Introduction to General Psychology – Spring 2014
PSY 1101-03, 30013
Mon. & Wed.: 6-7:15

Instructor: Jen Wallin-Ruschman
Office Hours in Bowen 216: Mon., Wed., & Fri. 1-2; Mon. & Wed. 3:15-5; Tues. & Thur. 12:15-2 and by appointment
Email: jwruschman@abac.edu I prefer to be emailed directly at this address (please do NOT email me through D2L). Please always tell me what course you are in and the date and time of your class in the email.

Office Phone: (229) 391-5092

How to address me? I’m fine with Jen, but if you want a more formal title then Professor Jen is good. I really don’t care for Ms. or Mrs. and no need to say Wallin-Ruschman.

Overview:
Welcome! This outline provides you a resource to consult for frequently asked questions. Read it completely before our second class meeting and consult it throughout the semester.

A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality, and abnormal behavior/therapy. By the end of the course you should be able to define, describe, give examples, and critique key psychological concepts in each of the following topic areas:
1. Research Methods
2. Neuroscience
3. Sensation and Perception
4. Consciousness and Sleep
5. Learning
6. Memory
7. Thinking, Language, and Intelligence
8. Emotion and Motivation
9. Lifespan Development
10. Gender, Race, and Sexuality
11. Personality
12. Social and Community Psychology
13. Stress, Health, Coping, and Wellness
14. Psychological Disorders
15. Psychological and Biological Therapies
Class content will cover history, theory, research, application, and critique. Class time will include discussions, presentations, activities, lecture, videos, and/or other interactive material.

Pre-requisites/Co-requisites:
Exemption from or successful completion of READ 0099 and ENGL 0099.
Course Learning Outcomes:
A student who successfully completes the Introduction to Psychology (PSYC 1101) will be able to:
I. Demonstrate knowledge of 6 major perspectives in psychology (Behavioral, Biological, Cognitive, Positive/Humanistic, Social, and Psychodynamic) by:
   A. Identifying key figures
   B. Identifying key concepts
   C. Identifying major theories
   D. Identifying applications of major perspectives to everyday living

II. Demonstrate knowledge of the scientific process in Psychology by
   A. Identifying the basic steps of the scientific method
   B. Identifying the following research methods
      1. Experiment
      2. Correlation
      3. Data collection methods

III. Identify applications of the 6 major perspectives to
   A. Development
   B. Personality
   C. Mental health
   D. Learning

Course Requirements:
You also need: 4 scantrons and a pack of index cards.

Desire 2 Learn:
This course will rely on the D2L system (https://abac.view.usg.edu/) as an additional resource for learning. I will be using D2L to post additional material, slides, links, grades, and announcements. D2L is also a place to continue in-class discussions. I sometime send important announcements out through D2L so please check it regularly. Slides will be made available to you before the days lecture. I recommend strongly that you take advantage of this and either print the slides before class.

Classroom norms:
To have a productive learning environment, I believe it is essential to promote a respectful class climate. Some guidelines to keep in mind in accomplishing this goal are: speak from your own experience, engage thoughtfully with the content of the class, do not expect yourself or other class members to speak as a representative of a social and/or cultural group. Differences of opinion are welcome, as they help us to re-examine our own thinking. You should always maintain respect for opinions differing from your own and practice confidentiality if other students choose to share personal information. In addition, please avoid side conversations, texting/cell phone use, off topic computer work, and other behavior that is
distracting to me and other students. These guidelines are just a starting point, on the first day of class we will work together to develop a set of classroom guidelines.

Instructor norms:
I am committed to facilitating your learning of course material. Please fill free to contact me by email or speak to me after class or during office hours about any questions or concerns you have. You can generally expect me to respond to emails within 48 hours during the week. Also, I will make every effort to return assignments in a timely manner. Expect exams and assignments to be handed back two weeks after they are taken/submitted.

Office Hours:
My office hours are listed on the first page of the syllabus. If my designated office hours do not work with your schedule feel free to email me so we can find an alternate time to meet. If you have a question about the material, want to review your exam, or have a concern about any of the assignments – please come by my office hours.

Ethical Behavior:
Students are expected to maintain a high standard of personal ethics. Any evidence of cheating on exams, helping others to cheat, or plagiarism will lead to serious academic consequences, such as zero credit for associated work, and/or failing the course. To avoid plagiarism on written assignments students must use citations and references when they quote or paraphrase the work of other authors, including our text.

College Policy on Academic Dishonesty:

Academic Dishonesty: Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

Disciplinary Procedures & Appeals Process: Incidents which violate this policy will be dealt with in accordance with the current procedures outlined in the College Catalog and Student Handbook. Students will have the right to appeal any disciplinary decision.

Attendance
Although I will be using PowerPoint to some extent and will make PowerPoint slides available to you online through D2L, this is only a small portion of the material that will be covered in lecture. I recommend printing the slides and bring them to class. Further, reading the book does not replace attendance as I will use the book as a starting place and add material and information that builds on or even contradicts the material in the text.

Missing Class
When you miss a class meeting you should utilize your peers to get notes and handouts from the class. You do not need to let me know when you are missing class and please do not email me to ask what you missed in class or “if we did anything important.”

Late Assignments
Late assignments are not accepted.

Student Resources:
Disability Accommodations
If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor. Any modifications require appropriate documentation.

Weather Hotline: In case of inclement weather during class we will move to the safety of the designated shelter. If you have experienced inclement weather and want to check on the ABAC status for class meetings, check the ABAC website or call the Inclement Weather Hotline: 229-391-5225

Other:
If you feel there is something about you that might impact your experience in this class that I should be aware of, please let me know. If anything arises during the term, please speak to me as soon as possible. These policies are firm but not rock-hard (i.e., things happen). I encourage you to contact me sooner rather than later if you are having any sort of issue that affects your completion of the course.

Grading Scheme:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>Exam 4</td>
<td>100</td>
</tr>
<tr>
<td>Small Assignments (10x10)</td>
<td>100</td>
</tr>
<tr>
<td>Group Facilitation</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>650 points</strong></td>
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Letter grades are based upon total points earned.
A: 611-650, B: 520-610, C: 455-519, D: 390-454, F: below 389 points

Assignments:
Exams (100 points x 4= 100 points)
The first exam will cover the material from the first part of the course (see schedule for exact chapters and topics). Subsequent exams will cover the material identified in the class schedule. No exams will be cumulative. The exams will consists of multiple-choice questions, short answer, and essay style questions. You have a choice for what sections you complete and the weighting of these various sections. Your options are as follows:
A. 80% Multiple Choice, 20% Essay
You will mark the grading option you choose on your scantron and any pages with written responses.

*You must bring an 882-E, blank scantron, #2 pencil to the exam, and paper for your written response to each exam*

* No make-up exams will be given unless the student has a legitimate excused or Institutional absence*

Groups Facilitation (50 points)
During the first week of class, you will break into random groups. You will meet in these groups throughout the term. In the first week of the semester, you should identify a different group member to be facilitator for each of the group facilitations as outlined in the class schedule. Each group facilitation corresponds to a textbook chapter (see attached schedule for the breakdown by day).

When it is your week to facilitate you are responsible for coming up with an engaging activity (i.e., Not A Lecture!) and discussion questions that are pertinent to that day’s chapter. Your activity and discussion should last for 25 minutes. If your facilitation does not take 25 minutes your grade will be lowered. I recommend over preparing so that you may not get through everything you have prepared but you will ensure you fill the 25 minutes. The points for this assignment will be awarded on the basis of a teacher-assessment (10 points) and peer-assessment (40 points). The rubric for grading, which you should also use to help you prepare, will be distributed during the first week of class.

Class Participation and Attendance (100 points)
Attendance and participation are essential components of this class and all college courses. We will strive to create a classroom atmosphere in which open dialog and communication is comfortable and encouraged. Please ask questions, offer observations, and suggest alternative perspectives during class. Participation will also make up a portion of your grade and will be divide among the following three categories.

I. Introduction Assignment (10 points)
On the first day of class you will write a statement (about a page or two) about why you are taking this course (your objectives), what you want to learn, and some information about yourself (e.g., major, your future goals).

II. Participating in class discussions, activities, and filling out exit cards (80 points)
This course will include discussions and activities designed to increase your understanding of the material. ALL portions of in-class time (including lecture) require active engagement for you to learn. Additionally, it is important that you read the addressed chapter being covered BEFORE you come to class. This will not only allow you to participate, but also help you comprehend the material, which will set you up to do well on the exams.
To be awarded the full 80 points for participation in this course you must come to class AND be an active participant by participating in the following two ways:

1. Being active in class discussion and activities by contributing your voice and being a vocal participant in both large and small group discussions and activities. Asking questions is also a great way to be an engaged class member. Further, you cannot be engaged if you are on your phone or doing off topic work on your computer- so please avoid these activities that are distracting to yourself, myself (yes, I can see you), and other class participants.

2. In addition to active participation, daily reflection cards or Exit Cards will be collected. These will be written on index cards during the last few minutes of class. Each exit card should include a brief reflection on the day, which might include some combination of answers to the following questions:
   i. What did you learn today?
   ii. What are you still confused about? What questions do you still have?
   iii. What went well/poorly in the class today? What helped you learn? What inhibited your learning?

You will need to put your name on your exit cards so I know you are turning in thoughtful responses. These cards not only let me know you are attending class and are an engaged class participant, but also help me be a better teacher and make the class the best it can be.

*Also Note:* Active participation throughout the class is the only way to “bump” a borderline of two grades (e.g., between a B and an A) to the higher grade.

Your 80 potential points in this category will be assigned utilizing the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>72-80 points</td>
<td>Actively participates every week. Asks questions and brings up discussion points without having to be prompted. Questions are exceptionally thoughtful and demonstrate a thorough understanding of the readings. Completes high quality out of class activities. Attends at least 90% of classes.</td>
</tr>
<tr>
<td>B</td>
<td>64-71 points</td>
<td>Actively participates each week. Demonstrates an understanding of the readings on a weekly basis. Questions are relevant, and demonstrate an understanding of the readings. Completes the out of class activities. Attends at least 80% of classes.</td>
</tr>
<tr>
<td>C</td>
<td>56-63 points</td>
<td>Participates each week. Engages with the week’s topic and readings although some gaps in understanding may be evident. Listens but rarely comments. Only completes some of the out of class activities. Attends at least 70% of classes.</td>
</tr>
<tr>
<td>D</td>
<td>48-55 points</td>
<td>Does not participate actively. Responds to direct questions but does not volunteer opinions. Comments reveal only surface level understanding of the readings/topic. Does not volunteer information and lack of preparation may be evident. Does not complete out of class activities. Attends at least 60% of class.</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Does not participate in class. Is distracted in class (e.g., on phone, side</td>
</tr>
</tbody>
</table>
Below 47 points conversations, off topic computer work). Does not read before class. Attends 50% of less of classes.

III. Closing Assignment (10 points)
On the final day of class you will write a short response (approximately two pages) detailing your experiences in the course. Specifically, some examples of what you took away from the course, what you would do differently if you took the course again, and what I could do differently if I taught the course again. There is no right or wrong answer, the assignment is simply intended to facilitate reflection on what you have taken away from this course and help me improve the course in the future.

Small Assignments (10 assignments x 10 points each = 100 total points)
Throughout the semester, I will assign small tasks to complete outside of class. These assignments are given to increase your understanding of course material by applying course concepts outside of the classroom. Small assignments may involve completing an activity and then writing a short paper (1-2 pages), taking a short quiz, or something else. I will assign roughly twelve of these throughout the semester, and you must complete 10. As long as you meet the requirements of each assignment, you will be awarded the full 10 points. Because I will be assigning more of these than are required, I will not allow makeups or late assignments. To receive credit you must turn in a copy by the specified deadline. All written assignments are to be submitted electronically via turnitin.com. The class ID is 7432892 and the password is Gryffindor.

Extra Credit: (up to 10 points)
This term we will cover a wide range of topics, each of which people dedicate their entire lives to understand. As such, I do not know everything. If someone asks a question in class that the instructor or another classmate is unable to provide a satisfactory answer to, then you can independently research the question. To receive any credit you must submit your findings via turnitin.com by date indicated in the schedule. You should be using at least one scholarly source for your response. Students may be encouraged, but not required, to spend a few minutes presenting their results in class. There may be opportunities for this throughout the term but there is designated time during the last week of class.

Grade Disputes: All grade disputes must be submitted in writing. The written grading dispute should clearly articulate your justification, or principled argument, for the grade adjustment.
NOTE: This schedule is subject to change. It is your responsibility to stay aware of any changes.

Wednesday, January 8th: Review syllabus, and create classroom guidelines

Monday, January 13th: **Form facilitation groups** and Chapter 1

Wednesday, January 15th: Chapter 1 and Chapter 2

Wednesday, January 22nd: Chapter 2

Monday, January 27th: Chapter 3 and Group Facilitation Chapter 3

Wednesday, January 29th: Chapter 3

Monday, February 3rd: Chapter 4 and Group Facilitation Chapter 4

Wednesday, February 5th: Chapter 4

Monday, February 10th: **EXAM 1 Chapters 1, 2, 3, 4**

Wednesday, February 11th: Chapter 6

Monday, February 17th: Chapter 5 and Group Facilitation Chapter 5

Wednesday, February 19th: Chapter 5

Monday, February 24th: Chapter 8 and Group Facilitation Chapter 8

Wednesday, February 26th: Chapter 8

Monday, March 3rd: **EXAM 2 Chapters 5, 6, 8**

Wednesday, March 5th: Chapter 7

Monday, March 10th: Chapter 9 and Group Facilitation Chapter 9

Wednesday, March 12th: Chapter 9

Monday, March 17th: Spring BREAK!!!

Wednesday, March 19th: Spring BREAK!!!

Monday, March 24th: Chapter 10 and Group Facilitation Chapter 10

Wednesday, March 26th: Chapter 10

Monday, March 31st: Chapter 11 and Group Facilitation Chapter 11

Wednesday, April 2nd: Chapter 11

Monday, April 7th: **EXAM 3 Chapters 7, 9, 10, 11**

Wednesday, April 9th: Chapter 12 and Group Facilitation Chapter 12

Monday, April 14th: Chapter 12

Wednesday, April 16th: Chapter 13 and Group Facilitation Chapter 13

Monday, April 21st: Chapter 13

Wednesday, April 23rd: Chapter 14 and Group Facilitation Chapter 14

Monday, April 28th: Chapter 14 and **Extra Credit Due**

Wednesday, April 30th: Chapter 15

Monday, May 5th @ 6:00

**Exam 4, Chapters 12, 13, 14, 15**