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| stack_logo_gold_navy | Syllabus – Fall 2023PSY 101 020 MCIntroduction to Psychology Fall 2023: Tues/Thurs; 12:30p –01:45p Lawson Academic Center, 104  |

Instructor: Dr. Susana Solomon

E-mail: Susana.solomon@reinhardt.edu

Office Location: Tarpley 205

Visiting Office Hours: MW: 10:00am – 12:00pm; Th 8:00a-12:00pm

Link to my calendar to schedule an appointment - <https://calendly.com/susana-solomon>

Walk-ins are also welcome ☺

Preferred method of communication: Email is the preferred method of communication. I usually respond to inquiries within 24 (M-F) and within 36 hours over weekends and/or holidays. ‘***Ask the Instructor***’ discussion board can also be used to post general questions related to the material.

Welcome to PSY 101 Introduction to Psychology. I will be your instructor for this class. I have been working in and studying psychology for the last 20 years. I took my first psychology class as a dual-enrolled student in high school. I have always been intrigued by this subject matter. I enjoy seeing students discover that psychology has so many applications for everyday life, from memory tricks to environmental factors that influence human thought and behavior (sociology). I think you will be surprised at how often you will find yourself using information from this course in your day-to-day activities. I hope this course challenges you to critically analyze your environment and your own persona. Some of the material will stir curiosity, confusion, disagreement, and other various emotions. Bring your questions to class where we can further dive into the material collectively. I look forward to working with you this semester.

**Required Textbook**

Myers, D. G., & DeWall, C. N. (2022). Exploring Psychology (12th ed.). New York: Worth Publishers. ISBN: 9781319429805

Check out VitalSource for access to the ebook. You will not need a physical copy of book. The book is listed for $60 for 120-day rental. - <https://www.vitalsource.com/products/exploring-psychology-david-g-myers-c-nathan-v9781319429805>



You can also purchase a paper copy of the text through Amazon <https://www.amazon.com/Exploring-Psychology-David-G-Myers/dp/1319132111>

**Course Description and Objectives**

This course is a beginning survey of the field of psychology. Special emphasis is placed on the use of scientific methodology to address questions about human behavior. Topics include social interactions, intelligence, development, memory, the physiological bases of behavior, and abnormal behavior.

Please keep in mind that this is a 3-credit hour course. As such, you can expect to spend about 7.5 hours total (including class time) completing coursework.

**Course Goals**

1. To introduce the student to the common methods of research and statistical measurement utilized within the discipline of psychology.

2. To acquaint the student with the major processes of human functioning including learning, motivation, emotion, intelligence, language, and thought.

3. To introduce the student to the fundamentals of the anatomy and physiology of the nervous system and the sensory systems.

4. To help the student become aware of the applications of psychology to relationship, group, community, and societal problems.

5. To expose the student to the major theoretical movements in psychological theory.

6. To assist the student in gaining insight into the factors which produce emotional and behavioral problems in individuals and to acquaint the student with the current scheme of classification of such problems.

7. To identify for students the major trends in child development with regard to physical, cognitive and personality characteristics.

8. To expose students to the most famous case studies and experiments in psychological history.

Verification: Students will demonstrate competence in these areas through:

1. Regular participation and being prepared to discuss questions based on lecture material and text readings.

2. Obtaining an overall average grade of C or better for the coursework.

**Assignments**

**Syllabus Quiz (30 points total, 3% of final grade)**

The course syllabus is a roadmap with directions for success in this course. Carefully read the entire syllabus and take note of important dates when discussion board assignments, quizzes, and exams are due. Just as you check a map for directions at various intersections along your journey, check the syllabus before each class for reading assignments and to gain an idea of the day's topic. If something is unclear, talk to the professor to gain clarity or to further understand an assignment or topic. The syllabus quiz will contain approximately 10 questions drawn directly from the syllabus (30 points total).

**Discussion Board (200 points total; 20% of final grade)**

This class has four discussion board prompts which will be used to further discussion and exploration of course objectives. This is your chance to demonstrate not only your understanding of the material, but to dive into the material with critical analysis and introspection. Use available resources and also personal experience to expand upon the material. Please note that you must post during a course week to receive credit for that week - "late" posts (i.e., in subsequent weeks) are welcome but will not earn credit. Discussion board prompts open up on Monday (12:00am) your post is due by Friday (11:59pm). You will not have to respond to peers, but you are more than welcome to. We will collectively discuss the assignment in class in small peer groups. You must complete the discussion board post and participate in the class discussion for full credit. Please see the course schedule below for the specific due dates for this assignment.

## **Weekly Chapter Quizzes (240 points total; 24% of final grade)**

The course material is divided into 14 chapters and, consequently, 14 quizzes. The lowest two attempts will be dropped from final grade; therefore, only 12 quizzes will count towards final grade. You will be required to complete a quiz during each unit according to the schedule listed in this syllabus. All quizzes will be delivered online in CANVAS and links to each quiz will be available in the appropriate learning module folder. Students will be allowed two attempts to take the quiz and the highest score will be recorded. Late attempts will not be accepted. Please be sure to complete all assignments on time. Each quiz is open book/open notes, and consists entirely of multiple-choice questions. Additionally, all quizzes will be timed – you will have 25 minutes to complete each quiz. Note: You will not be allowed to submit or revise any your answers once the time limit is reached

**Research Paper Outline (50 points total; 5% of final grade)**

In the last quarter of the course, we will cover psychotherapies and psychological disorders. For this assignment, you will create a 2-page outline for the following:

1) Create a fictional character or select one from a book, movie, or tv show that has a major psychological disorder (see chapter 14).

2) Pretend you are a psychiatrist, psychologist, or mental health counselor, and after selecting a fictional character, include the following in the history portion of the outline: Name of Character, Approximate Age, Occupation, Level of Education (if known), Marital Status (if known), Presenting Symptoms or Problematic Behaviors, Developmental and Medical History (if known), Family History, Social History, Substance Use History, Legal History, and Trauma History.

3) After reviewing chapter 14, what is the character’s disorder according to the DSM-5?

4) Select a theory (e.g. psychodynamic, humanistic, Adlerian, cognitive behavior therapy…) and identify two specific therapy interventions you would recommend for this client and why.

**Research Paper or Presentation (200 points total; 20% of final grade)**

Build upon the framework created from the Research Paper Outline, you will have the option to create

A) 1200-word essay (12 point font, Times New Roman, double spaced, cover page, reference page) in APA 7th edition. Please see [Purdue Owl](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) for general APA 7 guidelines **or**

B) Record a 7-10 minute presentation addressing the following areas below and upload weblink into CANVAS. There are many different recording apps/software you can record and use to create a weblink such as Zoom, Youtube, icloud, ect.

***Please address the following areas –***

1) Create a fictional character or select one from a book, movie, or tv show that has a major psychological disorder (see chapter 14).

2) Pretend you are a psychiatrist, psychologist, or mental health counselor, after selecting a fictional character, include the following in the history portion of the outline: Name of Character, Approximate Age, Occupation, Level of Education (if known), Marital Status (if known), Presenting Symptoms or Problematic Behaviors, Developmental and Medical Hisotry (if known), Family History, Social History, Substance Use History, Legal History, and Trauma History.

3) After reviewing chapter 14, what is the character’s disorder according to the DSM-5?

4) Select a theory (e.g. psychodynamic, humanistic, alderian, cognitive behavior therapy…) and identify two specific therapy interventions you would recommend for this client and why.

**Unit Exams (180 points total; 18% of final grade)**

We will have 3 online unit examinations this term. The first exam will cover Chapters 1-4, exam 2 will cover 6-10, and exam 3 will cover 11-15. The exam questions will be light on definitions and heavy on applying concepts. The format may be any combination of multiple choice and short answer questions. These assessments will cover concepts from posted lectures, supplementary content, and other learning module materials. These exams will include multiple-choice and short-answer questions. You will have 60 minutes to complete each exam. The exam will be proctored by the professor. You must be present in class for the exam. Please bring your laptop to class to access the exam. If you need a paper copy of the exam, please notify me at least one week before the exam.

**Final Exam (100 points total; 10% of final grade)**

The final exam will be cumulative and will cover the entire semester’s work and course subject matter. This includes chapters 1-15 (excludes chapter 5). The final exam will be in class and you will have 60 minutes to complete 50 questions multiple choice. Please bring your laptop to class. If you need a paper copy of the exam, please notify me at least one week before the final exam.

**Course Policies**

## Class Method and Participation:

In order to create the most effective classroom experience, I encourage all students to actively participate in class, including contributing to discussion, asking questions, and responding to ideas presented in class. This type of active participation is both a better way to learn and a lot more interesting than simply listening to lectures! I do understand that students can sometimes feel anxious to speak up in class (I was there too). If this applies to you, please feel free to come talk to me. I have strategies that worked for me and I would be happy to share them with you!

Please note that participation during classes is intended to be a learning activity. Your comments in class are not expected to always be correct. Making mistakes is a part of the learning process! Some of this material is complex and a certain degree of confusion, uncertainty, or misinterpretations is to be expected. In addition, sometimes there will not be “right” or “wrong” answers – just points of view. So, please do not be afraid to share your thoughts during class. However, I do expect all students to be respectful of others’ views. Remember, we all come from different walks of life.

Classroom Environment

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from one another. Please respect each other’s opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Attendance

Attendance is highly encouraged, and regular studying and active participation will be rewarded. Every day, I will ask review questions, class participation questions, and other sorts of questions to enhance your learning and understanding of the material. Review questions will come from the text and the notes, and will be graded on correctness; the other questions will be graded on participation. There are opportunities for extra credit throughout the semester, but you must be in-class to receive credit. I will be using a sign-in sheet or QR code at the beginning/end of each class to track attendance.

## Late Work / Missed Deadlines

Missing any of the assignment deadlines listed herein may prevent your successful completion of the course. If you foresee difficulty of any type (i.e., hospitalization, employment change, etc.) that may prevent completion of this course, please notify me as soon as possible with an explanation. I understand life happens and I will gladly work with you to troubleshoot the issue. If warranted, I will re-open an assignment and you will be required to complete the assignment within **24 hours** of the time stamp on my reply to your email message.

Plan to complete all course discussions, assignments, and assessments *at least* several hours prior to the posted deadlines. By electing to wait until the "last minute" to complete these assignments, you may invoke **Murphy's Law** ("If anything can go wrong, it will"). There are no extra credit opportunities in this class. However, as mentioned early on in the syllabus, the lowest scores on 7 launchpad assignments and 2 launchpad quizzes will not count against your final grade. This “extra cushion” was intended to alleviate some stress when life-situations happen. If you ever have a question or concern (no matter how small or complex), I am only an email away and I am more than happy to lend a hand or a listening ear. ☺

## Grade Appeals / Policy

If, for any assignment, you feel that the grading policy was unfair in some way, then you must make your case to me in writing via email. I will not respond to verbal complaints about grades. These emails must be received within one (1) week of the posting of your grade; do not wait until the end of the semester.

Once computed and verified, all course grades are final and will not be changed. Every semester, a student approaches me with a request that I raise his or her grade (because she or he will be placed on probation, because he or she will lose their Hope scholarship, because she or he won't be able to graduate as planned… or be accepted into graduate school, & etc.). Please do not ask me to change your grade and know that I have never adjusted a student's grade for any of those reasons. Doing so would be unethical on my part and unfair to other students enrolled in the class.

## Incomplete Grades

A grade of “I” indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. In other words, the grade of “I” is only awarded for emergencies and not for academic difficulty.

The specified time limits to have an “I” grade removed are as follows:

* The course requirements must be completed, as agreed upon between the student and the faculty member, by the end of the next semester or term student is enrolled in order for the grade of “I” to be removed.
* If the student fails to enroll within one calendar year from the end of the semester or summer term in which the “I” was originally assigned and does not complete the course requirements, then the “I” will be changed to an “F”.

The “F” grade is assigned for a course which awards letter grades of “A”, “B”, “C”, “D”, or “F”) and the cumulative and adjusted grade point average will be recalculated accordingly or, the “I” will be changed to a “U” (for a pass/fail course which awards a grade of “S” or “U”).

Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student’s total performance. An “I” cannot be removed by re-enrolling in the course.

Plagiarism and Cheating

According to the Student Code of Conduct: No student shall receive, attempt to receive, knowingly give, or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic-based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

AI Use Allowed, but Not Required:

In this class, you are welcome to use AI for any purpose. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the KUS Code of Academic Integrity.

Religious**/**Cultural Observances

I want to ensure that I honor your ability to engage in any religious/cultural observances that are not included in the Reinhardt U. calendar. If there are religious/cultural observances that may impede your ability to complete an assessment prior to the due date, please reach out to me in advance and we can discuss alternative options. If I am contacted after a deadline has passed, no exceptions will be made.

**Evaluation and Grading Policies**

I generally post all grades within one week of an assignment’s due date. Final course grades will be available in CANVAS and on your online transcript. Grades will not be provided via phone, email, or other electronic means, and will be assigned as follows:

| Graded Activity | Points  | Total Points Possible | Percentage |
| --- | --- | --- | --- |
| Syllabus quiz (1) | 30 | 30 | 3 |
| Discussion Boards (4) | 50 | 200 | 20 |
| Research paper outline | 50 | 50 | 5 |
| Research Paper or Presentation | 200 | 200 | 20 |
| Weekly Chapter Quiz (12/14) | 20 | 240 | 24 |
| Exams (3) | 18 | 180 | 18 |
| Final Exam  | 100 | 100 | 10 |
| Total Possible Points |  | 1000 | 100 |

Note: To determine your grade at any point during the semester, simply add the points you have earned and divide by the total number of points that are possible for those completed assignments. Then multiply the total by 100 to determine your percentage grade.

| **Grading Scale** | **Points** | **Description** |
| --- | --- | --- |
| A (90 – 100%) | 900-1000 | Excellent |
| B (80 – 89%) | 800-899 | Very Good |
| C (70 – 79%) | 700-799 | Average |
| D (60 – 69%) | 600-699 | Below Average |
| F (59% or Lower) | ≤ 599 | Failing |

*I will round up grades if they are > or = .5 or above, for example, an 89.6 is an A, but 79.2 is a C.*

**General University Administrative Policies**

This section contains policies that apply to all courses and are set forth by the University. All policies are detailed in the Academic Catalog (and those policies shall apply).

University Covid 19 Statement: Important: All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: https://www.reinhardt.edu/back-to-campus

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse).

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

publicsafety@reinhardt.edu

Dean of Students

deanofstudents@reinhardt.edu, 770-720-5540

Office of the Provost

provost@reinhardt.edu, 770-720-9102

College Policy on Attendance: In accord with the Reinhardt College Academic Catalog, regular attendance at scheduled classes and examinations is each student’s obligation. Regarding excused absences as defined in the Catalog it is the responsibility of the student to have the excuse approved by the instructor before the absence and to complete all of the assignments. Emergency absences as defined in the Catalog are excused at the discretion of the instructor and only if the student makes his or her situation known immediately upon returning to class.

College Policy on Withdrawals: If a student drops a course during the first week of classes, the course will not be reflected on the transcript. After this, students may formally withdraw from a course and receive a grade of W up until the date set in the Academic Calendar. It is the student’s responsibility to complete the necessary steps to officially withdraw from the course. This institution does not have instructors complete “administrative withdrawals” for non-attendance. Therefore, if it is your intention to drop a class, you need to complete the required steps to formally withdraw from the course. The student is responsible for understanding the implications that may occur from dropping one or more courses (examples: financial aid, housing, health and/or auto insurance eligibility, and others).

Notice of ADA: If you have a disability which may require assistance or accommodation, or if you have any questions related to any accommodations for testing, note takers, readers, etc.; please speak with me as soon as possible.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters.

Center for Student Success: The Center for Student Success (CSS) is located on the upper (top) floor of the library, Room 313. CSS offers free peer and faculty tutoring for all subjects. For appointments, go to Reinhardt webpage and click Center for Student Success.

Academic Integrity: Academic dishonesty and penalties as defined in the Academic Catalog will be strictly enforced. All acts of academic dishonesty will be reported to the administration.

All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code. Also, all students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalog and in the Student Handbook. Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this course or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.

Consequences for cheating or plagiarizing:

a) I expect all students to uphold the highest standards of academic honesty and integrity. Acts of academic dishonesty include plagiarism, cheating, unauthorized collaboration, and falsification. Working together with classmates is acceptable and even encouraged, but all assignments submitted for a grade should reflect your own efforts (and writing). It is fine to discuss questions and topics with your peers, is it academic dishonesty to copy someone’s work (this includes information from the internet that is not properly credited). The penalty for academic misconduct in this course varies from a 0 on the assignment to a failing grade in the course, depending on the severity of the offense and the student’s history of academic conduct. Disciplinary action may be taken in addition to the academic penalty if the instructor, department, or college feels such action is warranted.

b) The Office of the Vice President for Academic Affairs will be notified of actions taken against students who violate the academic integrity policy, which may result in further consequences, including designation of “academic warning” on your official transcript, academic suspension, or expulsion for academic reasons.

**Additional Administrative Policies**

Participation and Assessments Policy:

* **Students are expected to attend all class meetings and/or participate as required for this class.**
	+ It is the responsibility of the student to account for instructional time missed and to gather and present the proper documentation for make-up work allowed at the discretion of the instructor.
* **Student Athletes** – It is strongly encouraged to complete assignments/quizzes/exams before their due date if you have an upcoming game/event. Planning ahead is planning for success! I understand you may miss class due to games/events. I take attendance for tracking purposes. You do not need to submit an excuse or note for missed class. You are ultimately responsible for any notes or information missed. Some of our exams are IN-CLASS. As such, be sure to pre-arrange with the instructor (me) a time to make up the exam **BEFORE** the exam due date.
* **Assessments include, but are not limited to: tests, quizzes, assignments, discussion boards, course activities, midterms, and finals**.
* **Students are expected to arrive no later than the scheduled start of class time for on-campus assessments. No tests will be given out after the first student has completed and turned in their test.**
* **Students are expected to complete all assessments prior to the due date and time assigned by the instructor.**
	+ Any assessments that are not submitted prior to the due date / time will be graded as a zero. No late assessments are accepted.
	+ Online assessments will open and close during the availability period set by the instructor.
	+ Students will need a reliable computer and internet access for assessments.
	+ The following are **NOT** considered valid excuses to miss any assessment.
		- Did not know availability date / time / deadline.
		- Did not read emails or announcements.
		- Failure to obtain textbook.
		- Scheduled vacations, sporting events, voluntary obligations, work-related activities, external school activities, transportation issues and other similar situations.
		- Inadvertent keystrokes.
		- Incompatible web browsers.
		- Attempts on mobile devices.
		- Loss of internet / computer / email access.
		- Other user-related technical difficulties.
* **Assessments will be issued by the instructor and student participation is required.**
	+ No assessments will be delivered before or after the scheduled availability period.
	+ Assessment notifications may be announced during class meetings, emailed to students, or posted in CANVAS Announcements.
	+ It is the responsibility of the student to attend all scheduled classroom meetings, read announcements and emails, check college e-mail accounts daily, and be present for all course assessments.
	+ Instructors are not required to provide advance notification of in-class assessments.
* **Students anticipating an unavoidable situation beyond their control that prevents them from completing assessments as scheduled should contact the instructor in advance and provide supporting documentation as soon as possible.**
* **If the student does not submit assessments as scheduled by the instructor a grade of zero will be issued.**

In the case that a student unavoidably misses an assessment delivered in class or online, to be considered eligible to complete the missed assessment, the student **MUST:**

* ***Inform instructor of circumstances immediately upon return from absence (or within 48 hrs. of expiration of due date of missed assessment) and request an opportunity to complete the missed assessment.***
	+ If a student fails to inform instructor and requests an opportunity to complete the missed assessment within 48 hours of the missed assessment due date, the instructor may deny the student’s later request.
* ***Establish that the absence or failure to submit the assessment was caused by an unavoidable situation that was beyond the control of the student.***
	+ Scheduled vacations, travel, voluntary obligations, work-related activities, transportation issues and other similar situations are not considered beyond the control of the students.
	+ Assessments will not be rescheduled to accommodate planned or voluntary absences by the student.
	+ Technical difficulties (including but not limited to: internet interruption, unavailability or unreliability, inadvertent key strokes, failure to access email, incompatible web browsers, failure to successfully access Canvas or other third-party learning management systems, attempts on mobile devices, and other user-related technical problems) will not be considered valid excuses for failure to complete assessments on time.
	+ ***Present documentary, dated, verifiable evidence provided by an independent, professional source that establishes student was unable to complete the missed assessments throughout the entire period of assessment availability.***
	+ This source may be a doctor, government agency, or a professional organization or institution.
	+ Documentation must be on full-page professional letterhead with contact information. Any privileged information may be redacted. The documentation must clearly show a range of dates for which the student is claiming an excused absence.
	+ Accommodations for chronic illness can be provided, if approved by the university. Students may apply for accommodations by contacting the Academic Support Office. Without approved accommodations, instructors may not offer make-up dates for assessments missed.
	+ Statements by students, family members, friends or associates, are not considered documentary, verifiable evidence provided by an independent, professional source.

In the event the student immediately informs the instructor of the absence and requests an opportunity to complete the assessment, establishes that the absence was unavoidable and presents supporting, documentary evidence, the student may, at the instructor’s discretion, be allowed to complete the missed assessment(s). This assessment(s) should be completed by the student no later than the next class meeting, due date of the next assessment, or at a time scheduled by the instructor.

**Course Schedule**

**Week 1- August 14**

Review of Chapter 1: Thinking Critically with Psychological Science

Syllabus Quiz – August 18

Discussion Board 1 – August 18

Chapter 1 Quiz – August 21

**Week 2 – August 21**

Review of Chapter 2: The Biology of Behavior

Discussion Board 1 (in class discussion graded) – August 21

Chapter 2 Quiz – August 28

**Week 3 – August 28**

Review of Chapter 3: Consciousness and the Two-Track Mind

Chapter 3 Quiz – September 5

**Week 4 – September 5**

Review of Chapter 4: Developing Through the Life Span

Chapter 4 Quiz – September 11

**Week 5 – September 11**

Review of Chapter 6: Sensation and Perception

 Chapter 6 Quiz – September 18

**Exam 1 (Chapters 1-4) – September 11 (in class/ bring laptop)**

**Week 6 – September 18**

Review of Chapter 7: Learning

Chapter 7 Quiz – September 25

Discussion Board 2 Initial Post – September 22

**Week 7 – September 25**

Review of Chapter 8: Memory

Chapter 7 Achieve Assignment – February 23

Discussion Board 2 (in class discussion graded) – September 25

**Week 8 – October 2**

Review of Chapter 9: Thinking, Language, and Intelligence

Chapter 8 Quiz – October 9

Discussion Board 3 Initial Post – October 9

**October 4-6: Fall Break / No Classes**

**Week 9 – October 9**

Review of Chapter 10: Motivation and Emotion

Chapter 9 Quiz – October 16

Discussion Board 3 (in class discussion graded) – October 11

**Exam 2 (Chapters 6-10) – October 13 (in class/ bring laptop)**

**Week 10 – October 16**

Review of Chapter 11: Stress, Health, and Human Flourishing

Chapter 10 Quiz – October 23

**Week 11 – October 23**

Review of Chapter 12: Social Psychology

Chapter 11 Quiz – October 30

Research Paper Outline – October 27

**Week 12 – October 30**

Review of Chapter 13: Personality

Chapter 12 Quiz – November 6

Discussion Board 4 Initial Post – November 3

**Week 13 – November 6**

Review of Chapter 14: Psychological Disorders

Chapter 13 Quiz – November 13

Chapter 14 Quiz – November 13

Discussion Board 3 (in class discussion graded) – November 6

**Week 14 – November 13**

Review of Chapter 15

Chapter 15 Quiz – November 20

**Exam 3 (Chapters 11-15) – November 17**

Research Paper or Presentation – November 17

**Week 15 – November 20**

In-Class Review of Chapters 1-15 (Except Chapter 5) & Prepare for Final Exam – Nov 20

**Week 16 – Final Exam Week**

**Final Exam – November 27**

Important Dates:

August 14: First Day of Classes

August 21: Last day of Drop/Add Period

September 4: Labor Day / School Closed

October 4-6: Fall Break

October 5: Mid-term Grades Due

October 10: Last day to Withdraw with “W”

October 16 -27: Advising and Registration for Spring 2024

November 21: Last day of Classes

November 22-24: Thanksgiving Break

November 27- December 1: Final Exam Week

December 4: Final Grades Due

**Discussion Board Rubric**

(4 at 50 points each; 20% of final grade)

**Quality of Main Post**

Student’s main post meets or exceeds the following requirements:

* Responds **completely** to all of parts of discussion question
* Communicates content information **accurately** and/or **logically**
* Delivers a **thoughtful** response demonstrating insights and reflections
* Connects to both key **content concepts** and **personal experiences**

20 Points \_\_\_\_\_\_\_\_\_\_

**Response to Peers in-class**

Responds to a minimum of 2peers **in class**

* **Substantive** responses
* **Furthers** the conversation with peers. Examples could include:
	+ Provides additional resources
	+ Connects to key concepts
	+ Shares personal or professional experiences
	+ Contributes new information or perspective
	+ Presents a competing viewpoint

20 Points \_\_\_\_\_\_\_\_\_\_

**Support from Learning Resources**

At least **one** post **refers to** course learning resources. (where applicable).

10 Points \_\_\_\_\_\_\_\_\_\_

Total Points Earned \_\_\_\_\_\_\_\_\_\_\_

**Research Paper Outline Rubric**

(50 points total; 5% of final grade)

In the last quarter of the course, we will cover psychotherapies and psychological disorders. For this assignment, you will create a 2 page outline for the following:

1. Create a fictional character or select one from a book, movie, or tv show that has a major psychological disorder (see chapter 14). Pretend you are a psychiatrist, psychologist, or mental health counselor.

10 points \_\_\_\_\_\_\_\_\_

1. After selecting a fictional character, include the following in the history portion of the outline: Name of Character, Approximate Age, Occupation, Level of Education (if known), Marital Status (if known), Presenting Symptoms or Problematic Behaviors, Developmental and Medical Hisotry (if known), Family History, Social History, Substance Use History, Legal History, and Trauma History.

(1 page, double-spaced, bullet points preferred)

15 points \_\_\_\_\_\_\_\_\_

1. After reviewing chapter 14, what is the character’s disorder according to the DSM-5?

(Approximately 100 words minimum supporting diagnosis of character)

15 points \_\_\_\_\_\_\_\_\_

1. Select a theory (e.g. psychodynamic, humanistic, alderian, cognitive behavior therapy…) and identify two specific therapy interventions you would recommend for this client and why.

(Approximately 100 word minimum)

10 points \_\_\_\_\_\_\_\_\_

Total Points Earned \_\_\_\_\_\_\_\_\_

**Research Paper or Presentation Rubric**

(200 points total; 20% of final grade)

Build upon the framework created from the Research Paper Outline, you will have the option to create

A) 1200 word essay (12 point font, Times New Roman, double spaced, cover page, reference page) in APA 7th edition. Please see [Purdue Owl](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) for general APA 7 guidelines **or**

B) Record a 5-7 minute presentation addressing the following areas below and upload weblink in CANVAS. There are many different recording apps/software you can record and use to create a weblink such as Zoom, Youtube, icloud, ect.

Please address the following areas –

1. Create a fictional character or select one from a book, movie, or tv show that has a major psychological disorder (see chapter 14). Pretend you are a psychiatrist, psychologist, or mental health counselor.

20 points \_\_\_\_\_\_\_\_\_

1. After selecting a fictional character, include the following in the history portion of the outline: Name of Character, Approximate Age, Occupation, Level of Education (if known), Marital Status (if known), Presenting Symptoms or Problematic Behaviors, Developmental and Medical Hisotry (if known), Family History, Social History, Substance Use History, Legal History, and Trauma History.

 50 points \_\_\_\_\_\_\_\_\_

1. After reviewing chapter 14, what is the character’s disorder according to the DSM-5?

40 points \_\_\_\_\_\_\_\_\_

1. Select a theory (e.g. psychodynamic, humanistic, alderian, cognitive behavior therapy…) and identify two specific therapy interventions you would recommend for this client and why.

50 points \_\_\_\_\_\_\_\_\_

1. Use of scholarly resources (at least 2) to support ideas.

20 points \_\_\_\_\_\_\_\_\_

1. Professional writing to include: well-organized, clear, and free of grammatical and mechanical errors. Follows APA 7Guidelines. Please see [Purdue Owl](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) for general APA 7 guidelines.

20 points \_\_\_\_\_\_\_\_\_

Total Points Earned \_\_\_\_\_\_\_\_\_