

 <p>White Mountains Community College</p>	PSYC111W Section ES, CRN XXXXX, Introduction to Psychology, 3 Credits
	Spring 2020 Online
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SYLLABUS

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COURSE DESCRIPTION

PSYC111W Psychology (3 Credits)

This is an introductory course which surveys the behavioral science of psychology. Personal and social behaviors are explored through such topics as: consciousness, memory, learning, perception, physiology, sexuality, cognition, abnormal behavior and developmental processes. Applied research assignments are an integral component of this course. Emphasis is placed on analyzing data, and critically examining theories and trends in the field.

PREREQUISITES

None, but ENG120 College Composition (or equivalent) is suggested

REQUIRED TEXTS AND RESOURCES

Textbooks: Essentials of Psychology, The Science of Behavior, R.H. Ettinger, 6th edition

ISBN: 9781517801502

Materials: access to the Internet for on-line research

Browser and Operating System Requirements:

<http://www.ccsnh.edu/students/browser-and-operating-system-requirements>

Note: Unless specified by your instructor, textbooks, materials, and software are available online at <http://www.efollett.com>

- Under “Select your Bookstore,” choose “New Hampshire”
- Under “Select Your Institution,” choose the campus offering the course.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- define psychology within the context of demonstrating in discussion forums psychological investigation as being a legitimate scientific discipline
- critically argue and document how the methods of research used by psychologists are scientifically valid
- on tests, identify the major branches of psychology, and the primary focus of each
- using forum guidelines, explain the relationships between heredity and environment, and how these manifest in psychological phenomena
- present arguments for the ways that psychologists measure different types of intelligence
- identify in physiological terms the relationship between sensory perception and its interpretation, and how this shapes psychological phenomena
- define major recognized psychological disorders, symptoms and treatments of each
- provide examples of how concepts of social psychology manifest themselves in human interaction

METHODS OF INSTRUCTION/LEARNING ACTIVITIES:

The course will use textbook readings as the primary basis for students' interaction on topics of those readings through weekly discussion boards.

Students are expected to share original, insightful perspectives of each unit's topics. Interaction with both the instructor and other students is expected by way of replies to other students' posts, as well as responses that students receive from their peers and the instructor.

It is expected that students will expand what they share in their discussion board submissions by exploring the weekly topics further via online research. The intent is to broaden each topic beyond what is offered in the textbook.

There is a weekly quiz each unit on that unit's material. Students are permitted and encouraged to use additional outside sources to assist in completing and learning from the quizzes.

METHODS OF ASSESSMENT:

Graded objects:	Points:	Percent of Grade:
Weekly discussion board posts and replies	14 @ 30 points each = 420	60%
Weekly quizzes on unit material	14 @ 20 points each = 280	40 %
Total	700 points	100%

*Standardized Grading Scale:

A	93.33 – 100.00
A-	90.00 – 93.32
B+	86.67 – 89.99
B	83.33 – 86.66
B-	80.00 – 83.32
C+	76.67 – 79.99
C	73.33 – 76.66
C-	70.00 – 73.32
D+	66.67 – 69.99
D	63.33 – 66.66
D-	60.00 – 63.32
F	Below 60.00

COURSE EXPECTATIONS:

In college-level courses, instructors have common expectations of their students: specifically, that students have a high degree of self-motivation, that students have a personal interest in learning the material that the course addresses, and that students, as responsible learners, are highly respectful to one another. It is also expected that students possess basic competence in the functional use of digital technology. The following list includes other common expectations, specifically that students:

- Have easy, continuous access to a computer
- Have access to the Internet, preferably via a high-speed connection
- Be able to search for credible information online, have some facility for narrowing searches, and begin to differentiate among the levels of “legitimacy” of online information
- Use word processing software (Microsoft Word, or Open Office Writer are preferred)

- Be able to compose, send, receive, and reply to emails related to their courses, and track their email correspondence
- Know how to attach files to emails and discussion board posts when appropriate
- Be capable of downloading and opening files, manage stored files, and recognize the characteristics of popular computer file types

POLICIES

Students registered for WMCC courses must comply with all policies and guidelines in the *Student Handbook* and other college publications, including those related to civil rights, disabilities services, harassment, and plagiarism. For more information, refer to <http://www.ccsnh.edu/online-learning-policies>

Academic Integrity and Plagiarism

Students must abide by the academic-honesty policy as defined in WMCC's *Student Handbook*.

Discrimination Policy

White Mountains Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, political affiliation, veteran status, sexual orientation, gender identity or expression, or marital status. This statement is a reflection of the mission of the Community College System of NH and White Mountains Community College and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- The Age Discrimination Act of 1967
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1975
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

Inquiries regarding discrimination may be directed to Melissa Laplante, Room 309, at mlaplante@ccsnh.edu or 603-342-3086, Berlin Campus or Melanie Robbins Director of the Academic Centers, at mrobbins@ccsnh.edu or (603) 342-3093; or to the CCSNH Title IX Coordinator, 26 College Drive, Concord, NH 03301, (603) 230-3500. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, Region 1, 1875 JFK Federal Building, Boston, MA 02203, (617) 565-1340; the NH Commission for Human Rights, 2 Chenell Drive, Concord, NH 03301, (603) 271-2767; and/or the Equal Employment Opportunity Commission, JFK Federal Building, Boston, MA 02203, (617)565-3200.

Netiquette

Students must obey [CCSNH Netiquette](#) as articulated on the CCSNH website:

<http://www.ccsnh.edu/students/netiquette-at-ccsnh>

Participation and Attendance

Online Course Attendance

Attendance in online education is vital to the success of the course. Students must actively participate in the online course room at least two times during the add drop period. If students do not adhere to the online education attendance policy they will be automatically dropped from the class.

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:

- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Communication

At the start of each week, a description of that unit's discussion board requirements and unit quiz will be posted. Students should read those descriptions very carefully, since they contain critically valuable information for successfully addressing each unit's graded objects.

There will be additional announcements posted regularly throughout the term. These announcements will address topics to assist students with other course-related issues, or identify "exceptional" events in the courses' progression.

Course distribution-list emails will be sent out, usually twice a week, to remind students of unit obligations, and/or issues unique to that week's works.

Emails to individual students will be sent on an as-needed basis.

If a student has issues that cannot be resolved effectively by email, they will be invited to provide a phone number for a follow-up phone conversation.

Instructor's Grading Policy and Timeframe

Discussion board initial posts must be submitted by Wednesday midnight of each unit. Replies and responses to comments must be posted by Saturday midnight of each unit.

Instructor will comment on posts throughout the latter part of each week, and grades for each unit's discussion board submission will appear in the Canvas Gradebook by the Friday following the end of each unit.

Quiz grades are auto-graded, scores will appear in the Canvas Gradebook, usually within an hour of submitting a unit quiz (or its re-takes.)

Late Work, Revisions, and Extra Credit

Discussion board initial posts must be submitted before midnight Wednesday of each unit. Any initial posts submitted later than midnight Wednesday, will be penalized in proportion to how much later than the Wednesday midnight deadline that they are posted. No credit will be given for posts after midnight Saturday of each unit.

Discussion board replies, and responses to comments, must be submitted by midnight of Saturday of each unit. No credit will be given for replies or responses posted after midnight Saturday of each unit.

Weekly unit quizzes can be taken up to three times in each unit. But the unit quizzes cannot be accessed after the end of that unit, Sunday midnight.

Incomplete Grades

An Incomplete Grade (I) indicates that a student has not completed a major course assignment (usually a final exam or culminating final assessment) because of extraordinary circumstances, such as serious illness, death in the family, or the like. The grade is applied only in those instances when the student has a reasonable chance of passing. It is not used to give an extension of time for a student delinquent in meeting course responsibilities.

The work must be completed by the student through formal arrangement with the instructor no later than:

- The end of the third week in the spring semester for a grade issued in the fall semester
- The end of the third week in the fall semester for a grade issued in the summer term
- Three weeks from the earliest start date of the summer term for a grade issued in the spring semester

Should the student fail to complete the work within the designated period, the grade will automatically become an F. The Vice President of Academic Affairs may make exceptions to the above deadlines.

Incomplete grades will not be included in the computation of Grade Point Average. An incomplete grade may affect a student's financial aid. Students should contact the Financial Aid office on their campus for further information.

Online Participation

As an on-line course, students enjoy some flexibility in determining when to submit discussion

board content, and take on-line quizzes. But as detailed in the section of this syllabus that addresses late work, it is obligatory that these graded objects be completed by their respective deadlines for each unit. For that reason, it is critically important that students read all relevant posted announcements and emails at the start of each weekly unit, and avoid the compromise of grade and learning that occurs from succumbing to a “just in time” strategy for submitting course work.

COURSE TIMETABLE

Week 1 January 21 - January 26	Required reading: Textbook Chapter 1: <i>The Origins of Psychology</i> and Chapter 2: <i>The Methods of Psychology</i> Discussion board: define psychology as a science, the methods of psychology Unit quiz: based on this unit's assigned reading
Week 2 January 27 – February 2	Required reading: Textbook Chapter 3: <i>The Biology of Behavior</i> Discussion board: identify the function of the major components of the nervous system Unit quiz: based on this unit's assigned reading
Week 3 February 3 – February 9	Required reading: Textbook Chapter 4: <i>Sensation and Perception</i> Discussion board: describe how people interpret sensory input from physical stimuli Unit quiz: based on this unit's assigned reading
Week 4 February 10 – February 16	Required reading: Textbook Chapter 5: <i>Sleep, Dreaming and Consciousness</i> Discussion board: sleep disorders Unit quiz: based on this unit's assigned reading
Week 5 February 17 – February 23	Required reading: Textbook Chapter 6: <i>Learning and Behavior</i> Discussion board: the biological bases of learning Unit quiz: based on this unit's assigned reading
Week 6 February 24 – March 1	Required reading: Textbook Chapter 7: <i>Memory</i> Discussion board: the neural structures of memory Unit quiz: based on this unit's assigned reading
Week 7 March 2 – March 8	Required reading: Textbook Chapter 8: <i>Motivation</i> Discussion board: neural and hormonal influences on behavior Unit quiz: based on this unit's assigned reading
Week 8 March 9 – March 15	Required reading: Textbook Chapter 9: <i>Emotion and Stress</i> Discussion board: relationship of stress and disease Unit quiz: based on this unit's assigned reading
Spring Break March 16 – March 22	No Course Work Due During Spring Break
Week 9 March 23 – March 29	Required reading: Textbook Chapter 10: <i>Cognition – Thinking and Language</i> Discussion board: impediments to problem solving Unit quiz: based on this unit's assigned reading

Week 10 March 30 – April 5	Required reading: Textbook <i>Chapter 11: Development 1–Conception Through Childhood</i> and <i>Chapter 12: Development 2- Adolescence to the End of Life</i> Discussion board: epigenetics - heredity versus environment Unit quiz: based on this unit's assigned reading
Week 11 April 6 – April 12	Required reading: Textbook <i>Chapter 13: Intelligence</i> Discussion board: different types of intelligence and the methods of assessing them Unit quiz: based on this unit's assigned reading
Week 12 April 13 – April 19	Required reading: Textbook <i>Chapter 14: Personality – Theories and Assessment</i> Discussion board: using and critiquing on-line personality assessment tools Unit quiz: based on this unit's assigned reading
Week 13 April 20 – April 26	Required reading: Textbook <i>Chapter 15: Behavioral Disorders</i> and <i>Chapter 16: Treatment of Behavioral Disorders</i> Discussion board: differentiating clinical behavioral disorders from “normal” eccentricities Unit quiz: based on this unit's assigned reading
Week 14 April 27 – May 3	Required reading: Textbook <i>Chapter 17: Social Psychology</i> Discussion board: the causes and mitigation of human aggression Unit quiz: based on this unit's assigned reading
Week 15 May 4 – May 8	Course wrap-up, final course communications End-of-course survey completion is required

Prepared by: _____ Gerard L. Tremblay _____ Date: December 11, 2019

Approved by Program Coordinator or Department Chair:

Signature: _____ Date:_____