes or Powerpoints, use my last name, year: (Gilewski, 2020). No need for a references page unless you use sources outside of our OLI readings.

- 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 p. 13 for more information about this.

VI. **INSTRUCTIONAL FORMAT:**

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.

For the LIVE ONLINE classes we will be using Microsoft Teams, as it has the option for close-captioning for those who may need it. Here are some general guidelines to make sure we have a productive learning environment:

1. Having your camera on is encouraged so we can create community and show active engagement in the course. If you cannot have your camera on for any reason, then audio is fine. Please use a class-appropriate picture of yourself for your profile (it can be a real picture or avatar) so when we cannot see you on camera, we know who is there.
2. Please use MUTE when you aren't speaking so others can hear more clearly.
3. Use the chat feature for appropriate class related discussions.
4. The classes will usually be recorded for class use only and for others who may miss class and need access to what was covered. Please do not screenshot or share our recording with others outside of class without their express permission.
5. Please be respectful, forgiving, and mindful of others in the class as we are all learning these new technologies together.

Sometimes mix-ups, power failures, and terrible internet service happens. If a Live-Online session is interrupted or if I am having trouble taking part in a Live-Online session, please check Blackboard for more information about next steps. If I am unable to get to Blackboard, then I will text the class as a backup.

In the case of the College going fully remote (or in the case an individual class session must be remote), we will use our Teams site for class sessions. Blackboard has a link to our Teams site. Please note that in some cases we may have very limited notice time in case of a switch. I will use Blackboard Announcements in case of any switch.

While I would like to hold all of our scheduled face-to-face classes, I reserve the right to switch the class to remote instruction via Teams to replace our face-to-face meetings after Thanksgiving. I will make this decision by Nov. 1st, and we will discuss it as a 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 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/office-mental-health-services>

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

IX. **TECH SUPPORT:**

Blackboard Learn 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 opensunyhlp@suny.edu or by phone 1-844-OPENSUNY. You can contact TC3 Tech Support by emailing techsupport@tompkinscortland.edu, by phone

607.844.8211 ext. 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, contact TC3 Tech Support by emailing techsupport@tompkincortland.edu, by phone 607.844.8211 ext. 4550, or by stopping by Room 208 in the Main Building.

X. **STUDENT CONDUCT:**

As noted in the Non-Academic Code of Student Conduct, students are required to comply with the reasonable requests of any College employee acting in the performance of their duties. This applies to all in-class expectations including all policies related to health and safety. Students are expected to wear masks and practice social distancing measures at all times for in-classroom meetings.

XI. **RE-OPENING HEALTH RULES REINFORCEMENT:**

We are all in this together. It is imperative that everyone understand our health guidelines and rules for our re-opening. Please visit the [Tompkins Cortland Community College Fall 2020 reopening page](#) on the website for more detailed information. Please wear your masks at all times (brief respites to take a drink are ok); maintain appropriate distance from each other; and please be patient when entering or leaving our classroom and allow time for people to leave without grouping up into a line. If you need to take a brief mask break, please leave the classroom quietly and remove your mask for a short period of time with proper distance from others that may be in the hallway.

XII. **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 their 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 <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 in order 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 Sundays.

| Week | Unit/Topic/Assignment | Start Date | End Date |
|--------|---|------------|----------|
| Week 1 | Orientation & Learning Strategies <i>Syllabus Quiz Due</i> | 8/31 | 9/6 |
| Week 2 | Unit 2: Introduction | 9/7 | 9/13 |
| Week 3 | Unit 3: Methods <i>Bring practice article to class</i> | 9/14 | 9/20 |

| | | | |
|---------------------------|--|-------|--------|
| Week 4 | Unit 4: Brains, Bodies, & Behavior | 9/21 | 9/27 |
| Week 5 | Unit 5: Sensing & Perceiving | 9/28 | 10/4 |
| Week 6 | Unit 6: Learning <i>Journal Article Review Due</i> | 10/5 | 10/11 |
| Week 7 | Unit 7: Memory | 10/12 | 10/18 |
| Week 8 | Unit 8: Intelligence | 10/19 | 10/25 |
| Week 9 | Unit 9: Wellness Unit 10: Emotion & Motivation <i>Stress & Coping Reflection Due</i> | 10/26 | 11/1 |
| Week 10 | Unit 11: Lifespan Development | 11/2 | 11/8 |
| Week 11 | Unit 12: Personality | 11/9 | 11/15 |
| Week 12 | Unit 13: Psychology in Our Social Lives | 11/16 | 11/22 |
| THANKSGIVING BREAK | NOTHING DUE | 11/23 | 11/29 |
| Week 13 | Unit 14: Disorders <i>Applying Psychology to Real Life Due</i> | 11/30 | 12/6 |
| Week 14 | Unit 15: Treatment | 12/7 | 12/13 |
| Finals Week | <i>Course/Self Assessment Extra Credit Due</i> | 12/14 | 12/16* |

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

| | |
|-------------------------------|-----------------------|
| LABOR DAY (NO CLASSES) | 9/7 |
| FALL DAY (NO DAY CLASSES) | 10/14 |
| REGISTRATION DAY (NO CLASSES) | 11/10 |
| THANKSGIVING BREAK | 11/25 (evening)-11/28 |
| FINAL EXAM WEEK | 12/14-12/18 |

KEEP TRACK OF YOUR POINTS HERE:

| WEEK | CHECKPOINT/ QUIZZES | ATTENDANCE | WRITTEN ASSIGNMENTS | EXTRA CREDIT | |
|------|------------------------|----------------------------|------------------------|-------------------------------|---------|
| 1 | _____/10 | Attendance _____/50 | Journal Article Review | #1 | |
| 2 | _____/10 | | _____/50 | Week 6 | _____/5 |
| 3 | _____/10 | | #2 | Stress & Coping Reflection | _____/5 |
| 4 | _____/20 | | | | _____/5 |
| 5 | _____/20 | | | | _____/5 |
| 6 | _____/15 | | #3 | Week 9 | _____/5 |
| 7 | _____/20 | | | | _____/5 |

| | | | | |
|---------------|--|---------------------------|---|------------------------------|
| 8 | _____/20 | +5 for perfect attendance | Applying Psychology to Real Life _____/30 Week 13 Course/Self Assessment _____/30 Final Exams Week | |
| 9 | _____/15 | | | |
| 10 | _____/30 | | | |
| 11 | _____/15 | | | |
| 12 | _____/15 | | | |
| 13 | _____/35 | | | |
| 14 | _____/20 | | | |
| TOTALS | _____/210** (top 40/49 checkpoint scores) | | _____/160 | _____/15 optional |
| | | _____/50 | | |

TOTAL POINTS = ____/420

During most weeks you'll be responsible for several modules that include Checkpoint assessments. 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 | 378-420 | 90-100 |
| B+ | 365-377 | 87-89 |
| B | 336-364 | 80-86 |
| C+ | 323-335 | 77-79 |
| C | 294-322 | 70-76 |
| D | 252-293 | 60-69 |
| F | 0-251 | 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. 11-12).

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 and click "Find"
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, correlational, 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 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.

Article for use as a practice example in class, NOT as your graded assignment (you must find article 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):

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.

Lantian, A., Muller, D., Nurra, C., & Douglas, K. M. (2017). 'I know things they don't know!': The role of need for uniqueness in belief in conspiracy theories. *Social Psychology*, 48(3), 160-173.

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, 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.