CASPER COLLEGE COURSE SYLLABUS  
PSYC 1000-04 General Psychology  

Semester/Year: Spring 2016  
Lecture Hours: 3  
Lab Hours: 0  
Credit Hours: 3  
Class Time: 11-11:50 am  
Days: M W F  
Room: LH 174  

Instructor’s Name: John Ordiway, MS, LPC, LAT, CBIST  
Instructor’s Contact Information:  
Office Phone: 268-2281  
Office: LH 175A  
Email: jordiway@caspercollege.edu  
via email.  
Office Hours: MWF 8-9 am and 12-1 pm or by appointment  

Course Description: One semester introductory psychology course designed to familiarize the student with the major areas of psychological research. Course orientation is directed toward understanding behavior through an experimental approach. Application of course content to everyday behavior situations is emphasized.  

Statement of Prerequisites: There are no prerequisites, but college level proficiency in reading, writing, and verbal comprehension are necessary to complete this course  

Goal: Students will learn about the field of psychology in a broad sense, gain an understanding of the application of behavioral science principles, and increase their knowledge about peer reviewed psychological research.  

Outcomes: As a result of this course, students will:  
_X__ 1. Demonstrate effective oral and written communication  
___ 2. Use the scientific method  
___ 3. Solve problems using critical thinking and creativity  
_X__ 4. Demonstrate knowledge of diverse cultures and historical perspectives  
___ 5. Appreciate aesthetic and creative activities  
_X__ 6. Use appropriate technology and information to conduct research  
___ 7. Describe the value of personal, civic, and social responsibilities  
___ 8. Use quantitative analytical skills to evaluate and process numerical data  

Course Objectives: This course is designed to introduce students to the many aspects of psychology. This is designed as a broad ranging class, rather than focusing on one specific topic. Successful students in this class will be able to:  
1. Demonstrate understanding of psychological concepts via discussion, testing and class participation  
2. Write a journal article review (Gen Ed Outcomes 1 & 6)  
3. Integrate the principles, concepts and application of psychological ideas through class discussion (Gen Ed Outcomes 1, 4, & 6)  
4. Conduct and report on behavioral observations made during community service activity (Gen Ed Outcome 1 & 4)
Goal 1 Knowledge Base

**A. Outcome** – Describe key concepts, principals and overarching themes in psychology.

**Foundation Indicators**
- Use basic terminology, concepts, and theories to explain behavioral and mental processes.
- Explain why Psychology is a science with primary objectives of describing, understanding, predicking and controlling behavior and mental processes.
- Identify fields other than psychology that address behavioral concerns.

**B. Outcome** – Develop a working knowledge of psychology’s content domains.

**Foundation Indicators**
- Identify key characteristics of major content domains in Psychology (e.g. cognition, learning, developmental, biological, and sociocultural).
- Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research.

**C. Outcome** – Describe applications of psychology.

**Foundation Indicators**
- Describe examples of relevant and practical applications of psychological principals to everyday life.
- Summarize psychological factors that can influence pursuit of a healthy lifestyle.

Goal 2 Scientific Inquiry and Critical Thinking

**A. Outcome** – Demonstrate Psychological information literacy.

**Foundation Indicators**
- Read and summarize general ideas and conclusions from psychological sources accurately.
- Identify and navigate psychological databases.
- Interpret simple graphs and statistical findings.
B. Outcome – Use scientific reasoning to interpret psychological phenomena.

Foundation Indicators
- Describe how individual and sociocultural differences can influence the applicability / generalizability of research findings.
- Identify under what conditions research findings can be appropriately generalized.

Goal 3 Ethical and Social Responsibility in a Diverse World
A. Outcome – Apply ethical standards to evaluate psychological science and practice.

Foundation Indicators
- Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants.
- Identify obvious violations of ethical standards in psychological context.
- Define the role of IRB [Institutional Review Board].

B. Outcome - Build and enhance interpersonal relationships.

Foundation Indicators
- Describe the need for personal values [e.g. integrity benevolence, honesty, and respect for human dignity] in building strong relationships with others.
- Explain how individual differences, social identity, and world view may influence beliefs, values, and interactions with others and vice versa.

C. Outcome - Adopt values that build community at local, national and global levels.

Foundation Indicators
- Recognize the potential for prejudice and discrimination in self and others.
- Accept opportunity to serve others through civic engagement, including volunteer service.

Goal 4 Communication
A. Outcome – Demonstrate effective writing for different purposes.

Foundation Indicators
- Use Standard English, including generally recognized grammar.
- Recognize and develop overall organization [e.g. beginning, development, ending] that fits the purpose.
- Use expert feedback to revise writing of a single draft.

B. Outcome – Exhibit effective presentation skills for different purposes.

Foundation Indicators
- Construct plausible oral argument based on a psychological study.
- Deliver brief presentations within appropriate constraints [e.g. time limit, appropriate for the audience
- Attend to language and nonverbal cues to interpret meaning.
- Ask questions to capture additional detail.

Goal 5 Professional Development
1. Outcome – Develop meaningful professional direction for life after graduation.

Foundation Indicator
- Describe the types of academic experiences and advanced course choices that will best shape career readiness.

Describe how a curriculum vitae or resume is used to document the skills expected by employers.
Methodology: Interactive lecture, in-class discussions, outside assignments and activities, possible guest speakers, and short video segments. Your feedback is valuable as the instructor uses course evaluations in determining course methodology. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:

Introductory Paper: Students are required to write a 2-3 page reflection paper about their decision, goals, and ideas for success in college. Please use the following headings and guiding questions below for your paper. This paper must be typed, grammatically correct, 2-3 pages double-spaced, 12 point font (Times New Roman), and 1” margins.

This paper must be typed and is due **Friday, January 29th by 1:00 pm** at my office and is worth 20 points of extra credit. This is the only extra credit assignment I will offer this semester.

- **Purpose for being in college:** Why have you chosen to come to college? What is your major? Are you the first in your family to go to college? What do you want to do after college with your degree? Please be specific about your purpose of being in college. Take this time to really become focused on this idea.

- **Goals while in college:** What would you like to accomplish? (travel abroad, Dean’s list, service, discover what you want to do in life, etc.) What grades do you expect to earn? What kinds of things would you like to do while in college? How would you like to be different as a result of attending college?

- **Stumbling Blocks:** What are some potential stumbling blocks you may have while in college? How will you make enough time to study and fulfill your other obligations? (and have fun!) Who are those supportive people in your life and how will you ask for support? Are there people in your life who may not be supportive—and how will you handle them? What are some internal stumbling blocks you may have? (procrastination, disorganization, etc.) Identify and discuss any other stumbling blocks you may have that might affect your success in college.

- **Fears about college:** Do you have any fears about coming to college? Fears of performance in school? This could be things like you haven’t been in school for a while, didn’t do well in high school, don’t like studying. Anything along these lines.

- **Overcoming fears and stumbling blocks:** Just like the heading says, how will you move past any fears or stumbling blocks you might have that could interfere with your success at Casper College? What do you need to change in your life to be successful? What support do you need to do this? When things get tough, how will you work through this while maintaining your school responsibilities and grades?

Peer Reviewed Psychology Journal Article Summary Paper: Students are required to read a psychology article from a peer reviewed journal published in the last five years and turn in a one page review paper about this article. A good source for this article is the Casper College Goodstein Library. Students could use either a printed article from a peer reviewed journal in the library’s holdings or one of the library’s electronic databases (e.g. PsycArticles listed under EBSCO). Please note Psychology Today is NOT a peer reviewed journal. A sample of this article review paper is included in Moodle. (Outcome 1 & 6)

This review is worth 50 points, **must be typed**, and is due **Friday February 19th by 1:00 pm**. **You must also turn in a printed copy of your journal article** along with the summary…a missing journal article will result in a zero grade for the assignment.
**Quizzes:** 15 quizzes/20 points each, during the semester, based on the text, videos, lecture and selected handouts made available to students. Quizzes will be posted on Moodle for students to complete on their own. The first 7 quizzes must be completed by **Friday March 11th at 11:59 pm.** The last 8 quizzes must be completed by **Sunday, May 8th at 11:59 pm.** You may take each quiz twice, with only the highest score being recorded. Each quiz is 20 questions and you will have one hour to complete from the time you begin each attempt. (300 points possible) (Outcome 1&4)

**Service-learning Project:** This project requires students to provide service to the community, relate their experiences to the course content by identifying a relevant psychological term, or terms, from the textbook’s glossary, and complete a one page service-learning reflection sheet. The anticipated time involvement for this project is three to five hours. The required form and a list of possible service agencies are included in this syllabus. Please try and choose an agency that may be of interest or relevant to your major. If you have another class that requires a service project, you can count those hours towards this project; however, you must let me know and provide documentation of the other required project/hours. **This project is worth 100 points, must be typed, and is due Friday, April 22nd by 1:00 pm.** (Outcome 4)

**Pre – Post Test:** There is a separate Moodle shell that contains a pre and post test for this class. The Pre Test must be completed by Friday January 29th at 5:00 pm. The Post Test must be completed Between 5/2 and 5/9. **Completing both the pre and post test will earn you 50 points.** Your scores on the test DO NOT MATTER, only that you complete BOTH the pre and post test. Failure to complete either will result in zero points being awarded for this assignment.

**Final Examination** The Final Exam will be a live final, and is not schedule yet. Students will be notified of the date and time once they are released by the College. The final exam is required. The Final will be worth 100 points and is not open book.

Grading
575 possible points

- 90%-100% = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- 59% or below = F

*Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.*

**Required Text, Readings, and Materials:**

Additional readings provided by instructor
Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: Last Date to Change to Audit Status or to Withdraw with a W Grade: April 14, 2016

Attendance/participation policy: Attendance will be taken for each class period. There are no points awarded for class attendance, however I will award a bonus 5 points for attending all classes in the week. Possible bonus points available are 75.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.
Class schedule indicating course content:

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<thead>
<tr>
<th>WEEK OF:</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1/18</td>
<td>NO CLASS</td>
<td>History &amp; Research</td>
<td>History &amp; Research</td>
<td>Modules 1 and 2</td>
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<tr>
<td>1/25</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
<td>Extra Credit Paper Due</td>
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<td>Modules 3-5</td>
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<td>2/1</td>
<td>Labor Day NO CLASS</td>
<td>Gender/Sexuality</td>
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<td>Modules 13-14</td>
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<td>2/8</td>
<td>Lifespan</td>
<td>Lifespan</td>
<td>Lifespan</td>
<td>Modules 9-12</td>
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<tr>
<td>2/15</td>
<td>NO CLASS</td>
<td>Consciousness</td>
<td>Consciousness</td>
<td>Modules 6-8</td>
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<td>Journal Article Due</td>
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<td>2/22</td>
<td>Sensation &amp; Perception</td>
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<td>Midterm</td>
<td>Learning</td>
<td>Learning</td>
<td>Modules 18-20</td>
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<td>1st 7 quizzes close</td>
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<td>3/14</td>
<td>NO CLASS – Spring Break</td>
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<td>3/21</td>
<td>Memory</td>
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<td>Stress and Happiness</td>
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<td>Modules 32-33</td>
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<td>ADVISING DAY – NO CLASS</td>
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<tr>
<td>4/18</td>
<td>Social Psychology</td>
<td>Social Psychology</td>
<td>Social Psychology</td>
<td>Service Learning Project Due</td>
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<td>Modules 36-38</td>
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<td>4/25</td>
<td>Disorders</td>
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<td>Therapy</td>
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<td>Last 8 quizzes close</td>
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<td>5/9-12</td>
<td>FINALS WEEK</td>
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Final Exam TO BE ANNOUNCED