

California Lutheran University

Bachelor's Degree for Professionals

PSYC 200 General Psychology Spring Term 2016

Instructor:	Kimberly L. Howell, PhD Email: klhowell@clunet.edu Phone: 818.572.3858
Classroom:	Online
Date*:	Monday, February 29, 2016 – Thursday, May 12, 2016 Weekly Online Chat Sessions on Tuesdays from 6:00 – 7:30 pm
Drop Dates	Monday, March 14, 2016: Last day to add; last day to drop (without a “W” or financial penalty) Monday, April 11, 2016: Last day to withdrawal without academic penalty (100% tuition charge for classes dropped after this date)

Course Description

Covers the concepts and principles pertinent to psychological processes as social behavior, development, perception, thinking and symbolic processes, physiology, personality and psychological disorders. Introduces students to the empirical foundation of the discipline of psychology. Prerequisite to all courses in psychology except PSYC 203, PSYC 207 and PSYC 215.

Textbooks/Required Readings

- *“Introduction to Psychology”* 10th Edition (2013). Kalat, James W., Thomson- ISBN-10: 1133956602 | ISBN-13: 978-1133956600. Available at the CLU Bookstore.
- *“The Soul of Popular Culture: Looking at Contemporary Heroes, Myths and Monsters”* (1998). Kittelson, M.L. | ISBN: 0-8126-9363-9
- Subject-related journal articles will be assigned by the instructor and will be located in the course online classroom.

Grading Criteria

<u>Area</u>	<u>Points</u>
Weekly Discussion Questions (11 weeks)	275
Weekly Live Chat Attendance (11 weeks)	110
Introduce Yourself PowerPoint	22
Knowledge Checks (2 @ 22 points each)	44
Topic, Abstract, and Annotated Bibliography	44
Midterm Examination	220
Final Paper	385
Total:	1100 Points

Percentage	Grade
95 – 100	A
90 – 94.9	A-
86 – 89.9	B+
83 – 85.9	B
80 – 82.9	B-
76 – 79.9	C+
73 – 75.9	C
70 – 72.9	C-
67 – 69.9	D+
55 – 66.9	D
0-54.9	F

Course Deliverables

Weekly Discussion Questions (275 points):

Students are expected to engage *thoroughly* with the weekly participation question(s) posted by the instructor each week. You should not merely recite from the book; **your** thoughts are sought and you will be expected to dialogue with your fellow students regarding the responses provided.

It is expected and required that your responses be substantive and thoughtful. Each week there will be discussion questions requiring your response. Your response(s) to the discussion question must be substantive in nature, analyzing the question and responding with a minimum of 2 outside sources (not including your textbook). Substantive means that it should be around 250-300 words and provide YOUR thoughts (not a review of someone else's work). Additionally, you are to respond to a MINIMUM of 2 of your classmate's posts. You can certainly have more than just 2 responses but remember that more responses demonstrate that you are more engaged in the participation of the course. **Please be aware that doing the minimum amount of discussion posts will result in the minimum passing grade.**

To reiterate, students are expected to post 1 response to the question posted by the instructor and have at least 2 *substantive, thoughtful* responses to your fellow online colleagues. Please understand that other posts can be posed to your colleagues such as “*What’s everyone’s topic for their papers?*” but these “casual” posts will not be counted toward the weekly participation posts and students, while encouraged to post thoughtfully as often as needed and helpful, will only receive participation points for the posts related to the weekly discussion question(s). **Note: Late posts will not be given credit. No exceptions.**

Grading Rubric for Weekly Discussion Question

Criteria	Points Given
Response completely answers question, has appropriate number of sources cited, appropriate length, original thought/concepts	12-15 points
Response partially answers question, lacking appropriate number of sources cited, length does not meet requirements, minimal original thought/concepts	8-11 points
Response does not answer question and/or is off-topic	0-7 points

Grading Rubric for Responses to Classmates

Criteria	Points Given
Responses are thoughtful and relevant. Higher points given for work above and beyond the minimum requirements provided (minimum of two responses) they meet the threshold for substance/quality	8-10 points
Responses simply agree or disagree with minimal engagement	6-7 points
Response does not answer question and/or is off-topic	0-5 points

Weekly Chat Sessions (110 Points)

There will be weekly chat sessions on **Wednesdays from 6:00 pm – 7:30 pm Pacific Time**. Please think of our sessions as being in the physical classroom, meaning, please clear your schedule for these sessions just as you would to be present and in attendance for class in person. Students are expected to advise the instructor beforehand if they will not be able to log into the chat that week and missing 1-2 sessions will require that the student make up these sessions by contacting the faculty to do so.

The instructor will wait for attendees for 15 minutes after the start time of the chat, after which time the chat will be closed. The chats will be archived and it should be noted that your instructor is available for one-on-one discussion via email. The class chat room is a wonderful opportunity to connect “live” with your fellow students and to engage in academic discussion, and students are expected to be present and additive. Students will receive participation points each week for attendance. Students are strongly encouraged to use their webcams and put a picture on their course profile.

Introductory PowerPoint (22 points):

All students in the course are requested to upload to the course an introductory PowerPoint (or whatever presentation tool you have at your disposal) presentation comprising 2-3 slides. This should serve as a way to introduce yourself to your classmates and instructor. You are strongly encouraged to use a photograph of yourself in the presentation so we are able to put a face with your name. Here are some ideas for what you can include in your introductory PowerPoint:

- How long you've been at CLU (Junior, Senior)
- What you do for a career/living/job
- Your hobbies/interests/fascinating fact(s)
- What topics in psychology are of interest to you

The aim is just to get to know each other a little better and this will also serve as a reference during the course to revisit who's who. Use your creativity! Make it fun so your classmates can get a feel for who you are! **Please ensure you have your presentation up by the first day of the course and at the very latest by our first live chat session on Tuesday, March 1, 2016.** After March 1st no credit will be given for the presentation.

Topic, Abstract, and Annotated Bibliography (44 points):

The topic, abstract and annotated bibliography for your final paper is due Sunday, April 17th by 11:59 pm and should be ***no more than 3 pages***. You should provide the instructor with an abstract of your topic outlining what you anticipate you will be covering in your paper. It is understood that there may be some changes, but you are encouraged to give the highest effort toward the most thorough job. You will also be expected to submit an annotated bibliography on 2-3 texts that you anticipate using as a part of your final paper. Please be sure to cite works according to APA 6th edition. Please keep in mind that at least five scholarly references are required in your final paper.

You will find in the course materials examples of an annotated bibliography as well as abstracts to help guide you. Please make note that an annotated bibliography is not merely a list of sources, but you will need to write very briefly about the texts and how you anticipate they will influence your final paper.

Knowledge Checks (44 points/22 points per each Knowledge Check):

There will be brief quizzes on weeks 3 and 10. Now, relax...these will consist of just a few questions to test your knowledge on key theories, theorists, and concepts in the text. It's a great way for both of us to know the areas you have a command of and those areas where perhaps a touch more time and attention is needed.

Midterm Examination (220 points):

There will be a midterm examination consisting of true/false, and multiple choice questions. This exam will be open book, open notes/text but will have a time limit for completion. The exam will cover material in Chapters 1, 2, 3, 5, 6 & 7. The examination will be assigned during week 6 of the course.

Individual Paper (385 points):

Students will submit an 8-12 page (not including reference page) essay in APA format (1" margins, double-spaced with a 12 pt. standard font, i.e. Arial, Times New Roman, no "special" colors or graphics) addressing an area of interest covered in the required reading material. As your topics and outlines are due earlier in the term, you will be expected to peruse the topics in the book to find one of interest.

As a part of this assignment, you should cite at least **5** references from professional journals or scholarly materials/texts. Your final paper is due by Thursday, May 12, 2016. You should include your abstract but should NOT include the annotated bibliography, but rather a standard reference page according to APA standards.

Some ideas for topics and how you should consider being very specific in order to make it a manageable project include:

- Bulimia in the Elderly Community (versus Eating Disorders)
- Post-Traumatic Stress Disorder in Iraq-Returning Soldiers (versus Anxiety Disorders)

I encourage you to find a topic that is relevant to the course materials, and above all, ***something that is of interest to you!*** I want this to be something you are proud of and actually want to work on and research.

Papers should address the following:

- Thorough **introduction**, background and explanation of the subject
- **Discussion** and **analysis** of cases, concepts, and/or key contributors (i.e. authors, practitioners) **or** hypotheses (i.e., "Hypnosis is an effect way to stop smoking," "Intelligence tests are biased assessment instruments," etc.) or systematic critique with substantiating data
- **Conclusion**

Do not fret if you have concerns or issues over APA formatting. I will be providing some key resources to help you with this as well as your scholarly writing along the way! Also, students are STRONGLY encouraged to utilize Writing Services provided by the university.

Student Workload/Carnegie Hours:

The expectation for this course is that you will spend the equivalent of 4 hours per week in class (an hour is defined as 50 minutes), and you will spend approximately 9 hours per week studying and completing assignments for this course.

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5	55	Over 11 weeks, uneven distribution
Weekly Chats and Instructor-Posted Course Lecture	2	22	1	11	Over 11 weeks
Article Assignment and Discussion	1	11	1	11	Average, varies by student
Mid-term Preparation				8	Average, varies by student
Assigned Videos	.5	11			Average, varies by student
Topic, Abstract, Annotated	.5	3		2	Average, varies by student

Bibliography Preparation (Including Online Discussion and Emailing)					
Knowledge Check Preparation (Including Online Discussion and Emailing)	.5	3	1	5	Average, varies by student
Final Paper (Including Online Discussion and Emailing)	.5		1	10	Average, varies by student
Total	5	50	9	102	

Important Notes About Online Learning:

Effective written communication is a key component of online learning. In a face-to-face class, body language along with verbal responses and questions help us communicate with each other. Online, this is not always possible in the manner and means face-to-face settings provide and misunderstandings can occur if we are not mindful and clear in our communication. The key is **“When in doubt, leave it out!”**

“Netiquette” is a set of rules about how to communicate effectively and politely online and one of the goals of our class is to engage in the following netiquette during this course:

- Using ALL CAPITAL LETTERS in online communication indicates you are yelling. Limited use of capitalized words is acceptable when emphasis is needed.
- Use a descriptive subject line in emails and forum postings.
- Include your name in all emails and in your discussion responses.
- Emoticons : -) are acceptable at times in off-topic forums, chat, and in some messages but please do not use them in your forum responses and discussion questions.
- At no time should students make derogatory comments, rant, or use vulgar language of any kind (again, when in doubt, leave it out) in our online setting.
- Please keep in mind that something considered offensive may be unintentional. If you are concerned about a post, check with the instructor before putting on the group forum.
- Ensure you maintain confidentiality at all times and respect images and information shared in the online setting. For example, if a student has an image posted in the course, please do not share those images outside of the course.

Topic, Abstract, and Annotated Bibliography Grading Rubric

Criteria	Addresses in detail	Addresses, but with minimal detail	Does not address, is inadequate or inaccurate
1. Proposed topic of the paper is specifically addressed and clearly identified in the abstract.	3-4 points	2 points	0-1 points
2. Concepts are accurately identified and are in proper context.	8-10 points	6-7 points	0-5 points
3. Student highlights cases, concepts, and/or key	8-10 points	6-7 points	0-5 points

contributors (i.e. authors, practitioners) or hypotheses (i.e., "Hypnosis is an effect way to stop smoking," "Intelligence tests are biased assessment instruments," etc.) or systematic critique with substantiating data anticipated to be used in the final paper.			
4. Assignment meets the request APA requirements of page numbers, references are accurate, spacing, font, margins, and grammatically correct.	8-10 points 1 typo/or error per page	6-7 points 3+ typos and/or errors per page	0-5 points 5+ typos and/or errors per page
5. Text and or additional materials, works, authors or theory contributors listed in the annotated bibliography are accurately addressed. Exceptional work will include additional, external, and particularly scholarly articles, texts, etc. that are not solely web-based and no wiki sites.	8-10 points	6-7 points	0-5 points

Final Paper Grading Rubric

Criteria	Addresses in detail	Addresses, but with minimal detail	Does not address, is inadequate or inaccurate
1. Subject is specifically addressed and clearly identified in the paper. The paper opens with a thorough introduction , background, and explanation of the subject	44-55 points	33-43 points	0-32 points
2. Concepts are accurately identified and are in proper context.	44-55 points	33-43 points	0-32 points
3. Discussion and analysis of cases, concepts, and/or key contributors (i.e. authors, practitioners) or Hypotheses (i.e., "Hypnosis is an effect way to stop smoking," "Intelligence tests are biased assessment instruments," etc.) or systematic critique with substantiating data.	44-55 points	33-43 points	0-32 points
4. Paper addresses how the material influenced your thought(s) and personal learning .	44-55 points	33-43 points	0-32 points
5. Text and or additional materials, works, authors or theory contributors are accurately addressed. Exceptional work will include additional, external, and particularly scholarly articles, texts, etc. that are not solely web-based and no wiki sites.	44-55 points	33-43 points	0-32 points
6. A conclusion that clearly summarizes the topic, analysis or hypotheses, key reflective learning of the student ("what I learned when researching this topic was...").	44-55 points	33-43 points	0-32 points
7. Paper meets the request APA requirements of page numbers, references are accurate, spacing, font, margins, and grammatically correct.	44-55 points 1 typo/or error per page	33-43 points 3+ typos and/or errors per page	0-32 points 5+ typos and/or errors per page

Course Reading and Deliverables

Week # /Week of	Reading and Deliverables
1 2/29	<ul style="list-style-type: none"> ○ Reading: Chapter 1 – “What is Psychology” and Chapter 2 – “Scientific Methods” (56 pages) ○ Learning Objectives and Review of Syllabus ○ Assigned Article and/or Video (Located Online) ○ Personal Introductory PowerPoint (Please have posted by the 1st day of class: March 1st) ○ *Discussion Post/Responses: Initial post due each Wednesday and responses to classmates that Sunday both by 11:59 pm ○ Weekly Online Chat: Tuesday, March 1, 2016 6:00 pm – 7:30 pm
2 3/7	<ul style="list-style-type: none"> ○ Reading: Chapter 3 – “Biological Psychology” (41 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Weekly Online Chat: Tuesday, March 8, 2016 6:00 pm – 7:30 pm
3 3/14	<ul style="list-style-type: none"> ○ Reading: Chapter 5 – “Development” (36 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Knowledge Check #1: Quiz on Chapters 1, 2, 3. Due by Sunday, March 20th 11:59 pm ○ Weekly Online Chat: Tuesday, March 15, 2016 6:00 pm – 7:30 pm
4 3/21	<ul style="list-style-type: none"> ○ Reading: Chapter 6 – “Learning” (35 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Weekly Online Chat: Tuesday, March 22, 2016 6:00 pm – 7:30 pm
5 3/28	<ul style="list-style-type: none"> ○ Reading: Chapter 7 – “Memory” (33 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Weekly Online Chat: Tuesday, March 29, 2016 6:00 pm – 7:30 pm
6 4/4	<ul style="list-style-type: none"> ○ Reading: Chapter 8 – “Cognition and Language” (34 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Midterm Examination: Covering Chapters 1, 2, 3, 5, 6, & 7. Opens Wednesday, April 6th and Closes on Sunday, April 10th at 11:59 pm ○ Weekly Online Chat: Tuesday, April 5, 2016 6:00 pm – 7:30 pm
7 4/11	<ul style="list-style-type: none"> ○ Reading: Chapter 9 – “Intelligence” and Chapter 10 “Consciousness” (53 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Topic, Abstract, Annotated Bib Due: Due no later than Sunday, April 17th at 11:59 pm ○ Weekly Online Chat: Tuesday, April 12, 2016 6:00 pm – 7:30 pm
8 4/18	<ul style="list-style-type: none"> ○ Reading: Chapter 11 – “Motivated Behaviors” and Chapter 12 – “Emotions, Stress, and Health” (66 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Weekly Online Chat: Tuesday, April 19, 2016 6:00 pm – 7:30 pm

9 4/25	<ul style="list-style-type: none"> ○ Reading: Chapter 13 – “Social Psychology” (37 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Weekly Online Chat: Tuesday, April 26, 2016 6:00 pm – 7:30 pm
10 5/2	<ul style="list-style-type: none"> ○ Reading: Chapter 14 – “Personality” (33 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due Wednesday, Response due Sunday by 11:59 pm ○ Knowledge Check #2: Quiz on Chapters 5-14. Due Sunday, May 8th by 11:59 pm ○ Weekly Online Chat: Tuesday, May 3, 2016 6:00 pm – 7:30 pm
11 5/9	<ul style="list-style-type: none"> ○ Reading: Chapter 15 – “Abnormality, Therapy, and Social Issues) (42 pages) ○ Assigned Article and/or Video (Located Online) ○ Discussion Post/Responses: Initial post due no later than TUESDAY, MAY 10TH by 11:59 PM and Responses by THURSDAY, MAY 12TH by 11:59 PM (PLEASE NOTE CHANGE IN DUE DATES!!!) ○ Final Paper Due: No later than THURSDAY, MAY 12TH AT 11:59 PM ○ Weekly Online Chat: Tuesday, May 10, 2016 6:00 pm – 7:30 pm

*Please refer to the “Discussion Dates Guide” in the Student Resources in our PSYC 200 Online Course for Specific Dates.

Cal Lutheran Online or Blended Course Technology Requirements

In order to participate in a fully online course at California Lutheran University, you will need the following hardware, software, and capabilities. These are the minimum requirements; specific courses may have technological needs above and beyond this list.

1. If you have a Windows operating system
 - a. Browser: Firefox or Chrome
 - b. Java 7 or Java 8
2. If you have a Mac OS or Ubuntu
 - a. Only use Firefox
 - b. Oracle Java 7
3. Linux
 - a. Only use Firefox
 - b. Java 7 or Java 8
4. Blackboard Collaborate Launcher (can download when you first attempt join a Collaborate room in your Blackboard course)
5. 256 MB RAM
6. 20 MB free disk space
7. Internet Access - 28.8 kbps speed or above (Broadband connection highly recommended)
8. Soundcard
9. **A headset with microphone/headphones**
10. Program(s) that can open .doc, .ppt, and .pdf documents
11. Optional:

- a. Webcam (recommended)
- b. Blackboard Learn App
 - i. Download from your devices' app store, select California Lutheran University as the school and sign in via myCLU

Check your OS and internet browser at: www.thismachine.info

Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights**, please go to the following link:

[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

Cal Lutheran Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> . Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans

Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

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