## Introduction to Psychology (PSYC 1101)

## Spring Semester 2018

## 

**Dr. Pam Terry**  **Office Hours**

**Russell 312 T 12:30-3:00**

**678-359-5207 W 2:00-3:00**

[p\_terry@gordonstate.edu](mailto:p_terry@gordonstate.edu) **R 12:30-3:00**

**F 10:30-12:30**

## General Course Description

This course is a broad survey of major theory and research in psychology, the scientific study of behavior and mental processes, at the introductory level. It includes investigation of information on learning, memory, perception, psychological disorders, therapies, personality, states of consciousness, human development, thinking, language, intelligence, the brain and nervous system, stress, and social psychology.

**Textbook:** Ciccarelli, S. K. & White. J. N. (2017). *Psychology*, 5th Ed. New York: Pearson.

**Student Learning Objectives**

1.      Describe key concepts, principles, theories, and overarching themes in psychology as an applied science.

2.      Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, physiological, and sociocultural) in social, historical, and theoretical contexts.

3.      Demonstrate the ability to apply psychological theory and/or principles to everyday life.

4.      Use scientific reasoning to interpret psychological phenomena. Key concepts include hypothesis, inferences, naturalistic observations, operational definitions, interpretations, sampling, population, confirmation bias, correlations, empirical vs. nonempirical, reliability, validity, case study, survey, experiment, and generalizability.

5.      Demonstrate effective communication skills in different formats (e.g. written reports, oral presentations, group interaction, etc.)

**Course Requirements & Grading Breakdown**

The semester grade will be comprised of a test average (40%), assignment average (35%), and a comprehensive final exam (25%).

**Grading Scale**

A - 90 – 100 B - 80 - 89 C - 70 - 79

D - 60 - 69 F - Below 60

**Tests**

Tests may include material from the textbook not covered in class as well as material covered in class that may not be in the textbook. Study guides in question format are posted for download from the computer which will direct you to the most important information to study for the tests.

***Make-up tests.*** No make-up tests will be given. Since the lowest test grade is to be dropped, the missed test will be counted as a zero and dropped as the lowest grade.

***Final exams*.** According to Gordon College policy, final exams must be taken on the date and time published in the Schedule of Classes. Students with three or more final exams on the same day or with a documented hardship may petition the Business and Public Service Department Chair for allowing an alternate time of test administration. The final will be comprehensive with questions taken from semester tests.

**Academic Honesty**

See the *Gordon College Academic Catalog* for the official college policy. Evidence of cheating on examinations or plagiarism of written assignments will in this class, at minimum, result in a grade of zero for the test or assignment. Any work turned in must be your original work, and any information taken from outside sources must be referenced. (Your report should clearly indicate what source the information came from.) This includes facts, statistics, and words and ideas of others, even if they are paraphrased. It is best to avoid all question or appearance of cheating and plagiarism by not working together too closely on project reports, avoiding overuse of wording borrowed from your reference sources, and making sure that all sources are cited in reports.

**Resources**

***The professor’s web page*.** The syllabus, PowerPoint lecture slides, study guides, and assignment instructions will be hyperlinked to my *www.gdn.edu* web page. Materials are updated periodically during the semester, so check the site frequently prior to tests and assignment due dates for any relevant changes. This is actually a better source of information, and a faster one, than contacting me by email. Use it first. (Other vehicles for communication will include D2L and Gordon e-mail.)

The page can be found on the Gordon website. From the homepage, click on *MyGordon.* Scroll down under *Resources* to *Faculty Credentials and Web Pages*. When you reach that page, click on *T* (rather than scrolling down). My name should appear near the top of the screen. Click on

The words *Personal Web Page* under my name. There you should find the name of your course. Click on it to find the information you need.

***E-mail.*** You may use e-mail to inform me of absences, etc., or to ask specific questions or make requests. If you do, **please identify yourself and your section.** I will not respond to e-mails not fully identified other than to ask for further information. I also do not respond to e-mail questions regarding those things already posted on the web page, such as assignment and test dates, or those things already covered in this syllabus such as policy regarding make-up tests, tardy assignments, or excused absences. You often will find an answer more quickly on the web page or in the syllabus than from me. I will respond to emails as promptly as possible when there is a specific need to send you information. If you receive an e-mail from me, it will be on your Gordon e-mail account. If you send me a note, I will generally reply to the account from which it was sent.

**Brightspace/D2L:** This resource may be used for storage of an extra copy of the syllabus, turning in papers through Dropbox and use of Turn It In, Gradebook, and /or establishment of links to outside resources.

**Student Responsibilities**

***Attendance and class participation.*** Records of attendance will be kept. While class attendance will not directly affect the course grade, it is expected that students will attend class, and they are responsible for knowing information given in class. Class participation, discussion of relevant topics, and asking questions is always encouraged.

***Keeping copies and records.*** *(A word of advice).* It is advisable to keep a copy of all computer files and hard copies of work that you turn in and to keep returned/graded papers and returned tests and SCANTRON sheets until the end of the semester. These will be useful in resolving any questions about your work that might arise.

***Awareness and Communication*:** It is the student's responsibility to:

1) be aware of test dates and assignment due dates;

2) make sure that he/she is recorded present for class;

3) make arrangements to make up any work/tests missed during absences;

4) obtain notes or other information missed;

5) make sure that the instructor actually received any work turned in;

6) communicate to the instructor any special circumstances, events, or needs that will

interfere with the student’s completion of his or her course work in a timely fashion.

**Title IX**

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking.  If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters.  Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator.  If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center.  The licensed counselors in the Counseling Office are able to provide confidential support.

Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions.  Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

**ADA and 504**

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility.  The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities.  Course requirements will not be waived, but accommodations may assist you in meeting the requirements.  For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

**HB 280**

For information regarding House Bill 280, see the University System of Georgia at the following link: <http://www.usg.edu/hb280> .

**The Professor’s Philosophy**

The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. . . . The remarkable thing is that we have a choice every day regarding the attitude we embrace for that day. We cannot change our past . . . . . We cannot change the fact that people act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have . . . and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you . . . . We are in charge of our attitudes. Chuck Swindoll

**Introduction to Psychology Reading Schedule**

**Spring Semester 2018**

**Week of: Read**

Jan. 11 Introduction

Jan. 16 1 The Science of Psychology

Jan. 23 2 The Biological Perspective

Jan. 30 3 Sensation & Perception

**Test 1 (1-3)**

Feb. 6 4 Consciousness

Feb. 13 5 Learning

Feb. 20 6 Memory

Feb. 27 7 Cognition (TLI)

**Test 2 (4-7)**

8 Lifespan Development

Mar. 6 9 Motivation & Emotion

Mar 13 10 Sex & Gender

Mar. 27 11 Stress & Health

Apr. 3 12 Social Psychology

**Test 3 (9-12)**

Apr. 10 13 Personality

Apr. 17 14 Psychological Disorders

Apr. 24 15.Therapies

May 1  **Test 4 (13-15)**

**Final Exam: Wednesday, May 9, 10:15-12:15**