



Peru State College
PSYC 121: Introduction To Psychology
Syllabus – Fall – 2011

Professor: James R. Nevitt, Ph.D.

Office/Phone: My office is located in T.J. Majors (Room 243). I am readily accessible by email, which I check daily. I will attempt to answer all emails within 24hrs.

Hours: 8:30-9:30 AM and 3:15-4:15 PM Monday through Thursday
Fridays by appointment only 9:00 AM-3:00 PM

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Required Textbook: *Psychology: An Introduction* by Benjamin B. Lahey, 10th Edition, McGraw-Hill Publishing, ISBN 978-0-07-803516-6

Recommended Textbook: *Publication Manual of the American Psychological Association*, 6th ed., publisher – American Psychological Association

Course Meets: 2:00 PM - 3:15 PM on Mondays and Wednesdays

Required Software: Microsoft Word.

Course Description and Objectives

This course is a general introduction to contemporary psychology, focusing on basic concepts, principles, terminology, trends in psychological research, and the application of this knowledge.

Objectives include:

- A. Teach basic psychology terminology.
- B. Discuss the topic of science as common to all disciplines, including psychology.
- C. Teach an understanding of important psychology concepts.
- D. Expose students to traditional areas of study within psychology.
- E. Empower the student to explore/utilize electronic library resources to research areas of interest in the field of psychology.

Prerequisite: None

Upon completion of this course, you should be able to:

- A. Demonstrate your mastery of basic psychology terminology.

- B. Express your knowledge, in writing, of the method of scientific inquiry as it applies to psychology.
- C. Express in writing your mastery of important psychology concepts and their applications.
- D. Utilize the electronic library/internet to find articles appropriate for your psychology interests and summarize these in a brief research paper.
- E. Demonstrate your knowledge of traditional areas of study within the field of psychology.

Expectations & Instructional Approach

1. Open your minds to the materials presented. Assume ownership of this course.
2. I will try to make materials in each session something of “significance” to you. I’m asking each of you to meet me halfway. In the past, students that have passively sat on back rows and daydreamed, depended on “others to catch them up” because they arrived late or left early, etc. eventually received low grades.
3. I want you to be **proactive learners**. I want you to be involved in the class discussions, ask questions and be current with the weekly readings. Come to class with the expectation that my sessions can be more like "events" than traditional lectures. Half of this experience is up to you. My foundation for each session is a PowerPoint presentation. They are NOT the session itself! Anyone can simply read and/or study a PowerPoint presentation.

The PowerPoint presentations will be posted in the hybrid shell for this class. I will assume that you have already read the textbook assignment. The PowerPoint presentations and text readings serve as a point of departure. If you don't already have a good understanding of the facts and/or status quo, portions of the session could "leave you in the dust". Once again, read the assignments in the text, read the materials in the course document section...be a proactive learner.

4. Take quizzes when they are offered. They will be offered every two to three weeks. If you cannot be present during a quiz, please notify me in advance (at least 24 hours). I will schedule a make-up quiz if you are able to take the quiz before the next class session. If a student does not notify me in advance, the opportunity to make up a quiz is lost. There are very few exceptions to this in my course (medical emergency, natural disaster...you probably get the picture). Simply "oversleeping the exam" or "I forgot we were having an exam" are NOT valid exceptions.

Class Conduct:

Students are expected AND required to be courteous to others in the class, including the professor. **Any student engaged in a disruptive behavior will be asked to leave the class.** Disruptive behaviors include (but are not limited to): arriving to class late, talking with a classmate while others are talking (including the professor), wearing headphones/listening to music, **texting others during class**, reading or working on materials other than those specifically dealing with the class. Finally, students are asked to turn off cell phones and all electronic signals/beepers or (at least) to switch them to vibrating mode for the duration of class.

Student Evaluation

Quizzes

There will be five quizzes during the semester. Each will cover two to three chapters in your textbook. Each quiz will be worth 50 points. The last quiz, during final exam week will worth 100 points, will be a comprehensive and will cover previous chapters and session materials as well as the last two chapters of text readings for the semester. Students need to make certain they are prepared at the time they commit themselves to take the weekly quiz. Each quiz will be timed. You will have approximately 60 minutes to take a quiz. On the final exam you will be permitted two hours. Quizzes will only be offered once.

Consistency is the key here. Students will earn points through homework assignments, quizzes, attendance and participation during class sessions. The student will be evaluated weekly. Neglecting to turn in homework, missing a quiz without a valid reason can result in zero points for that particular week. These points cannot be made up by turning in late assignments or responding in class twice as often during the next week!

Students will be expected to have opinions relating to their subjects and readings. Student opinion doesn't have to agree with the opinion of the instructor or other students. This will not be a point of evaluation. I will expect students, should they assert opinions in writing or verbally, to be able to back-up the opinions with reading and/or researched materials.

Homework

In class 30 minute DVD presentations related to lectures will be offered every 2-3 weeks. Each will be associated with a question sheet which will be due upon the next class meeting. Each of these assignments are worth 20 points. Students must be present the day these assignments to receive credit for these assignments. They cannot be made up.

Term Paper

A five page research paper utilizing electronic and conventional library resources will be required as a portion of the evaluation process. The paper must be written in APA style. There are many other styles of writing reports and term papers. However, APA style is the most frequently used writing style in the fields of psychology, counseling, criminal justice, sociology, social work, and many other areas in social sciences and business. I will not read a paper that is submitted in a style other than APA writing style. Useful overviews for those that need assistance writing a paper for this course can be found in the document section in the BlackBoard course shell but they are no substitution for the APA Publication Manual. This is why it is recommended as part of the course readings.

A useful overview for those that need assistance or information concerning APA style can be found at www.apastyle.org. Additionally, tips on how to write in APA style may be found at www.apastyle.org/styletips.html.

The instructor does not simply regard the paper as an exercise in writing. It is a chance to learn about APA style (for those that don't yet know it) and an opportunity to research a special area of interest. I'm assuming that those students attempting this project this fall will choose to use many electronic references, but students may use other traditional references (e.g. a book such as the course text) as well, provided that the citations and reference page of the paper is consistent with APA style. The term paper must be done in Microsoft Word. If you do not have this software available to you, please acquire it! I will not accept papers in any other form.

You can use EBSCO Host associated with the PSC online library to find a scholarly article on a psychological topic of interest to you. This assignment is worth 50 points.

Content of Term Paper:

The student will construct and write an APA formatted literature review, **5** pages in length, using 12 point font, and double spacing. The required five pages do not include a reference section and cover sheet. **Students are permitted to write over any topic found within the subject index in the back of their textbook.** Students should contact the lead instructor with their topics prior to beginning their research. A formal outline of the paper and a topic approval by the instructor is required prior to mid-term of the semester before a student will be granted permission to begin his or her research. Papers that have not been given approval prior to the third week will not be read or evaluated by the instructor.

A one-page outline related to the term paper topic will be due on September 21, 2011 of this course. The instructor will review student outlines and respond back to individual students during the next week. Failure to turn in an outline will result in loss of opportunity to do the term paper assignment and reduce a student's score by fifty points. Failure to turn in a term paper that doesn't conform to the instructor approved outline submitted previously will likewise result in a reduction of fifty points.

The term paper itself is due on November 30th, 2011.

Rubric A general rubric associated with the evaluation of the term paper.

A (50-45 points) = Clearly stands out as excellent performance. Has unusually sharp insight into material. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Superior knowledge of APA writing style.

B (44-40 points) = Grasps subject matter at a level considered to be good to very good. Writes well. Accomplishes more than the minimum requirements. Work is of high quality. Above average knowledge of APA writing style.

C (39-35 points) = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements. Communicates at an acceptable level for a

college student. Has a generally acceptable understanding of all basic concepts. in paper. Adequate knowledge of APA writing style.

D (34-30 points) = Quality of written work is poor overall. Inadequate ability to communicate in writing. Poor understanding of chosen topic. Inadequate knowledge of APA writing style.

F(Below 30 points) = Quality of work completely unacceptable.

Your Final Grade

The total number of points possible this semester can be seen below:

4 Quizzes @ 50 points each.....	200 points
5 Homework assignments @ 20 points each.....	100 points
Participation and attendance.....	50 points
Final Exam.....	100 points
Research Paper	50 points

Total 500 points

Your final grade will be based on a straight percentage of the points earned to the total possible.

The scale used for grading is:

100-90%	A
89-88%	B+
87-80 %	B
79-78%	C+
77-70%	C
69-68%	D+
67-60%	D
Below 60%	F

Electronic Support Site for This Course:

Most of the resources that I expect students to read, aside from their textbooks, will be placed on a website and the student will be able to access it via BlackBoard. I hope to use it daily in this course. If you have questions about the specific materials relating to comprehension of these, please contact me.

If the issues are technical (e.g. “I cannot find the site.” or “The site doesn’t seem to be working correctly”) please contact the BlackBoard/Online staff:

Email bbtechsupport@peru.edu

Office Location **If you have difficulty accessing your Blackboard account or are experiencing technical difficulties within Blackboard, please contact the Blackboard Support Team at the e-mail address listed above. Phone numbers are also listed on the PSC website.**

Note

For technical difficulties and emergency situations after 5:00 P.M. and on weekends, e-mail Blackboard technical support at BBTechSupport@peru.edu or call 1-402-274-8530.

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend for two semesters students found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

A Final Word:

Like a good mattress, these policies are firm, but not rock-hard. I am aware that some individual circumstances may arise warranting a change in some of these procedures or policies, but you should not count on that being the case. **If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me as soon as possible should any difficulties arise in your life that might interfere with your performance in the course.** Waiting until the last two weeks of class or when final grades are distributed to talk to me is altogether too late!

The instructor reserves the right to modify any aspect of the course syllabus or content to enhance student learning. Any modifications will be communicated to students in advance. A tentative course schedule will be printed separately.

Tentative Course Schedule: The following course schedule includes topics, reading assignments, and the dates of exams. However, I do reserve the right to change this course calendar as needed. You will always be notified if our plan deviates from this schedule.

Weeks	Topic in Text
1-3	Introduction
3-4	Research Methods
4-5	Biological Foundations
5-6	Interplay of Nature and Nurture
7	Sensation and Perception
8	States of Consciousness
9-10	Principles of Learning
10	Memory
11-12	Development
12-13	Personality and Assessment
14-15	Abnormal Psychology
15-16	Therapies