Introduction to Psychology
PSY 117-1 (3 credits); Summer 2016

Instructor: Natalie Homa, Ph.D.
Office: Gaylord Hall 311
“Office” Hours: Mondays, 7 p.m. - 8 p.m.
Fridays, 10 a.m.-12 p.m.
Phone: (402) 826-8263
Email: natalie.homa@doane.edu

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 student’s 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.

- Explore dimensions of human experience with regard to perceptions of self
- Understand how individuals interact to form communities and social structures.

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:

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: 1464189498).

Evaluation/Grading:
Exams: There will be two exams covering material from the textbook, lectures, demonstrations, and class discussions. 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. Once you begin the exam, you cannot exit it and return later, so make sure you don’t start it unless you can finish it.

Learning Curve: Throughout each chapter LaunchPad has a series of adaptive quizzes embedded known as LearningCurve. You will be required to complete one LearningCurve activity for each chapter. These “quizzes” are to test your ongoing learning of the material. These are worth 5 points each and are pass or fail. You obtain 5 points if you complete the LearningCurve, 0 points if you do not complete it. A total of 10 LearningCurve activities will be counted in your final grade for a total of 50 points.

Quizzes: For each chapter, you will take a ten question reading quiz. You will have 20 minutes to answer the questions. Once you begin the quiz, you cannot exit it and return later, so make sure you don’t start it unless you can finish it. Quizzes may be composed of multiple-choice or fill-in. Ten quizzes (out of 13) will be included in your final grade for a total of 100 points. 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.

Discussion Board: You will be required to respond to weekly discussion board forums posted by myself or fellow classmates (see Discussion Leader below). Your Discussion Board Responses will be worth 10 points each. Those who provide a thorough, accurate, and reflective response will receive higher scores. Most discussion threads will require you to review chapter material while applying it to a real life scenario. A total of 10 posts will go toward your final grade (100 points possible).

In addition, 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. After you make your own thread (or response), you are required to comment on at least one of your classmates’ threads. Discussion Board Participation will be worth 50 points.
Finally, each student will act as **Discussion Leader** and be responsible for creating and maintaining a discussion board forum throughout the week for a selected Chapter. Your leadership, thoughtful insight, and content knowledge will be assessed for a total of 25 points.

Please label all of your discussion board posts with your name and date. For example, I would label the first discussion post as “Natalie Homa May 23, 2016”. Discussion board posts that are labeled incorrectly will lose points. In addition, you must be respectful of other people (students and professor). Everyone is entitled to their opinions, and they have the right to share those opinions in class without risk of being insulted or attacked. At the same time, please communicate your opinions in a way that is respectful and non-offensive to your fellow classmates. However, this does not mean that constructive and critical debate is unwelcome.

**Point Breakdown**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>625 – 563</td>
<td>100-90</td>
<td>A</td>
<td>Superior Work</td>
</tr>
<tr>
<td>562 - 500</td>
<td>89-80</td>
<td>B</td>
<td>Good Work</td>
</tr>
<tr>
<td>499 – 437</td>
<td>79-70</td>
<td>C</td>
<td>Satisfactory Work</td>
</tr>
<tr>
<td>436 - 375</td>
<td>69-60</td>
<td>D</td>
<td>Passing, but less than satisfactory</td>
</tr>
<tr>
<td>Below 375</td>
<td>Below 59</td>
<td>F</td>
<td>Failing</td>
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**Course Policies:**

**Technology:**

**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](http://www.bb2.doane.edu).

**LaunchPad:** You are also required to obtain access to Myer’s Exploring Psychology 9th Ed. with DSM Updates LaunchPad. This site will be used to access course materials as well as complete course assessments (e.g., quizzes, exams).
Email: I will do my best to address all email correspondence in a timely manner (within 24 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). I do urge that if your question is pertinent to all students in the class that instead of emailing me that you post the question on the course Discussion Board so all students can benefit from the response.

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.

Technological Problems: If your computer isn’t working or if Blackboard isn’t working for you, you should immediately contact the Help desk at (402) 826-8411. They will be better able to help you with technological problems. They are most likely the ones who can help you solve problems and get back on class. If you experience a problem with LaunchPad be sure to contact the appropriate IT support to address those specific problems (1-877-587-6534). Students are expected to maintain a working backup plan to be implemented in the event of a computer malfunction or an interruption of their normal Internet service during the course.

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 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. The only way you will be successful in this course and learn is if you read the assigned material and think about it. The reading is up to you. Your success in this class (and all other academic pursuits) rests squarely on your willingness to dedicate the time and effort necessary.
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.
# TENTATIVE COURSE CALENDAR

**May 23**<sup>rd</sup> - **July 23</sup>rd

<table>
<thead>
<tr>
<th>Week (Sat-Fri)</th>
<th>Topic(s) Covered</th>
<th>Tasks Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1, Thinking Critically with Psychological Science</td>
<td>Ch. 1, Learning Curve &amp; Quiz Discussion board posts</td>
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<tr>
<td>Week 2</td>
<td>Chapter 2, The Biology of Behavior and Chapter 6, Sensation and Perception</td>
<td>Ch. 2, Learning Curve &amp; Quiz Ch. 6, Learning Curve &amp; Quiz Discussion board posts</td>
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<tr>
<td>Week 3</td>
<td>Chapter 3, Consciousness and the Two-Track Mind</td>
<td>Ch. 3, Learning Curve &amp; Quiz Discussion board posts</td>
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<tr>
<td>Week 4</td>
<td>Chapter 4, Developing Through the Life Span* and Chapter 5, Gender and Sexuality*</td>
<td>Ch. 4, Learning Curve &amp; Quiz Ch. 5, Learning Curve &amp; Quiz Discussion board posts <strong>Assignment #1</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 7, Learning*</td>
<td>Ch. 7, Learning Curve &amp; Quiz Discussion board posts <strong>Exam 1</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 8, Memory* and Chapter 9, Thinking, Language, and Intelligence*</td>
<td>Ch. 8, Learning Curve &amp; Quiz Ch. 9, Learning Curve &amp; Quiz Discussion board posts</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 12, Personality*</td>
<td>Ch. 12, Learning Curve &amp; Quiz Discussion board posts</td>
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<tr>
<td>Week 8</td>
<td>Chapter 13, Social Psychology* and Chapter 14, Psychological Disorders*</td>
<td>Ch. 13, Learning Curve &amp; Quiz Ch. 14, Learning Curve &amp; Quiz Discussion board posts <strong>Assignment #2</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 15, Therapy</td>
<td>Ch. 15, Learning Curve &amp; Quiz Discussion board posts <strong>Exam 2</strong></td>
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~The instructor reserves the right to modify any course policies (course calendar, grading, late policy, etc.) at her discretion. ~

*Denotes chapters addressing objectives from the Undergraduate Core Community and Identity Foundational Area of Knowledge.*