



## Introductory Psychology Online Summer 2020

<b>Instructor:</b>	<b>Teresa K King, PhD</b>
<b>Office Hours:</b>	<b>By appointment</b>
<b>Office Phone:</b>	<b>508 5312742</b>
<b>E-Mail:</b>	<a href="mailto:tking1@bridgew.edu">mailto:tking1@bridgew.edu</a> . I will respond within 1-2 business days. This is my preferred communication method.
<b>Tech Support:</b>	Visit the <a href="#">Information Technology web page</a> for IT Service Center contact information.
<b>Technical Skills:</b>	Ability to use the Blackboard Learning Management System for accessing course resources, assignments, and grades.
<b>Software Required:</b>	You will need a web browser for accessing our Blackboard course site. Use Blackboard's <a href="#">Browser Checker</a> feature to ensure that your browser meets Blackboard standards.
<b>Course Site:</b>	<a href="#">Blackboard</a>
<b>Required Textbook(s):</b>	Myers and DeWall (2018). <i>Psychology</i> . 12 <sup>th</sup> Edition. Madison Avenue, NY: Worth Publishers.
<b>Dates/Times:</b>	May 26 through June 29

### Course Goals

Mega objective – Understand that psychology is a scientific discipline that examines the biological, psychological, and social forces that shape behavior.

- 1) You will describe the fallacies of intuition and casual observation that lead to the need for social science research.
- 2) You will compare basic social science research methodologies in terms of determining causality.
- 3) You will explain the main components of true experiments (random assignment, control group, etc.).
- 4) You will diagram the fundamentals of neuronal transmission.
- 5) You will describe the stages of lifespan development
- 6) You will describe how sensory/perceptual processes are influenced in ways that make experience less than an accurate representation of reality.
- 7) You will explain the fundamentals of classical and operant conditioning.
- 8) You will describe contemporary models of memory.
- 9) You will compare the major personality perspectives-- psychodynamic, humanistic, social-cognitive, and trait perspectives.
- 10) You will identify the major types of psychological disorders and how these disorders are treated.
- 11) You will evaluate the power of the situation to influence behavior.

## Course Policies

*E-mail* – You are [responsible for all e-mail communications](#) sent by your instructor and your classmates to your BSU e-mail account. It is important that you check your BSU e-mail daily so that you do not miss important communications from your instructor and classmates.

*Late Assignments* – For each day that an assignment is late, your grade for that assignment will be dropped a full letter grade (ex. If you were to receive a B for an assignment grade, your grade would be dropped to a C).

*Makeup Assignments* – There are no makeup assignments allowed, with exceptions allowed in critical emergency circumstances (i.e. student has been hospitalized) with documented proof. In order to be fair to all classmates, makeup assignments at the end of the semester to boost your course grade are not allowed. It is important that you complete assigned work on time throughout the semester. Please note that quizzes cannot be made up for any reason.

*Special Circumstances* – Bridgewater State University is committed to ensuring equal academic opportunities and inclusion for students. If you have any special circumstances that might impact your participation, success, and/or comfort in class, please contact the instructor as soon as possible. These may include (but are not limited to) having a documented disability, involvement in upcoming religious observances, and speaking English as a second language.

Our course Learning Management System, Blackboard, was “designed and developed in accordance with the internationally recognized Web Content Accessibility (WCAG) Guidelines 2.0 Level AA as well as the Section 508 standards in the United States” according to the [Blackboard Accessibility web site](#).

*Change of Grade* – “If a student believes that a mistake was made in the original grade recorded for a course, the student may petition the instructor for a change of grade no later than the last day of final exams in the academic semester following that in which the grade was recorded. A change of grade will not be considered after this time.” – excerpt from the [Credit Hour and Grading System policy](#).

### *Preferred Name on BSU Records*

Did you know that students can indicate their preferred names on some university records? Review the instructions in the [Student Handbook](#).

*Academic Integrity* – “Students are admitted to Bridgewater State University with the expectation that they will accept and abide by the standards of conduct and scholarship established by the faculty, administration and student governing boards. The university reserves the right to require students to withdraw who do not maintain acceptable academic standing. The university also reserves the right to dismiss, with due process, students who do not meet the requirements of conduct and order or whose behavior is inconsistent with the standards of the university.” – excerpted from the [Academic Integrity Policy](#).

*Technical Issues* – Back up course work often, for you are responsible for course work lost to technical difficulties. When contributing to Blackboard discussion assignments or lengthy essay exam questions, consider composing your work in Microsoft Word and then copying and pasting the text into Blackboard.

If there are system-wide issues with Blackboard or BSU email, the instructor will contact you via email to provide you with an alternative means of completing course assignments or due date extensions. If you experience individual technical issues, please [contact the IT Service Center](#) and provide as many details, including screenshots if possible so that the IT Service Center can assist you.

*Netiquette* – Before posting to a course discussion forum, please consider the following guidelines for appropriate web-based communications:

- Passion is great; positivity and politeness should also be in step with your passion when communicating with peers and the instructor.
- To err is human; to forgive is divine. Be gracious when others make spelling or grammatical errors.
- Even with emoticons, tone and context can often be lost in text-based communications. Keep that in mind when sharing a post that is comical or satirical.
- Respect the privacy of others. If you are sharing information of a personal nature that affects a classmate, check with that classmate before posting.
- Proofread your responses before submitting. Maintain the mindset that anything posted on the web is permanent.
- Let your instructor know if something that has been posted in our discussion forum is inappropriate or offensive to you.

## The Geography of our Blackboard Course Site

- Visit the *Getting Started* section of our Blackboard course site for a copy of the course syllabus, tutorials on course technologies we will be using, contact information for the IT Service Center, and other helpful resources.

## Grading

ASSIGNMENT	PERCENTAGE OF FINAL GRADE
QUIZZES (10 WORTH 10 POINTS EACH)	20%
ONLINE DISCUSSIONS (10 WORTH 10 POINTS EACH)	20%
MIDTERM EXAM	20%
FINAL EXAM	20%
WRITING ASSIGNMENT	20%

## Final Grading Scale

Using your numeric Final Grade value in Blackboard (based on a 100-point scale), review the table below to determine the corresponding letter value. Numeric Final Grade values are rounded up or down to the nearest zero decimal value (ex. 94.5 becomes an “A”; 94.2 remains an “A-“).

GRADE	DESCRIPTION	4-POINT EQUIVALENT	100-POINT
A	Superior	4.0	95-100
A-	Superior	3.7	90-94
B+	Good	3.3	87-89
B	Good	3.0	83-86
B-	Good	2.7	80-82
C+	Satisfactory	2.3	77-79
C	Satisfactory	2.0	73-76
C-	Satisfactory	1.7	70-72
D	Poor	1.0	65-69
F	Failure	0.0	0-64

## Course Assignments

### Quizzes (20%)

There are 10 reading quizzes. **Quizzes cannot be made up for any reason.** Each quiz is worth 10 points. I assign quizzes because they have been shown to improve student learning. Quizzes provide incentive to keep up with assigned readings so students avoid cramming for exams (not effective) and encourage distributed rather than massed practice.

### Online Discussions (20%)

Throughout the course, we will engage in various discussions, class activities, etc. Such activities provide insight and understanding into the course material that a lecture format or presentation cannot necessarily provide. For this reason, I integrate these activities into the grading format. For these assignments, you will typically be asked to discuss a topic from the text.

### Midterm and Final Exams (40%)

There will be a midterm and a final exam during the semester. Exams will be composed of 50 multiple choice questions. Each exam will be worth 100 points. Each exam will cover material presented online and material from the chapters.

### Writing Assignment (20%)

The writing assignment is due on the date indicated in the course schedule. Failure to submit on time will result in a 10-point grade penalty for day that the assignment is past due. What you will learn from this assignment is important. For this reason, you are encouraged to hand it in no matter how late it might be. The minimum grade for a completed assignment is 55 percent. Assignments not completed will earn a score of 0 percent. **The latest date at which I will accept this assignment is 3:00pm on June 29th, 2020.**

Psychologists as scientists report the results of their research to other scientists and the public primarily through publication in research journals. These are the original or primary sources of our discipline. These articles are written for other psychologists and for people with education about psychology. I believe that it is important for you to have experience with using these sources. To guide this experience, I have chosen six articles that cover information related to different topics covered in the course. You will need to choose one of the articles and complete the following information. The articles are available on blackboard.

1) Read the article. This will need to be done several times. It is difficult to read a professional article just once and fully comprehend it.

2) Answer the following six questions about the article in your own words:

a) **What were the researchers trying to find out?**

The author(s) typically provide this information toward the end of the Introduction section, just prior to the Methods section. Summarize in your own words (15 points).

b) **How did they go about determining their answer?** (15 points)

This is likely to be found in the Method section of the paper. What exactly did they do? Did they conduct an experiment, survey, case study, literature review?

c) **What were they able to conclude at the end of the study?** (15 points)

This is likely to be found in the Discussion section of the paper. Summarize the main findings.

d) **What is/are the Independent Variable/s or the predictors in the research?** (15 points)

The independent variable is the variable that is manipulated between the groups in an experiment. If the researcher has the hypothesis that ingesting caffeine will improve performance on some test, for example, she will have one group ingest caffeine, the other group ingests something other than caffeine, and then measures performance on some test. In this experiment, the independent variable (that one group gets and the other group does not) is the presence or absence of caffeine. If the research is not a true experiment (quasi-experimental) the independent variable may not be directly manipulated, but simply measured to determine if it predicts the dependent variable or the variable of interest.

e) **What is/are the Dependent Variable(s) in the experiment?** (15 points)

The dependent variable is the outcome that is being measured. In the above example, the outcome that the researcher is measuring is performance level on the test. So "test score" or "performance score" is the dependent variable. It is called this because we assume that the level of performance on the test "depends" on whether or not the participants ingested caffeine.

f) **Discuss in detail at least TWO ways you can apply material from this article to your life and/or job.** (25 points)

Please be specific and provide enough details that I can tell you put effort into this answer.

## Course Schedule

Course Weeks	Topics	Student Responsibilities
May 26	Psychological Science	Read Ch 1
May 27	Psychological Science	Take Quiz 1
May 28	Psychological Science	Review Presentation; Participate in online discussion
May 29	The Biology of Mind	Read Ch 2; Take Quiz 2
June 1	The Biology of Mind	Review Presentation; Participate in online discussion
June 2	Nature, Nurture, & Human Diversity	Read Ch 4; Take Quiz 3
June 3	Nature, Nurture, & Human Diversity	Review Presentation, Participate in online discussion
June 4	Development through the Lifespan	Ch 5; Quiz 4
June 5	Development through the Lifespan	Review Presentation; Participate in online discussion
June 8		Writing Assignment Due
June 9	Sensation and Perception	Ch 6; Quiz 5
June 10	Sensation and Perception	Review Presentation; Participate in online discussion
June 11	Chapters 1, 2, 4, 5,& 6	Midterm
June 12	Learning	Ch 7 Quiz 6
June 15	Learning	Review Presentation; Participate in online discussion
June 16	Memory	Ch 8; Quiz 7
June 17	Memory	Review Presentation; Participate in online discussion
June 18	Social Psychology	Ch 13; Quiz 8
June 19	Social Psychology	Review Presentation
June 22	Social Psychology	Ch 13; Participate in online discussion
June 23	Personality	Ch 14; Quiz 9
June 24	Personality	Review Presentation; Participate in online discussion
June 25	Psychological Disorders	Ch 15; Quiz 10
June 26	Psychological Disorders	Review Presentation; Participate in online discussion
June 29	Chapters 7, 8, 13, 14, & 15	Final Exam

*Note:* The instructor reserves the right to change the dates and topics to be covered at any time.

## Grading Rubric for Discussions

*Adapted from John F. Bauer, "Assessing Student Work from Chat Rooms and Bulletin Boards." New Directions for Teaching and Learning 91 (Fall 2002): 35.*

Points	Skills
<b>3</b>	Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material.
<b>2</b>	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions.
<b>1</b>	Minimal posting. Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.
<b>0</b>	No posting of material.