

# Bainbridge College- PSYC 1101

**Course Name** PSYC 1101- Fall 2015

**Disclaimer:** *This syllabus is intended to provide structure for the semester and will be followed as closely as possible. However, the professor reserves the right to make changes as course needs arise such as adding SACS-related assessments that could be stand-alone instruments or questions embedded into an exam.*

**Course Description** Introduction to General Psychology- This course is a broad survey of topics in psychology including but not limited to major theoretical perspectives, the scientific process, development, personality, learning, mental disorders and mental health, and biological, environmental, and social factors influencing behavior.

**Course Instructor**

Dr. Kathryn H. Dumper  
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Division of Arts & Sciences  
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**Contact Information**

Virtual Office hours:

Monday, 11:00 am- 12:00 pm

Thursday, 11:00 am- 12:00 pm

During office hours you can find me online in the course. You can use the Chat tool at the top of your screen to contact me if you wish to communicate in real time. You can also reach me during office hours at the above phone number. I do not have an office on campus.

Since we are working in an asynchronous environment, I will respond to all student questions and email within 24 hours. I check into the class several times each day, so I anticipate that I will respond to most concerns well within the 24 hour period. If you have an emergency, please call me at the above phone number. My turnaround time on assignments and assessments

is 5-7 days from the date on which I receive them; however, I frequently return items the next day.

**Course  
Learning  
Outcomes**

During and after taking the Introduction to General Psychology course, students should be able to meet the following outcomes:

1. Demonstrate knowledge and understanding of the history and theoretical approaches in psychology.
2. Demonstrate knowledge and understanding of research methods and ethics in psychology.
3. Demonstrate knowledge and understanding of biological bases of behavior.
4. Demonstrate knowledge of sensation and perceptual processes.
5. Demonstrate knowledge of various states of consciousness.
6. Demonstrate knowledge and understanding of learning processes including classical conditioning, operant conditioning, observational learning, cognitive learning, and biological bases for learning.
7. Demonstrate knowledge and understanding of cognitive processes including memory, language, intelligence, creativity, thinking, and problem solving.
8. Demonstrate knowledge of factors related to motivation and emotions.
9. Demonstrate knowledge of life-span physical, cognitive, and psychosocial human development and theories that explain developmental changes.
10. Demonstrate knowledge of factors that help to shape personality and individual differences, personality assessment, and personality theories.
11. Demonstrate knowledge and understanding of factors related to psychological health and mental disorders.
12. Demonstrate knowledge of treatment for psychological disorders.
13. Demonstrate knowledge of social psychology variables that influence behavior.
14. Demonstrate knowledge of and understanding of testing, measurement, and statistical procedures.
15. Demonstrate use of critical thinking skills.
16. Demonstrate effective writing skills, ethical use of information (paraphrase, cite correctly, avoid plagiarism) and effective use of APA writing style.

## Course Text

<b>Title:</b>	<i>Psychology</i>
<b>Authors:</b>	Dumper, Kathryn; Jenkins, William; Lacombe, Arlene; Lovett, Marilyn; & Perlmutter, Marion
<b>Publisher:</b>	OpenStax College
<b>Edition/Year:</b>	1 <sup>st</sup> /2014
<b>ISBN 13:</b>	978-1-938168-35-2

The book is required for this course. It is free and available online at this link:

<https://openstaxcollege.org/textbooks/psychology/get>

Select web view to read free online.

## Materials/Resources

### Macromedia Shockwave and Flash Player

You'll need Macromedia Shockwave player to use the simulations and demonstrations on the Myers website. You will need Flash Player to use some of the content contained within this course. The players are free and available from the Web. Visit <http://www.adobe.com/> or see the Orientation section, Downloading Shockwave and Flash Players, for further information on how to get the players. Download the players and install them on your machine during the first few days of class.

## Class Format

This course is an online course using GeorgiaVIEW and your computer as the delivery medium. You are not required to attend class face to face.

## Time Commitment

Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning.

The amount of time it will take you to complete the work for this course

will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log on daily to check for messages from me and from other students.
- Check the course Calendar, Email, and the Main Discussion Topic for announcements from me.
- Study and read all assigned readings and online materials for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### **Expectations and Standards**

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond

minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## **How You Will Be Graded**

### **Class Participation (25% of final grade)**

You will post responses to the discussion topics assigned for each lesson module. The quality of participation will be judged according to the criteria established in the discussion guidelines. You are expected to participate in all required guided and group discussions. (See Rubric for Discussions.) Discussions can be accessed from the top of your course Home Page by clicking the word Discussions.

### **Lesson Quizzes (20% of final grade)**

Each lesson module includes a 10 item quiz covering the assigned content and reading material. The quizzes will be taken online. You may take each quiz two times. The higher of the two scores will be counted. You do NOT have to take a quiz two times if you are satisfied with your score on the first

attempt. Lesson quizzes must be taken within their assigned time frame (Please see calendar for quiz dates). Students not completing a lesson quiz within the assigned due dates will receive a score of zero for that particular quiz. I will drop the lowest quiz score. All quizzes are located in the Quizzes tool at the top of your course Home Page. The lesson quizzes can also be found at the end of each lesson in the online Content tool.

### **Major Assignments (25% of final grade)**

You will complete 3 major graded assignments during the semester. The 3 MGAs are as follows: (1) APA Web Site- Lesson 2; (2) Socio-Emotional Developmental Difficulties- Lesson 5; (3) Keirsey Temperament Profile- Lesson 9. Directions for these assignments can be found in the Dropbox tool at the top of your course Home Page.

### **Mid-term (15% of final grade)**

The mid-term exam will be given online. You may use your book, and you will have a 2 hour time limit in which to complete the 50 item multiple choice test. This test is mandatory, and no make-up exam will be given. The exam will cover material from lessons 1-5. The exam can be accessed through the Quizzes tool at the top of your course Home Page.

### **Final (15% of the final grade)**

A comprehensive final exam will be given online. You may use your book, and you will have a 2 hour time limit in which to complete the 50 item multiple choice test. This test is mandatory, and no make-up exam will be given. The exam will cover material from lessons 6-12. The exam can be accessed through the Quizzes tool at the top of your Home Page for this course.

## **Class Participation**

Each lesson in the course has a specific discussion topic area where everyone will meet to discuss the lesson topic. Discussion assignments are either guided discussions about the lesson topic or small group activities that take place in the Discussion area of GeorgiaView.

Your participation in class discussions is very important and counts as 25 percent of your final grade. "Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette.

Be sure to read and observe the following procedures:

- You are a guest in the Instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your Instructor and classmates in all your communication.
- Respect your Instructor, and be on time in your work submissions.
- Keep your Instructor informed of your status.
- Address your Instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your Instructor's feedback and learn from it.

Online discussion is your class time. Use this time wisely. It is not appropriate to discuss topics in the lesson topic area that do not relate directly to the lesson. The quality of participation will be judged according to the criteria established in the discussion guidelines. If you are unable to participate in group discussions it is your responsibility to let me know as soon as possible. As mentioned earlier, lack of participation in online discussions is considered an absence, even if you are logged into the course.

See below for the discussion rubric. Each discussion topic will be graded with this rubric and once graded will be visible to you in the Grades tool located at the top center of your screen on the Home Page for this course.

### Participation Guidelines

The following scale describes how your contributions to the course discussions will be evaluated and assessed for each discussion assignment:

#### Discussion Rubric

Objective/ Criteria	Performance Indicators					
	Exemplary (A)	Accom- plished (B)	Adequate (C)	Needs More Work (D)	Failing	Not Submitted/ Not Qualified
	out of 25					
<b>Objective Standard</b>	(5 points) Comments demonstrate mastery	(4 points) Comments demonstrate above	(3 points) Comments demonstrate moderate	(2 points) Comments show that student had	(1 points) Shows obvious lack of effort or	(0 points)

	of the objective and critical understanding of the topic	average understanding of the objective and a good understanding of the topic	understanding of the objective and an average level of thought about the topic.	only partial understanding of the objective, or student demonstrates a lack of thought or consideration of the issue	comprehension	
<b>Specificity / Originality</b>	(5 points) Comments are highly specific, well-supported and show original thought, thereby promoting additional discussion.	(4 points) Comments are specific, mostly well-supported and show original thought or ideas that further the discussion.	(3 points) Comments are general, somewhat well-supported, and bring some new ideas into the discussion.	(2 points) Comments are vague, unsupported, and generally restate what others have already said within the discussion.	(1 points) Comments are irrelevant or off-topic.	(0 points)
<b>Participation</b>	(5 points) Posting meets deadlines, and participation demonstrates a high level of engagement. 6+ posts	(4 points) Posting meets deadlines, and participation level is consistent. 4-5 posts	(3 points) Posting is on time, and participation meets minimum levels required. 3 posts	(2 points) Timeliness of posting and/or participation are inadequate. 1-2 posts	(1 points) Posting is late, and student failed to contribute to the discussion.	(0 points)
<b>Focus</b>	(5 points) Comments make vividly clear references to readings or other relevant sources.	(4 points) Comments make some reference to readings or other relevant sources.	(3 points) Comments make vague reference to readings or other relevant sources.	(2 points) Comments make no reference to readings or other relevant sources.	(1 points) Comments make no reference to readings, and strongly suggest that reading assignments have not been completed.	(0 points)
<b>Use of Language</b>	(5 points) Writing is well-	(4 points) Writing is mostly	(3 points) Writing is somewhat	(2 points) Writing is poorly	(1 points) Writing is not	(0 points)

	organized, unified, and error-free	organized and unified, with few errors	organized and unified, with some errors	organized and unified, with many errors	organized or unified; errors impair communication	
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## Policies

### Attendance:

"Attendance" and presence are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and me regularly. Lack of participation in weekly online discussions is considered an absence, even if you are logged into the course. Federal regulations require that students who stop attending a course be withdrawn from the course. **In this class, you will be withdrawn from the course with a grade of WF if you fail to log in for more than one week (online class), or if you log in, but do not complete any assignments for two weeks. Simply logging into the course and not completing assignments does not count as being present in an online course. Students who stop attending after 60% of the course will receive a grade of F.** If for any reason you are unable to participate by the due dates listed in the course calendar it is your responsibility to inform me via phone or email.

### Extra Credit:

Many times students ask for extra credit work to boost their grade. In an effort to encourage participation and maintain fairness for all students in the course, I will offer several opportunities for you to earn extra-credit. I may send you an extra credit assignment via your course email or I may post an extra credit assignment in the discussion area or in the Dropbox. These items will only be available for a short amount of time. If you don't check in daily, you may miss them.

**Late Assignments:**

Sometimes life happens and despite your best efforts you missed the deadline to submit one of the 3 major graded assignments or you missed a quiz or discussion. I will deduct 11 points from assignments and quizzes not submitted by the due date. You will earn a 1 on participation (see rubric) for late discussions. You will have 3 days to turn in the late assignment or make-up the missed quiz or discussion. After 3 days, it will be an automatic zero.

**ADA Statement:**

Bainbridge College is committed to providing accessibility to all students in accordance to ADA/504 guidelines. Students should contact Disabilities Services and Testing, at 229-248-2579, regarding eligibility and accommodations.

**Incompletes:**

An "I" (incomplete) grade is available only for non-academic reasons. A student must secure permission for an incomplete PRIOR to the ending of the semester. Students must complete the missed assignments/tests during the next semester or the grade becomes an "F" automatically. Students may not re-register for the class, and they must be able to finish the work without returning to the classroom.

**Turnitin:**

Bainbridge College has a license agreement with Turnitin.com, a service that helps prevent plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin.com. While student privacy is protected, papers submitted to Turnitin do become source documents in Turnitin's reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on Turnitin's website. Bainbridge College is committed to preserving academic integrity as defined by the Academic Integrity--Policies and Procedures. See the Student Handbook for honesty policies.

**ACADEMIC DISHONESTY POLICIES & PROCEDURES:**

All cases of academic dishonesty are handled according to the procedures outlined in your Student Handbook under "Academic Integrity - Policies and Procedures." See that section for the full explanation of the following policies.

Bainbridge College defines academic dishonesty in the following way:

1. Receiving or providing unauthorized assistance for an academic course.
2. Procuring or providing unauthorized material for an academic course.
3. Reusing one's own work produced for another course.
4. Plagiarizing.

Any instance of academic dishonesty will result in failure of the assignment and, depending upon the importance of the assignment and the egregiousness of the instance, may result in failure of the course and the assignment of an "FX" (failure due to academic dishonesty) to the student's record. The instructor will determine the nature of the infraction; however, the student has the right to appeal any infraction affecting his/her standing in the course through the appeals process, described in the Student Handbook.

- Unintentional Academic Dishonesty: In a case of *unintentional* dishonesty—stemming from the student's lack of knowledge or misunderstanding of correct policies or procedures—a zero will be given for the assignment; however, the instructor may allow for the resubmission of the corrected assignment.
  - Intentional Academic Dishonesty: Submitted work involving *intentional* academic dishonesty will receive a zero and cannot, under any circumstance, be resubmitted or replaced. An FX may result if the instructor determines the instance to be particularly egregious or detrimental to the student's academic standing in the course.
  - Two-Strike Clause: After having been notified of a first infraction, if the student cheats a second time, he or she will receive an FX for the course.
  - Retroactive FX: If a student is found to have engaged in academic dishonesty after a final grade has already been assigned, the institution retains the right to retroactively apply a grade of FX to the student's record.
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- Removal from Class for Academic Dishonesty: The instructor has the right to order the temporary removal or exclusion from the classroom of any student engaged in academic dishonesty.

### **Important Dates**

Last day to withdraw without penalty	<b>October 13, 2015</b>
Last day of class	<b>December 7, 2015</b>
Midterm Exams	<b>October 8-10, 2015</b>
Final Exams	<b>December 10-12, 2015</b>

Holidays

**September 7, 2015**  
**November 25-27 2015**

## **Lesson Schedule**

*All work in a module is due by the last the module is open, unless otherwise noted below. See dates for each module.*

### **Module 1: Part 1- Introduction to the Course**

**Dates:** 8/19-8/25

**Readings:**

Module 1: Introduction to the Course (online) and PSYC 1101 Course Syllabus

**Assignments:**

Activity 1- Introduce yourself to your classmates in the Community Forum discussion thread entitled "Getting Acquainted"

Activity 2- Discuss the syllabus in the From Your Instructor discussion thread entitled "Questions/Comments about the Syllabus"

Activity 3- Read and respond to the welcome email message found in your course Mail

Quiz- Contact Information Form (non-graded)

### **Module 1 Part 2- Lesson 1: Introduction to Psychology (Chapter 1)**

**Dates:** 8/19-8/30

**Readings:**

- Chapter 1 and Module 1 (online)

**Assignments:**

- Lesson 1 Discussion- Burning Issues in Psychology
- Lesson 1 Quiz

### **Module 2- Lesson 2: Psychological Research (Chapter 2)**

**Dates:** 8/31-9/6

**Readings:**

- Chapter 2 and Module 2 (online)

**Assignments:**

- Lesson 2 Discussion- Scientific Inquiry
- Major Graded Assignment 1: Investigate the APA web site
- Lesson 2 Quiz

**Module 3- Lesson 3: Biopsychology (Chapter 3)**

**Dates:** 9/7-9/13

**Readings:**

- Chapter 3 and Module 3 (online)

**Assignments:**

- Lesson 3 Discussion- Experimental Procedures for Brain Disorders (
- Lesson 3

**Module 4- Lesson 4: States of Consciousness (Chapter 4)**

**Dates:** 9/14-9/20

**Readings:**

- Chapter 4 and Module 4 (online)

**Assignments:**

- Lesson 4 Discussion-
- Lesson 4 Quiz

**Module 5- Lesson 5: Developing through the Lifespan (Chapter 9)**

**Dates:** 9/21-10/4

**Readings:**

- Chapter 9 and Module 5 (online)

**Assignments:**

Please note that this lesson will run for two weeks, and you have one discussion and a major graded assignment to complete.

- Lesson 5 Discussion- Ideal Age/ Worst Age
- Major Graded Assignment 2: Developmental Difficulties
- Lesson 5 Quiz

**Module 6- Lesson 6: Sensation & Perception (Chapter 5)**

**Dates:** 10/5-10/18

**Readings:**

- Chapter 5 and Module 6 (online)

**Assignments:**

Please note that this lesson will run for two weeks. You have one discussion, which is a group project. If you know who you want to work with, please email me your group members' names. If you need a group, let me know and I will assign you to a group. There will be 2-5 members per group.

- Lesson 6 Discussion- Group PowerPoint presentations in discussion forum (due Friday 10/21)
- Lesson 6 Quiz

**Module 7- Lesson 7: Learning (Chapter 6)**

**Dates:** 10/19-10/25

**Readings:**

- Chapter 6 and Module 7 (online)

**Assignments:**

- Lesson 7 Discussion- Examples of Learning
- Lesson 7 Quiz

**Module 8- Lesson 8: Memory (Chapter 8)**

**Dates:** 10/26-11/1

**Readings:**

- Chapter 8 and Module 8 (online)

**Assignments:**

- Lesson 8 Discussion- Memory Complaints
- Lesson 8 Quiz

**Module 9- Lesson 9: Personality (Chapter 11)**

**Dates:** 11/2-11/15

**Readings:**

- Chapter 11 and Module 9 (online)

**Assignments:**

- Lesson 9 Discussion- The Psychoanalytic Perspective and Maslow's Hierarchy
- Major Graded Assignment 3- Keirsey Temperament Profile
- Lesson 9 Quiz

Please note that this lesson will be open for two weeks.

**Module 10- Lesson 10: Psychological Disorders (Chapter 15)**

**Dates:** 11/16-11/22

**Readings:**

- Chapter 15 and Module 10 (online)

**Assignments:**

- Lesson 10 Discussion- Book and Movie Depictions of Psychological Disorders
- Lesson 10 Quiz

**Module 11- Lesson 11: Therapy (Chapter 16)**

**Dates:** 11/23-11/29

**Readings:**

- Chapter 16 and Module 11 (online)

**Assignments:**

- Lesson 11 Discussion- Choose Your Therapist
- Lesson 11 Quiz

**Module 12- Lesson 12: Social Psychology (Chapter 12)**

**Dates:** 11/30/-12/7

**Readings:**

- Chapter 12 and Module 12 (online)

**Assignments:**

- Lesson 12 Discussion- Obedience
- Lesson 12 Quiz