Casper College Course Syllabus
General Psychology
PSYC 1000
Spring 2016

Lecture Hours: 3 | Lab Hours: none | Credit Hours: 3

Class Time: | Days: | Room: LH 174
Section (01) 8:00am - 8:50am | Section (01) MWF |
Section (05) 8:00am – 9:15am | Section (05) TTH |

Instructor’s Name: Jennie Miller, PhD | Office: NA |
Instructor's Contact Information: | Cell Phone: 307 277-3853 | Email: jennie.miller@caspercollege.edu |
Please text, call or email if you need to contact me. |

Moodle site: https://moodle4me.caspercollege.edu/site:

Office Hours: 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 mental processes and behavior through an experimental approach. Application of course content to everyday 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.

Casper College General Education Outcomes: This course’s objectives link to outcomes #1, 2, 3, 4, 6, 7, 8.
1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
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

Goal 1 Knowledge Base
Goal 2 Scientific Inquiry and Critical Thinking
Goal 3 Ethical and Social Responsibility in a Diverse World
Goal 4 Communication
Goal 5 Professional Development

Casper College Graduates with an Associates Psychology degree will demonstrate competency in the following Foundation Areas. Goals, Outcomes and Foundation Indicators are quoted directly from The American Psychology Association [APA] Guidelines for the Undergraduate Psychology Major Version 2.0 published August 2013.

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, predicating 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.

Foundational 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.

Foundational 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.

Foundational 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.

Foundational 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.

Foundational 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

A. Outcome – Develop meaningful professional direction for life after graduation.

Foundational Indicators
- 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: Course content will be delivered via interactive lectures, videos, in-class demonstrations and activities, discussions and guest speakers. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:
- Pre/Post-Test Program Evaluation/Assessment (50pts)
- 4 Exams (Optional Final Exam) (400pts)
- Peer Review Psychology Journal Article Summary Paper (150pts)
- Service-learning Project (100pts)
- Daily In-class Quizzes, Activities, etc. (300pts)
- Total Points Possible = 1,000
Pre/Post-Test Program Evaluation/Assessment (50pts): In our ongoing commitment to excellence in the teaching of Psychology, the Casper College Psychology Department requires that you complete a pre and post test program evaluation. The score earned on these tests will not affect your final grade however completion of this evaluation will be worth 50 points and be included in your final average.

Examinations (400pts): There will be 4 examinations throughout the semester and a comprehensive final exam at 100 points each, but for a total of 400 points. If you are happy with your grade after the 4 in-class exams (you must have a C or better in the course), then you do not have to take the final. If you take the final exam and score higher than your lowest score, I will replace your lowest grade with your final exam score. If you do not score higher on your final, I will leave your grade “as-is”. Taking the final will not hurt your final grade in the course.

If you miss an exam for any unexcused reason, you will automatically need to take the final as there are no make-up exams.

Peer Reviewed Psychology Journal Article Summary Paper (150pts): Students are required to read a psychology article from a peer reviewed journal published in the last five years and turn in a 2 page (typed) 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 this syllabus. You must also turn in a copy of your journal article along with your summary…a missing journal article will result in a zero grade for the assignment.

Service-learning Project (100pts): 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 (typed) 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.

Daily In-class Quizzes, Activities, etc. (300pts): Each day there will be various in-class quizzes, activities and assignments (15 weeks @ 20 pts/divided by class periods per week). Attendance is critical for successful completion of this course. If you know that you will have an unavoidable absence please let me know in advance. If you participate in college-related activities or sports that require missing a class, please let me know in advance. If you unexpectedly miss class, I appreciate being contacted asap.

** Late or non-typed assignments will not be accepted. Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Letter grades are based on:
900 – 1,000 points = A
800 – 899 points = B
Required Text, Readings, and Materials:


Class Policies:
1. Late assignments are not accepted without prior approval from the instructor. Late assignments will only be accepted for college excused absences and major emergencies.
2. Missed examinations: If you need to miss an examination, you need to contact the instructor BEFORE the day of the examination. Unexcused examinations cannot be made-up and students will receive a zero for the exam.
3. You are responsible for all the assigned readings. All assigned readings are testable.
4. Unless you have a need for a specific type of communication device (eg. Recorder) during class, cell phones and all other communication devices will be turned off. If you are expecting an emergency contact during class (eg. Family medical emergency), please let me know in advance so we can make suitable arrangements to prevent distractions.
5. Respect and civility toward each other are expected in class. Disruptive behavior may result in you being asked to leave the class and administratively removed from the course.
6. The use of tobacco products, including vapor cigarettes are not permitted in class. Please remove all smokeless tobacco before class. Using tobacco products in class will result in you being asked to leave class.
7. Active participation in class is expected from all students. The research shows there is a strong relationship between students attending and participating in class and grade performance.
8. Engage with the material, class, discussions, and assignments! Research also shows that students who exert more psychological and emotional energy towards academics have higher satisfaction and grades in college. Plus, it makes class a lot more fun for all of us!
9. Withdrawing from class: Students may withdraw from this class without a “W” on your transcripts up until February 1st. The last day to withdraw from this class during the semester is April 14th. Please come see or email me if you feel you need to withdraw.
10. Please schedule a time to meet if you are having any difficulty with this course.

**The content in this course can be sensitive in nature. If you are having difficulties or need support, please let me know and also contact the Counseling Center at 268-2267 or go to the Casper College Union Room 202.**

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. I do not check Moodle Mail, so be sure to email me at my jennie.miller@caspercollege.edu email address.

**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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week of</th>
<th>Topic</th>
<th>Reading (Modules) and Assignments Due</th>
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<tr>
<td>1</td>
<td>Jan 19</td>
<td>Introductions, syllabus review, History &amp; Science of Psychology</td>
<td>1,2</td>
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<td>2</td>
<td>Jan 25</td>
<td>Biology of Behavior</td>
<td>3-5 Pre-Test Program Evaluation Completed (1-29-16, 11:30pm)</td>
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<td>3</td>
<td>Feb 1</td>
<td>Consciousness &amp; the Two-Track Mind</td>
<td>6-8</td>
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<td>4</td>
<td>Feb 8</td>
<td>Developing Through the Lifespan</td>
<td>9-12 EXAM 1</td>
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<td>5</td>
<td>Feb 15</td>
<td>Gender &amp; Sexuality</td>
<td>13, 14</td>
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<td>6</td>
<td>Feb 22</td>
<td>Sensation &amp; Perception</td>
<td>15-17</td>
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<td>7</td>
<td>Feb 29</td>
<td>Learning</td>
<td>18-20</td>
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<td>8</td>
<td>March 7</td>
<td>Memory</td>
<td>21-23 EXAM 2/Rough Draft Journal Article Due</td>
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<td>9</td>
<td>March 14</td>
<td>SPRING BREAK- NO CLASS</td>
<td>None</td>
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<td>10</td>
<td>March 21</td>
<td>Thinking, Language, &amp; Intelligence</td>
<td>24-27</td>
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<td>11</td>
<td>March 28</td>
<td>Motivation &amp; Emotion</td>
<td>28-31</td>
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<td>12</td>
<td>April 4</td>
<td>Stress, Health and Human Flourishing</td>
<td>32, 33</td>
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<td>April 11</td>
<td>Personality</td>
<td>34, 35 EXAM 3 Service-Learning Project due by Sunday</td>
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<td>14</td>
<td>April 18</td>
<td>Social Psychology</td>
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<td>15</td>
<td>April 25</td>
<td>Psychological Disorders</td>
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<td>16</td>
<td>May 2</td>
<td>Therapy</td>
<td>42, 43 Post-Test Program Evaluation Completed (5-10-16, 11:30pm) EXAM 4 Journal Article Due</td>
</tr>
<tr>
<td>17</td>
<td>May 9-12</td>
<td>FINALS WEEK</td>
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**Library research training TBA @ Goodstein Library.**

**The course calendar and syllabus are subject to change at the discretion of the instructor. Any changes shall be announced in class. You are responsible for obtaining the changes made during a class period you miss.**

![Service Agencies Possibilities](https://www.capnc.org/Resource/Dir_title.html)

**SERVICE AGENCIES POSSIBILITIES**

For additional information regarding these agencies contact your instructor or Gretchen Wheeler, Director of the Casper College Center for Service through Learning, 268-2390.

<table>
<thead>
<tr>
<th>Service Agency</th>
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<tbody>
<tr>
<td>BOY SCOUTS OF AMERICA</td>
<td>BOYS AND GIRLS CLUBS OF CENTRAL WYOMING</td>
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<tr>
<td>BRAIN INJURY ASSOCIATION OF WYOMING</td>
<td>CASPER FAMILY YMCA</td>
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<tr>
<td>GIRL SCOUTS OF AMERICA</td>
<td>ST. VINCENT DEPAUL CENTER</td>
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<tr>
<td>CAPS FOR KIDS</td>
<td>MEALS ON WHEELS</td>
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<tr>
<td>SALVATION ARMY</td>
<td>SETON HOUSE</td>
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<tr>
<td>HUMANE SOCIETY</td>
<td>AFTER SCHOOL PROGRAMS</td>
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<tr>
<td>STAR LANE SCHOOL</td>
<td>ADULT BASIC EDUCATION/G.E.D. PROGRAM</td>
</tr>
<tr>
<td>AMERICAN CANCER SOCIETY</td>
<td>BIG BROTHERS, BIG SISTERS</td>
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<tr>
<td>CAMP HOPE</td>
<td>CASPER EARLY HEAD START</td>
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<tr>
<td>CASPER VETERANS OUTREACH CENTER</td>
<td>CENTRAL WYOMING RESCUE MISSION</td>
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<tr>
<td>CHILD DEVELOPMENT CENTER OF NATRONA COUNTY</td>
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<tr>
<td>HABITAT FOR HUMANITY</td>
<td>EARLY CHILDHOOD ENRICHMENT CENTER</td>
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<tr>
<td>FIVE TRAILS ADULT DAY CENTER</td>
<td>HOLY CROSS CENTER</td>
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<tr>
<td>LOAVES AND FISHES SOUP KITCHEN</td>
<td>MAKE-A-WISH FOUNDATION OF WYOMING</td>
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<tr>
<td>POPLAR LIVING CENTER</td>
<td>GEAR UP PROGRAM</td>
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<tr>
<td>POVERTY RESISTANCE</td>
<td>SPECIAL OLYMPICS OF WYOMING</td>
</tr>
<tr>
<td>WOMEN’S RESOURCE CENTER</td>
<td>WYOMING AIDS PROJECT</td>
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</table>

(LINKS TO THESE WEB SITES CAN BE FOUND AT: www.capnc.org/Resource/Dir_title.html)
Student Reflection and Evaluation of Service-Learning Experience

Student’s Name: ________________________________ Class Section #:______

Service Date(s): ___________________ Total Volunteer Hours: ______

Service-Learning Agency: ______________________________________________________

Agency Staff Verification: ______________________________________________________________________

(There is a 3 hour minimum service requirement for this assignment. Hours counted toward this graded requirement must be performed during the term the course is offered.)

Directions: Completely TYPE out answers to the following questions. Each question must be at least a paragraph in length and must completely answer the question. Handwritten papers will not be accepted.

1. Describe your volunteer activity/activities.

2. Describe the most satisfying parts of your experience.

3. Describe the most difficult aspects of your experience.

4. Identify a psychological term(s) or concept(s) from the text’s glossary and explain how it was relevant to your service learning experience?
5. What did you learn about yourself as a result of this experience?

Casper College
Psychology 1000

Class Sample by Brandon R. Kosine, Ph.D.

Peer Reviewed Psychology Journal Article Summary Paper

(Remember your article must be from a peer review journal published in the last five years.)

Student’s Name: _________________________________________ Class Section #:______

Author(s): C. Nathan DeWall, Timothy Deckman, Jon Maner, D.Aaron Rouby

Article Title: Forbidden Fruit: Inattention to Attractive Alternatives Provokes Implicit Relationship Reactance

Journal: Journal of Personality and Social Psychology

Date of Publication (year/volume/issue): year - 2011, volume 100, issue 4, pages 621-629

Summary of article:

This article was based on the “Forbidden Fruit Hypothesis” which suggests when we seemingly cannot have something that we want, this makes us yearn for it more psychologically. The authors applied this concept to relationship fidelity and how inattention to attractive people (psychologically) can have a positive effect on relationships in terms of fidelity and reported relationship satisfaction. However, this has only been shown when the inattention is internally motivated, not motivated externally (meaning by another person).

The authors did three experiments, all which started with participants being given an implicit attention modification task where they were either limited from attending to attractive members of the opposite sex or not. Participants would then complete a measure of relationship satisfaction and commitment and their attitudes towards infidelity.

Experiment 1—43 participants were given a relationship satisfaction and infidelity questionnaire, were then showed several images of attractive and average persons of the opposite sex, and then put through an implicit attention modification task. Results indicated that participants were more likely to report positive attitudes towards infidelity and display heightened memory for attractive alternatives.

Experiment 2—built upon experiment #1. 39 participants were given the above measures, but the experimenters added a surprise recognition task in which they were asked to remember some of the faces presented during the attention task. Results showed that limiting attention to attractive faces both made the attractive faces stand out in memory and also detracted from relationship satisfaction and commitment.

Experiment 3—158 participants took part in the same attention tasks as experiments 1 & 2. In experiment 3, researchers added a visual cuing task to assess attentional engagement and disengagement. Results showed that regardless of the
stage of processing, implicitly limiting participants’ attention to attractive alternatives led participants to display heightened processing of desirable relationship alternatives.

Researchers concluded that these experiments supported the “forbidden fruit” hypothesis by making attractive alternatives more enticing, more memorable, more eye-catching, and decreasing relationship satisfaction and increasing feelings towards infidelity.

### Top 50 Peer Reviewed Psychology Journals

1. Annual Review of Psychology
2. Archives of General Psychiatry
3. Behavioral and Brain Science
4. Psychological Bulletin
5. Psychological Review
6. Trends in Cognitive Science
7. American Journal of Psychiatry
8. Personality and Social Psychology Review
9. Advances in Experimental Social Psychology
10. American Psychologist
11. Clinical Psychology Review
12. Schizophrenia Bulletin
13. Development and Psychopathology
14. Psychological Methods
15. British Journal of Psychiatry
16. Journal of Clinical Psychiatry
17. Journal of Personality and Social Psychology
18. Journal of Consulting and Clinical Psychology
19. Journal of Cognitive Neuroscience
20. Journal of Child Psychology and Psychiatry
22. Psychological Science
23. Journal of Experimental Psychology - General
24. Psychological Medicine
25. Annual Review of Psychology
26. Journal of Abnormal Psychology
27. Monographs - Society for Research in Child Development
28. Psychological Inquiry
29. Cognitive Psychology
30. Addiction
31. Psychotherapy and Psychosomatics
32. Schizophrenia Research
33. Kindheit und Entwicklung
34. Journal of Psychiatry and Neuroscience
35. Neuropsychologia
36. American Journal of Geriatric Psychiatry
37. World Psychiatry
38. Child Development
39. Developmental Science
40. Journal of Applied Psychology
41. Neurobiology of Learning and Memory
42. Current Opinion in Psychiatry
43. Biological Psychology
44. Health Psychology
45. Educational Psychologist
46. Acta Psychiatrica Scandinavica
47. Journal of Experimental Psychology - Applied
48. Cognition
49. Psychosomatic Medicine
Top 50 psychology journals - ranked by Journal Citation Reports impact factor. This list is a combined ranking for all psychology divisions. JCR analyzes the citation patterns of journals indexed in Web of Science and identifies the largest journals, most frequently used journals, journals with the greatest impact, and the "hottest" journals in a field.