PSYC 1101, Introduction to General Psychology , [Term]

Course Instructor:

[Instructor Name]
[Institution name]
[Institution address]
Phone Number: (xxx) xxx-xxxx
Fax: (xxx) xxx-xxxx
E-mail address: xxxxxxxxx@xxxxx.edu

Office hours:
Xxxday, X:00 am/pm - X:00 am/pm

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class**.

Also, students with disabilities or who require special testing accommodations must contact the Proctored Exam Testing Coordinator at etesting@westga.edu before scheduling a proctored exam appointment.

Other resources:

- https://ecore.usg.edu/current-students/accessibility-services
- http://www.section508.gov
- http://www.w3.org/TR/WCAG/
- http://webaim.org/

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: https://ecore.usg.edu/courses/calendar/index.php. BOTH of these activities are required and can be found within the Course Content's Start folder.
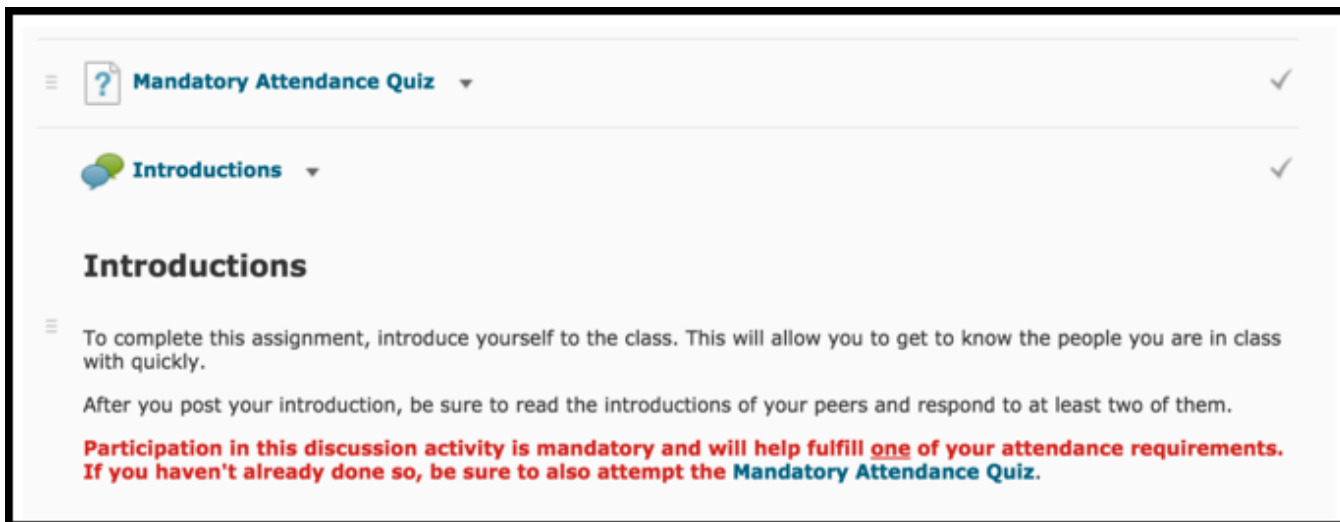
Course Description

A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, and personality.

Course Credit Compliance

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	400 minutes
Virtual meetings/chat or audio & video	170 minutes
Course Content Facilitation	1100 minutes
Writing projects/assessments/research	790 minutes
Proctored Exam	360 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Prerequisites:

- none

Course Objectives
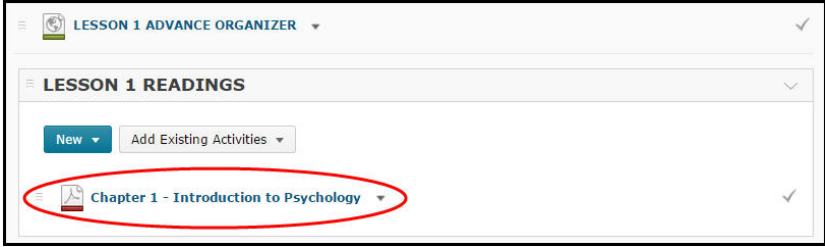
After completing this course you will be able to

- Apply course content to everyday life - making better decisions; enhancing relationships; increasing self-understanding.
- Recognize that human experience & behavior vary as a function of context, culture & situation.

- Identify, understand & contrast fundamental psychology perspectives within a historical context; past, present & future trajectory.
- Describe the advantages and disadvantages of the major methods of scientific inquiry.
- Understand the relations among mind, body, consciousness, and behavior.
- Relate the importance of objectivity in scientific inquiry to the inherently subjective nature of human experience.

Course Text

eCore has explored cost-reducing options for students and currently offers an open source text for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

The open text for this course allows students to read, download, and print the book at no cost. The textbook is embedded by Chapter in the 10 Lessons that constitute the course; however the full-text version can also be accessed below.

Title	***Psychology*** *(Open Text)*
Authors	Spielman, Rose, et al.
Publisher	Openstax College
Edition/Year	December 2014
ISBN	978-1-938168-35-2
Access	A PDF version of the text is embedded by Chapter within the course content. The assigned readings for each Lesson are located directly below the "Advance Organizer" at the beginning of the unit: You can also download a copy of the full-text at the following link: https://openstaxcollege.org/textbooks/psychology/get
Type (Required/Optional)	REQUIRED
License	This text is licensed under a Creative Commons License 4.0 International.

Bookstore

The eCore textbook listing and eCore bookstore information can be found here: https://ecore.usg.edu/courses/textbooks.php.

Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: http://planetecampus.blogspot.com/.

Technical Requirements and Assistance

Requirements

Having a correctly configured computer will help ensure your success in eCore. Check the information at http://ecore.usg.edu/prospective/techreqs.php to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

Assistance

For technical assistance contact the 24/hour helpline at https://d2lhelp.view.usg.edu/ (scroll down to the Student Support area).

In addition, please contact the eCore Helpline at 678-839-5300.

Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the eCore Student Change Request Form to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the Student Complaint Policy page on the eCore website.

Smarthinking Online Tutoring

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the Smarthinking page located within Course Resources or access Smarthinking directly using the SMARTHINKING icon from the course navigation bar.

Class Format

This course is an online course using *GoVIEW* and your computer as the delivery medium. You are not required to attend class face to face. However, a mid-term and/or final exam may be given in a proctored environment. This means you will need to appear in person at a designated location to take the exams. You may take proctored exams at any of the affiliate institutional testing centers for a proctored exam or you must locate an independent proctor with approval.

Attendance

"Attendance" and presence are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. Lack of participation in weekly online discussions is considered an absence, even if you are logged into the course. If for any reason you are unable to participate by the due dates listed in the course calendar it is your responsibility to inform your instructor.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT (toward final grade)	*PROCTORED?	BRIEF DESCRIPTION
Participation/Discussions	20%		The quality of participation will be judged according to the criteria established in the discussion guidelines. You are expected to participate in all required guided and group discussions.
Lesson Quizzes	20%		Each lesson includes a multiple choice quiz covering the assigned content and reading material. The quizzes will be taken online.
Assignments/Projects	30%		You will complete between 2 and 4 major assignments during the semester.
Midterm Exam	15%	Yes	The mid-term exam will be given in a proctored environment. You may take proctored exams at any of the Affiliate institutional testing centers for a proctored exam or you must locate an independent proctor.
Final Exam	15%	No	A comprehensive final exam will be given in a proctored environment. You may take proctored exams at any of the Affiliate institutional testing centers for a proctored exam or you must locate an independent proctor.

Grade Turnaround

All assignments and assessments will be graded within one week's time. The instructor will provide comments along with grade as necessary for feedback. All emails will be answered within 24 hours.

Proctored Exams

A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.
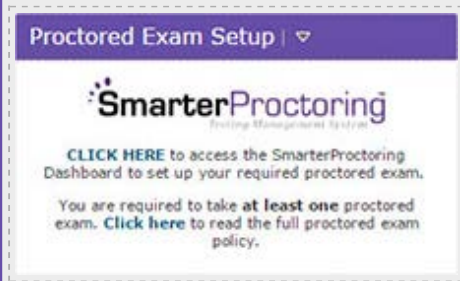
Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not

performed in a manner satisfactory to the standards of the class.

Late Policy

Late Assignments: xxxxxxxxxx xxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxx xxxxxxxxxxxxx xxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxx xxxxxxxxxxxxx xxxxxxxxxxxxxxxxxx

Late Xxxxxxxx: xxxxxxxxxx xxxxxxxxxxxxx xxxxxxxxxxxxxxxxxx

Time Commitment

Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log on daily to check for messages from your instructor and from other students.
- Check the course Calendar and the Main Discussion Topic for announcements from your instructor.
- Study and read all assigned readings and online materials for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

Class Participation

Your participation in class discussions is very important and counts as 20 percent of your final grade. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Many lessons in the course have a specific discussion topic area where everyone will meet to discuss the lesson topic. Discussion assignments are either guided discussions about the lesson topic or small group activities that take place in the Discussion area. Occasionally you may have an assignment that includes a project and a follow-up discussion.

Online discussion is your class time. Use this time wisely. It is not appropriate to discuss topics in the lesson topic area that do not relate directly to the lesson. The quality of participation will be judged according to the criteria established in the discussion guidelines. If you are unable to participate in group discussions it is your responsibility to let your instructor know as soon as possible. As mentioned earlier, lack of participation in online discussions assigned by your instructor is considered an absence, even if you are logged into the course.

Participation Guidelines

The following scale describes how your contributions to the course discussions will be evaluated and assessed for each discussion assignment:

Discussion Rubric

Objective/Criteria	Performance Indicators

	Exemplary (A)	Accomplished (B)	Adequate (C)	Needs More Work (D)	Failing	Not Submitted/Not Qualified
Objective Standard	Comments demonstrate mastery of the objective and critical understanding of the topic	Comments demonstrate above average understanding of the objective and a good understanding of the topic	Comments demonstrate moderate understanding of the objective and an average level of thought about the topic.	Comments show that student had only partial understanding of the objective, or student demonstrates a lack of thought or consideration of the issue	Shows obvious lack of effort or comprehension	(0 points)
Specificity /Originality	Comments are highly specific, well-supported and show original thought, thereby promoting additional discussion.	Comments are specific, mostly well-supported and show original thought or ideas that further the discussion.	Comments are general, somewhat well-supported, and bring some new ideas into the discussion.	Comments are vague, unsupported, and generally restate what others have already said within the discussion.	Comments are irrelevant or off-topic.	(0 points)
Participation	Posting meets deadlines, and participation demonstrates a high level of engagement.	Posting meets deadlines, and participation level is consistent.	Posting is on time, and participation meets minimum levels required.	Timeliness of posting and/or participation are inadequate.	Posting is late, and student failed to contribute to the discussion.	(0 points)
Focus	Comments make vividly clear references to readings or other relevant sources.	Comments make some reference to readings or other relevant sources.	Comments make vague reference to readings or other relevant sources.	Comments make no reference to readings or other relevant sources.	Comments make no reference to readings, and strongly suggest that reading assignments have not been completed.	(0 points)
Use of Language	Writing is well-organized, unified, and	Writing is mostly organized and unified, with	Writing is somewhat organized and unified,	Writing is poorly organized and unified,	Writing is not organized or unified; errors impair	(0 points)

Lesson/Unit Breakdown

The following lessons are covered in this course:

Lesson 1: Introduction to Psychology

Lesson 2: Research Methods

Lesson 3: Biopsychology and Neuroscience

Lesson 4: Learning

Lesson 5: Memory

Lesson 6: Development

Lesson 7: Personality

Lesson 8: Psychological Disorders

Lesson 9: Therapy and Treatment

Lesson 10: Social Psychology

Academic Honesty

(Acknowledgment is hereby given to Georgia State University on whose policy this is based).
As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions

- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: <http://turnitin.com/en_us/training/student-training>. Faculty are also advised to report violations to the eCore Administrative offices for investigation.)

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the

explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#student-academic-dishonesty-procedures for further details on the eCore Academic Honesty Policy.