

Introduction to Psychology
PSY 117-1 (3 credits); Summer 2014

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Course Description: An introduction to the systematic study of individual people and what they do. Fundamentals of behavior, learning, conditioning, growth, cognitive processes, perception, emotion, personality, and psychopathology are among the issues studied.

Psychology is a fascinating field that has applications in a wide range of disciplines from business (how can we make a new brand of potato chips sell?) to counseling (which diagnosis is appropriate in this patient’s case?) to engineering (which car radio display minimizes car accidents?) to education (how do ADD/ADHD and learning disabilities affect a students’ ability to learn?). The purpose of this course is to provide you with an overview of the scientific study of human behavior. To this end, presentations and discussions will cover scientific methodology, psychological processes that affect behavior, memory, learning, intelligence, development, abnormal behavior, etc. My goals are twofold: 1) to provide you with a broad understanding of the field of psychology, and 2) to leave you with some skills that will help you in everyday life (such as how to best deal with stress or how to study so that you remember more facts).

Undergraduate Core: As with all courses fulfilling the *Community and Identity* Foundational Area of Knowledge, this course is designed so you will gain a greater understanding of yourself and the communities in which you live and work, and how identity is formed through the interaction of the individual and larger society.

Course Objectives:

This course intentionally addresses learning outcomes common to all courses fulfilling the *Community and Identity* Foundational Area of Knowledge.

Specifically, throughout the course, topics related to developmental, abnormal, and cognitive psychology will *explore dimensions of human experience with regard to perceptions of self*. In addition, social psychology content will help students *understand how individuals interact to form communities and social structures*.

In addition, class exercises and discussions, class lectures, and assignments are designed in such a way that students will:

- Improve critical thinking and problem solving skills
- Gain a better understanding of the field of psychology both historic and current
- Become familiar with the scientific method and psychological research methodologies
- Develop and improve your written and oral communication skills
- Discover how psychology relates to your life

Required Texts:

Myers, D. G. (2014). *Exploring psychology (9th Ed.) with LaunchPad Access Code*. New York, NY: Worth Publishers. ISBN-10: 1464164460

The above ISBN number provides you access to LaunchPad which includes the eText. If you wish to also have a copy of the printed text you can purchase a bundled package that would include both the access code to Launchpad and the printed textbook (ISBN: 9781464184994).

Evaluation/Grading:

Exams: There will be four exams covering material from the textbook, lectures, demonstrations, and in-class discussions and presentations. Each exam will be worth 100 points. Exams may be composed of multiple-choice, fill-in the blank, and short answer questions. The exams will *not* be cumulative, but certain questions may be based on fundamentals that are covered in earlier chapters.

Quizzes: There will be weekly quizzes throughout the semester covering material from the lectures and textbook. Each quiz will be worth 10 points. Quizzes may be composed of multiple-choice, matching, fill-in, and/or short answer questions. Quizzes will be worth a total of 90 points toward your final grade. There are no make ups for missed quizzes.

Assignments: Throughout the semester, there will be two required assignments that will be worth a total of 100 points. *These assignments will address the first learning outcome for the Undergraduate Core Community and Identity FAK because they will allow you to further explore and apply information that you have learned in class.* They will also allow you to expand your knowledge regarding a specific topic of interest in psychological research. More information on these assignments will be given.

These assignments will require use of library databases to search for relevant research articles as well as the use of APA style. More information regarding database searches and APA style writing will be covered in class.

Course Participation: In order for you to receive the maximum benefit from this course, your **active** and **respectful** participation is **required**. Your participation will be evaluated on the quality of what you bring to the class discussion. Classroom participation will be worth 50 points.

Point Breakdown

4 Exams	=	400
2 Assignments	=	100
9 Quizzes	=	90
Classroom Participation	=	50
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Total Points Possible	=	640

<i>Points</i>	<i>Percent</i>	<i>Grade</i>	<i>Interpretation</i>
640 - 576	100-90	A	Superior Work
675 - 512	89-80	B	Good Work
511 - 448	79-70	C	Satisfactory Work
447 - 384	69-60	D	Passing, but less than satisfactory
Below 384	Below 59	F	Failing

Course Policies:

Electronic Communication:

Blackboard: I will be using Blackboard, an online course management program used at Doane, where you will be able access copies of handouts, assignments, and view your course grades. In addition, at various times throughout the semester, I will post interesting articles, links, and helpful information to Blackboard. This is also a great place to keep track of your grade and complete group work (via discussion boards). If you have links or articles that you think the class would be interested in, please do not hesitate to let me know about them!

You are **required** to access both Blackboard for this course and to regularly retrieve the information I send through these programs. You can access Blackboard at www.bb2.doane.edu. If you have any problems accessing Blackboard for this course, contact the Help Desk at (402) 826-8411.

LaunchPad: You are also required to obtain access to Myer's Exploring Psychology LaunchPad. This site will be used to access course materials as well as complete course assessments (e.g., quizzes, exams, assignments).

Email: Please email me using this email address: natalie.homa@doane.edu. Do not email me through Blackboard. I will do my best to address all email correspondence in a timely manner (within 48 hours) during normal work hours (9am – 5pm) Monday through Friday. I will try my best to check and respond to emails during the weekend but may not be able to respond until Monday. I expect that you will check your university email at least every day and respond to my emails in a timely manner as well (within 48 hours).

Online Chat: I will also be available from time to time to answer questions using Google chat. I will try my best to be logged in during my office hours and you may find me online throughout the day. Feel free to contact me with any questions you may have. However, these should be “quick” questions. If questions require more elaboration, then I will ask you to come into my office to chat. I am making this option available to help you receive more immediate feedback, but please be respectful and appropriate.

Late Policies:

Make-Up Exams: Make-up exams will be given only in the cases of medical or family emergency. Please notify me **in advance** if you are unable to take an exam at the regularly scheduled time.

Make-Up Quizzes: Make-up quizzes will be given only in the cases of medical or family emergency. Please notify me **in advance** if you are unable to take a quiz before the deadline. No other make-up quizzes will be provided.

Assignments: Assignments are due at the specified time. Those turned in after that time will be considered late. Late assignments will lose one grade for every day late. Late assignments will be accepted up to 48 hours after the due date. No assignments will be accepted after 48 hours of the due date. There are no exceptions.

Course Assistance:

Ask for Help: My goal for this course is that each of you would successfully learn and understand the information presented about child psychology. If you are having trouble understanding the material, are confused about course assignments or policies, and/or are encountering other problems that interfere with your learning, please let me know by sending me an e-mail, coming to my “office” hours, or scheduling an appointment with me.

Academic Integrity: All incidents of academic dishonesty are considered serious violations of college policy. All guidelines and sanctions outlined in your student handbook will apply. Any student caught cheating, plagiarizing, presenting someone else’s work as their own or otherwise engaging in academic dishonesty will fail the assignment, quiz or exam on which the cheating occurred and may also be given a failing grade in the course. All such instances will be reported to the Office of the Vice President of Academic Affairs for further potential sanctions.