

Summer 2008

Introduction to Psychology

1505- 22 Thursday 6:30 p.m. - 9:30 p.m.

Course Instructor: Patricia Stewart, M.A., P.C.

Contact Info:

Office Hours: By appointment

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Course Description

This course describes psychological research, both classic and contemporary, as well as theories and concepts relevant to the following topics: history, research methods, biology of behavior, perception, learning, memory, thought and language.

The student will be able to:

1. Show an awareness of the goals of psychology and of the many areas which it encompasses.
2. Demonstrate knowledge of how psychological research is conducted.
3. Recognize the respective impacts of both biology and learning on behavior, thought, and emotion.
4. Appreciate memory from both a theoretical and a practical perspective.
5. Recognize basic aspects of perception and how they are influenced by culture.
6. Understand the basic concepts related to thought and language development.
7. Critically assess psychological research, whether presented in the textbooks, in lay or professional publications, or on the Internet.
8. Apply psychology beyond the classroom.

General Education Competencies

This course addresses the following Cincinnati State [general education competencies](#) (College Catalog pg. 31):

1. Read critically, including the ability to analyze and interpret a variety of printed books, documents, and articles.
2. Produce clear, logical, correct, coherent and properly documented prose.
3. Display awareness of cultural, ethnic, gender, racial, and religious diversity.
4. Demonstrate self-management skills such as being able to assess self accurately, set personal goals, and monitor personal progress.

Course Text(s) and Materials (required)

Plotnik, Rod & Coon, Dennis (2005). *Introduction to psychology* (7th ed.). Belmont, CA: Wadsworth

Course Policies

1. **Attendance** - You can have either an excused or unexcused absence. An unexcused absence is an absence for which you do not have a legitimate reason for missing class. An excused absence is an absence from class for which you have a legitimate reason for missing class. A legitimate reason is a medical emergency, death in the immediate family, or having to travel for work. You must provide documentation for excused absences. You can make up work for excused absences. Plan ahead - missing class because you did not have transportation or childcare is not a legitimate reason for an excused absence. **Three unexcused absences - or missing 33% of the course - are not acceptable and you automatically fail the course.**
2. **Make-up Work Assignments/Tests** -I do not provide make-up sessions for unexcused absences or tardiness. If you miss a class you are responsible for the material that was covered during your absence. If materials are not posted on Blackboard, I recommend you ask a classmate for his or her notes. If you miss a test, quiz, or other evaluation activity on the day you are absent you cannot make it up unless you have an excused absence. In that case, you need to provide me documentation of your medical emergency, bereavement, or need to travel for work. **If you know in advance you will not be able to make a class session, send me an email in advance of your absence explaining why.**
3. **Late Assignments** - You have 48 hours beyond the due date to turn in assignments. If you do not turn in an assignment within this timeframe, it will not be accepted and you will receive a 0 for it, unless you have an excused absence. If you have an excused absence you have one week after you return to class to turn in the assignment.
4. **Tardiness** - If you are late for class please be considerate of your classmates and enter quietly. You will not receive full credit for attendance if you are later than 30 minutes (according to the classroom clock) without prior instructor permission.
5. **Electronic Devices** - The classroom is a place for teaching and learning. The use of electronic devices to listen to music, surf the web, play games, check phone calls, and to text message detracts from both your own and your classmates' learning. Please turn off and put away all devices and remove ear buds including Bluetooth devices. **If you are expecting an emergency call, set your phone to vibrate and let me know before class you are expecting a call.** You may use laptops for taking notes.

Classroom Behavior - You are expected to contribute to the classroom environment in a way that enhances learning by demonstrating appropriate classroom behaviors. These include but are not limited to speaking respectfully to others, not interrupting while others are speaking, not talking while others are speaking.

Academic Integrity - As this is a human relations course, you are particularly expected to develop relationships based on mutual trust and honesty. I would like to create and maintain an open, honest, trusting relationship with you and do not want to jeopardize the development of mutual trust by having to deal with suspicions of dishonesty. PLEASE do not disappoint me and shatter our mutual trust by involving yourself in any form of academic dishonesty. Academic dishonesty in this class includes handing in the work of another person, copying another's work, and cheating on exams. If you cheat, copy, or plagiarize the first time, you will receive 0 points for the assignment, test or evaluation activity; the second time you will fail the course. As academic dishonesty is a serious offense, PLEASE avoid doing ANYTHING

that might be considered dishonest. If you are in doubt as to whether something violates the academic honesty policy, ask me before it before submitting it as your own work.

Grading - Grades are based on on the degree to which you master the course material - in other words, your performance. Your grades will be posted on your Blackboard web site within one week after evaluation activities are submitted unless stated otherwise.

Course Components

Assessment and Evaluation - I use a point system and points earned are based on quality, accuracy, and completeness of work. See the course outline for points awarded for specific activities. Your final grade is determined by the total number of points that you earn.

A = 300 - 269

B = 268 - 239

C = 238 - 209

D = 208 - 179

F = 178 or less

Letter Grading scale

A= 90-100%; B=80-89%; C=70-79%; D=60-69%; F=<60%

Participation - You will complete weekly reading assignments, online assignments outside of class, and in-class activities. In these assignments you explore or apply course concepts to actual human behavior. These assignments also allow for learning evaluation. You will earn points for the online assignments and in-class activities. The number of points you earn are based on accuracy, comprehension and writing skills. In-class participation will be worth a total of **50 points**.

Quizzes/Homework - You will complete eight online quizzes in this course. In addition, there will be several homework assignments. These assignments are designed to allow for demonstration of your knowledge of important course concepts. They also serve as a tool to evaluate what course content needs to be revisited. Quizzes are worth a total of **100 points** for the term.

Tests - You will take five tests in this course. The tests are designed to assess your comprehension of course concepts and material. The tests may include multiple choice, true/false, short answer and essay questions. The tests are worth a total of **100 points** for the term.

Group Presentation. When presenting a group discussion topic for the class, students are to be prepared with information from sources *other* than the text (research publications, information from the web, relevant research findings from other disciplines, newspaper or magazine articles, life experiences, etc.). Each group will select a research journal article that is related to one of the chapters in the textbook. The group will produce a 2 page summary of the article that will cover the purpose of the research, research question/questions, sample, method, results, and the discussion sections. The group will also produce a Power Point presentation going over these topics and important terms/concepts from the corresponding textbook chapter. Each group should prepare two questions for class discussion/debate. Groups will have ten to fifteen minutes to present on their topic.

There will be a five minute question and class discussion session following the presentation. This project is worth a total of **50 points**.

Writing - this course addresses five of Cincinnati State's General Education Competencies. It is important that you write well in all your courses. Therefore, all written assignments will include an evaluation of grammar, spelling, mechanics and organization as well as the quality and accuracy of content. Text messaging language and slang are never acceptable in this course.

All students are held accountable to the Student Code of Conduct. Please read the college's Student Code of Conduct in the College Catalog if you are not familiar with it.

WEEKLY SCHEDULE:

In general, each meeting will consist of lecture and an in-class activity. A group activity will be assigned each week. We may need to revamp the schedule from time to time. **Check Blackboard for updates regularly.**

Date	Topic / Activity	Assignment
Week 1	Introductions, review syllabus, lecture on chp. 1 & 2, group activities, Quiz 1 Research Areas.	Read:46-65 Quiz 2: Chp.2, M/C Research Article Selection
Week 2	Group Project Article Selection, lecture on chp. 3, video viewing, group activities, Quiz 3: Neural Damage.	Read:67-90 Quiz 4: Chp. 3, M/C Reading Questions
Week 3	Lecture chp. 4, video viewing, group activities.	Read:121-144 Quiz 5: Chp. 4, M/C
Week 4	Test 1 , lecture chp. 6, video viewing, Quiz 6: Crossword Challenge, time to work on group project.	Read:305-327 Reading Questions
Week 5	Lecture chp.14, group activities, time to work on group project.	Read:195-210
Week 6	Test 2 , lecture chp.9, video viewing, group activities, Quiz 7: Classical Conditioning in My Life.	Read:213-236 Quiz 8: Chp.9, M/C Discussion Board
Week 7	Lecture chp.10, video viewing, Quiz 10: Summary of Relapse Prevention Methods, midterm grade review.	Read:239-258 Quiz 9: Chp.10, M/C
Week 8	Test 3 , lecture chp.11, group activities, Quiz 11: Techniques to Remember.	Read:261-278 Quiz 12: Chp.11, T/F Discussion Board
Week 9	Lecture chp.12, group activities, gro up presentations.	Read:644-676 Quiz 13: Chp.12, T/F
Week 10	Lecture on chp.17, group activities, group presentations, make-up exams.	
	Topic of my group presentation...	Presentation Due DATE:

Group Project Rubric

Presentation:	25 Possible Points	Points Earned/Feedback
Audience Engagement	5	
Verbal Delivery	10	
Visual Interest	10	
Paper:	25 Possible Points	
Content Covered	10	
Accuracy	10	
Writing/Formatting	5	

Course & College Success

1. **Good Study Skills** are vital for college success. The first chapter in your text provides useful information on reading strategies. There also are web sites that provide good study strategies. Try [CState's web site](http://www.cincinnati.state.edu/CurrentStudent/Academics/AcademicDivisions/Humanities/StudySkills.htm) - <http://www.cincinnati.state.edu/CurrentStudent/Academics/AcademicDivisions/Humanities/StudySkills.htm>
2. **Participation** involves actively engaging in discussion and other interactive class activities. Students who actively participate tend to do better in their course work.
3. **Attendance** is very important. When you do not attend class you miss vital information and processes that contribute to your learning. You also learn from other students in the class and they learn from you. Listening to other viewpoints is important to the learning process.
4. **Effort** is required in order to reap the benefits of learning. For every hour of course credit you are expected to devote 2 hours of work outside the classroom. This is a 3 hour course; therefore, plan to devote six hours per week to this course. This is an average and so you may have to devote more than six hours to get the work done while others will be able to get their work done in less time.
5. **Communication** is important to college success. Please communicate with me if you are having difficulty with the course material or if you will be absent from class.
6. **Blackboard (Bb)** - login into Bb at least twice a week to check for announcements and to access course resources.

Student Support Services

1. **Tutoring Center** - offers individual and walk-in tutoring in most subject areas. It is located in Main 261. Drop-in or call 569-1614 for more information.
2. **Writing Center** - in Main 235 assists students with their writing assignments in all subjects. Stop-by or call its "**Hot Line**" at 569-1736.
3. **Student Disabilities** - If you have special needs (learning disabilities or physical disabilities) you must inform the instructor by the 2nd class meeting. In order to receive services for note taking and test taking you have to be registered with the Office of Disabilities Services in Main 129. The phone number is 569-1775.
4. **Counseling Center** - services are available to assist you with personal problems, college adjustment, and math and test anxiety. Call 569-1552 or stop by Main 168 to make an appointment.

5. [Supplemental Learning Materials](#) - is a CState web site that houses learning materials for math, reading, writing and study skills. You can find a lot of helpful information here.