

COLLEGE PSYCHOLOGY Spring 2014



TracyTschida

Classroom Phone: 568-9222

Email: ttschida@isd186.org

Office Hours: Mondays 10:30-11:30, 2:15-3:15 p.m.

Website: ttschida.weebly.com

Pequot Lakes High School
30805 Olson Street
Pequot Lakes, MN 56472

Central Lakes College
501 West College Dr.
Brainerd, MN 56401

Course Information:

PSYC 2421—Central Lakes College

CLC Credit: 4

PLHS Credit: .5

Prerequisite: Overall GPA of 3.25 or 3.0 with teacher approval

This course fulfills the State of Minnesota standard for Community Interaction

Course Purpose & Description: This class presents a general introduction to Psychology as a biosocial science. The course will familiarize the student with the basic principles of psychology, show how psychologists employ the scientific method, and equip the beginning student of psychology with a working vocabulary of psychological terminology. Areas to be covered include research, learning, memory, personality, intelligence, the nervous system, consciousness, social psychology, psychological disorders, and therapy.

Course Outcomes:

- Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends.
- Understand and apply basic research methods.
- Respect and use critical and creative thinking.
- Understand and apply psychological principles to personal and social issues.
- Weigh evidence, tolerate ambiguity, act ethically and reflect other values underpinning psychology as a discipline.

Topical Outline/Course Schedule: see attached final page

Student Expectations:

1. Participate in all class discussions on issues.
2. Read and take notes on every chapter before class meets.
3. Read supplemental articles assigned in class.

It is already understood that all students upon registering for this class have college level oral and written communication skills. You should expect an equivalent of two hours outside work time for every block of class time. You must do the reading! My lecture notes cover a range of topics and information, and the tests will include the textbook information, lecture material, and supplemental reading content. We will talk about reading, note-taking, and study skills on the first day of class. This is the key to success in any classroom, but especially at the college level.

Materials: textbook Psychology, 11th ed. by Wade & Tavis, 3 ring binder or folder notebook, highlighter

Final Exam: There will be a final exam at the end of semester.

Research Papers: Classroom essays and other writing assignments will be required each unit.

Projects: One research presentation will be required during the Cognition unit.

Instruction: lecture, lab activities, research activities, class discussion, supplemental reading, essay writing, class presentations, D2L online articles/clips/discussion forums

Grading: will be based upon

- 2 chapter quizzes
- 5 unit writings
- 5 unit tests
- 1 research presentation
- 1 final exam
- discussion participation

Grading Scale:

94-100 = A
93-90 = A-
89-87 = B+
86-84 = B
83-80 = B-
79-77 = C+
76-74 = C
73-70 = C-
69-67 = D+
66-64 = D
63-60 = D-
59- 0 = F

Syllabus Change: This syllabus may be subject to change as the course progresses. Any changes will be announced to students.

Late Policy: No late work is accepted. You must be present for all quizzes, tests, and due dates. If you know you will be gone, you must turn in the work ahead of time. If you are ill, send me an email or give me a call.

Mondays: will [generally, but not always] be established as your study or work day and my time for office hours as in any typical college situation; however, if this time is abused or unused, class work will commence as usual.

Emergency Procedures: Emergency information and procedures are found in the classroom as well as the school handbook.

Need for Assistance: Special needs students are to self-advocate by informing the instructor of their disability, necessary accommodations, and the case manager name. Harassment is against the law and CLC policy.

Statement of Accommodation – ADA: As an affirmative action, equal opportunity employer and educator, Central Lakes College is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate

documentation of need. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential.

For details specific to CLC, please contact Andria Belisle, Disability Coordinator, abelisle@clcmn.edu or 218-855-8175, office E138.

Affirmative Action Statement: Central Lakes College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation..

Academic Integrity:

Academic integrity is one of the most important values in higher education. This principle requires that each student's work represents his or her own personal efforts and that the student acknowledges the intellectual contributions of others. The foundation for this principle is student academic honesty.

Central Lakes College expects all students to uphold the highest standards of academic integrity and acts of dishonesty will not be tolerated. See the student handbook for more detailed information.

Professional Conduct and Communication are expected.

Formal and professional conduct is expected of you at all times in lecture, lab and on campus. Your practice of study, communication, politic, inter-personal and group interaction skills, generally accepted and expected of a medical-professional, begins and / or continuously improves in this class. Pro-actively shared, cooperative assistance is highly valued in the professional setting because it is a critical factor in providing quality health care and quality science. Because unprofessional, disruptive, and / or rude behavior demonstrated by you is harmful to the quality of health care in the professional setting to which you aspire, its demonstration in this educational setting toward anyone, including me, is unacceptable and will result in your immediate discharge from the classroom / lab. Your grade and your continued membership in the course will be negatively affected based upon the severity of the offense.

Cheating / Plagiarism - *Cheating / Plagiarism are not tolerated in any form.*

Cheating defined:

- Copying, in part or in whole, from another's test or other evaluation instrument or obtaining answers from another person during the test.
- Submitting work previously presented in another course, if contrary to the rules of either course.
- Using or consulting, sources or materials not authorized by the instructor during an examination
- Altering or interfering with grading or grading instructions
- Sitting for an examination by a surrogate, or as a surrogate
- Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above
- Talking or consulting during the test with another person
- Giving / providing in any way, information to other students that allows the student an undeserved advantage on an exam or quiz, such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class.

Plagiarism defined:

- The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work
- Representing another's artistic/scholarly or similar works as one's own
- Plagiarism may either be deliberate or unintentional, but it must be avoided with all due diligence

Consequences of academic dishonesty, un-acceptable behavior:

Upon the first infraction of academic dishonesty, the instructor may do one or more of the following:

- Give a lower or failing grade on the assignment or exam
- Give a lower or Fail grade in the course
- Refer the student to the Vice President of Student Services for student disciplinary action.

Questions to Consider Before Class Begins:

1. Why are you taking this class? Do you want to learn about psychology? Are you possibly interested in psychology as a career? Are you ready for a college level class?
2. What are your priorities? Are academics near the top of the list, or are you more concerned with athletics, social life, a part-time job, time to relax, and so on?
3. How much time will you devote to class? Are you willing to make the commitment?
4. Are you a strong reader? Most of your “assignments” in this class will revolve around reading and discussion. If you are a good reader, you have an advantage. If you are not, know that extra time and effort will be required on your part.
5. What is your motivation level? Your level of motivation is much more important than your ability level. If you want to succeed and are willing to put forth the time and effort, you will succeed. Attitude, study skills, determination, and discipline count for more than intelligence toward your success in this class!
(adapted from Kent Korek, “Survival Guide”)

Helpful Hints for Reading

1. Keep up with the reading. Read the chapter material *before* it is covered in class and be prepared to discuss it. Set a schedule for yourself and discipline yourself to stick to it.
2. Learn to read more effectively.
 - a. Read actively; don’t just look at the words. Read for understanding. That is, stop occasionally and ask yourself: Does it make sense? What concepts is the author trying to impart? If you got it, great, move on. If you didn’t, then re-read or skim for the concepts you missed.
 - b. Remember, reading a college level text requires much more effort and concentration than other types of reading.
 - c. Do not read the entire chapter at once. Keep your reading to one section at a time.
 - d. Do not ignore the diagrams, pictures, inserts, tables, etc. These elements were added to the text for a reason. Learn from them.
 - e. Take notes as you read in order to condense the information into usable concepts and details.
(adapted from Kent Korek, “Survival Guide”)

CLASS SCHEDULE

may be subject to change

Unit 1: Foundation of Psychology

Ch. 1: Introduction to Psychology

Quiz Ch. 1

Ch. 2: Research

Discussion, Current Topics

Unit 1 Test

Unit 2: Biopsychology

Ch. 3: Genes, Evolution & Environment

Ch. 4: The Brain

Quiz Ch. 3-4

Ch. 6: Sensation & Perception

Ch. 5: Body Rhythms & Mental States

Unit 2 Test

Unit 3: Cognitive Psychology

Begin project research

Ch. 7: Learning & Conditioning

Ch. 10: Memory

Project Presentations

Ch. 9: Thinking & Intelligence

Unit 3 Test

Unit 4: Emotion, Motivation, Personality, Lifespan

Ch. 11: Motivation & Emotion

Ch. 8: Society & Culture

Ch. 13: Personality

Ch. 14: Lifespan

Unit 4 Test

Unit 5: Abnormal Psychology

Ch. 16: Disorders

Ch. 17 Therapy

Final Exam