PSYC 101: General Psychology
The University of South Dakota
Fall 2016

For Instructor Name and Contact information see the instructor link on the main page of your D2L course

*Please allow up to 24 hours for a reply if message is sent Sunday-Thursday, and 48 hours if message is sent Friday-Saturday
Phone (emergencies only) - 605-677-5351 (USD Psychology Dept.)

Textbook: The text and required integrated quizzes (required) are built into the tuition and fee structure of this course. You do NOT need to purchase the text and quizzing platform unless you choose to opt-out of this billing arrangement (contact your professor). Enrollment includes 180 day access to the following content:

* Psychology, 4/E in REVEL
* Saundra K. Ciccarelli, Gulf Coast Community College
* J. Noland White, Georgia College & State University
Publisher: Pearson

Software: Microsoft Office (all students have access to Microsoft Office 365).

Course Objectives: The objectives of this course are threefold. First, I expect that all students will be able to describe, define, and recognize the basic principles and terms associated with the field of psychology. Second, students should learn to apply the findings of basic psychology to their own lives. Students will be able to recognize and explain how psychological principles affect their personal behavior and the behavior of those around them in everyday situations. Third, students will explain how scientific investigation contributes to the field of psychology and recognize limitations associated with those contributions.

Statement of Teaching Philosophy

In striving to meet the objectives listed above, this course will cover content material using a combination of reading assignments, quizzes, activities and exams. As a survey course and a prerequisite for many other courses, there are numerous topics that must be covered over the course of a semester.

Although lecture is one of the most effective ways to convey this information, online courses can be equally effective as long as students keep up with course content including reading assignments, discussion posts, and activities. Even though this is an online class, I believe that student questions and comments are integral to a better understanding of psychology. Chances
are many other students have the same question(s) as yourself, so I encourage you to ask questions via the class question discussion board. You may also submit questions via D2L email and if it is related to course content it will be posted anonymously on the discussion board.

Ultimately, the ideal way to learn is via first-hand experience or opportunities to relate new material to a previous experience. To this end, we will engage in several activities and I may ask for examples from your personal life. The more effort you put into thinking about how these activities and your personal experiences relate to the course content, the more you will learn.

**Contacting Your Instructor**

I encourage you to contact me with questions or concerns regarding the class or your performance in the class. **Questions pertaining to the course content should be posted in the course question discussion board.** Individual questions should be directed through the course e-mail system in D2L. I will make every effort to check the course site at least once per day during the week and once per day during weekends. Please allow up to 24 hours (48 hours on non-weekdays) for a response to any questions posed through the discussion board or via course email. Please be professional when contacting the instructor; any e-mails received which are not appropriate and respectful will not receive a response. Don't forget that once you hit the 'Send' button, you cannot take it back.

**Writing Policy**

Written communication at the college level is expected to show reasonable sophistication. To this end, all written work for the course (written homeworks, exam essays, and extra credit papers) must be properly constructed, following the proper rules of spelling, grammar, capitalization, punctuation, etc. Also, any written communication (i.e. emails) must follow the same rules. Anything not following such rules will be ignored (with a zero given for graded written work). Note especially that the first-person singular pronoun must be capitalized (i.e. “I,” not “i”).

**Course Structure**

This course is broken into 15 units covering all of the major topics in the study of psychology. Each week will cover one or two chapters in the textbook. Content for each unit consists of three things:

**Reading Guide.** This is an overview of the unit that will orient you to the material before reading it in the book. The textbook content is critical to your success in this course. The Reading Guide is designed to help you focus on important material and get the most out of your reading assignment. Read these guides thoroughly first, then read the assigned pages and highlight or make margin notes about the content. Please pay attention to the
figures and other material in the textbook as they are just as important as any other content. Some content will be explicitly mentioned in the reading guide, while some is not. Just because something is not mentioned does not mean that it is not important, all content is important unless you are explicitly told it is not necessary to read.

**Textbook.** Your textbook is integrated in the REVEL platform (it is also available in print). You are expected to read all of the assigned content from the textbook. The REVEL integration also includes periodic progress checks (like quizzes only not graded). If you are reading in REVEL the readings will appear in the same order as the course (if you are reading a print copy of the book the chapter numbers appear in the course schedule). At the end of each chapter is a chapter quiz (which is graded; see below). Access to REVEL is part of the course billing but you must create an account and enter the access code provided in the course information. All students must be registered in REVEL by September 1st.

**Supplemental Content.** Some units include additional content, these might include videos, short activities or outside readings. These are also required content and can be related to graded work.

**Graded Course Work**

**All coursework is due by 9:45 pm Central Time (CT) on that assigned due date.**

**Discussion.** Eight units require that you respond to a writing prompt in the discussion forum. Your discussion post will be due on a Thursday. Two topics from the class posts will be selected for discussion by the whole class. The selected posts for responses will be available on D2L starting Sunday of the following week. Your responses are due Thursday of that week (if your post is selected for discussion you will not be required to submit responses the week your post is discussed).

<table>
<thead>
<tr>
<th>Week 1</th>
<th><strong>Thursday:</strong> Discuss the written prompt by Thursday at 9:45pm. Posts worth 15 points each.</th>
</tr>
</thead>
</table>
| Week 2 | **Sunday:** Instructor selects and publishes two student posts from week 1 for all class discussion.  
**Thursday:** Make two response to the selected posts (responses may be on the same topic or one for each). Responses worth 5 points each (10 points total) |

Each unit’s discussion participation is worth 25 points (15 points for your post and 10 points for your responses). **Discussion posts or responses are due Thursday of each week by 9:45pm.** Grading of the discussion posts and responses will use the rubric found under course information in the contents section of D2L. Grades and feedback on your discussion posts will be provided within 48 hour of the due date for the
week’s final response.

**Unit Quizzes.** Each unit also requires you to complete a quiz that contains 20 multiple-choice questions (these become available as soon as you reach the end of the assigned reading). Scoring of the quizzes is dependent on the number of attempts you take to get each question right (you get three attempts, each question is worth 3 points on the first attempt, 2 points on the second attempt, 1 point on the third attempt). Your final quiz grade in the course is determined by your overall quiz average. Quiz average x 2 (so if you average 83% on all the quizzes you will have scored 166 points in the quiz category). **Quizzes are due Sunday by 9:45 PM CT.** If you fail to complete a quiz on time it will not longer be available. **There will be no make-up quizzes.**

**Exploration Assignments.** For any 4 units you are to choose a topic and ask a question that you are interested in about that topic. Search for two independent sources that help you answer that question and write a short paper explaining your question and your answer. These assignments are to explore selected topics more in-depth and develop your ability to ask and answer your own questions. **Exploration Assignments are worth 25 points each and are due by 9:45 PM CT** on the dates specified in the course schedule. Exploration Assignments are submitted to your instructor via the Dropbox. They may be submitted sooner and you are encouraged to get them done when you read the unit rather than waiting until the deadline. If you fail to submit an exploration assignment, it will result in a zero grade. **Unless otherwise stated, all submissions to the Dropbox MUST be submitted in Word format.** Late activity assignments will not be accepted. **There will be no make-up work.** Grades and feedback on exploration assignments require a little more time for grading. They will be graded in the order they are submitted and all submissions will be graded no later than 4 days after the due date.

**Psychology Research Paper:** Using ONE of your exploration assignments you will expand the short paper into a longer research paper about that same topic. This longer research paper must be between 1200-1500 words (approximately 5 pages double spaced). Title page and references do not count toward total word count. You must use APA or MLA citation format and **submit to the Dropbox in MSWord.** This final paper will be worth 100 points.

**Exams:** There will be **4 exams (50 questions) worth 100 points each.** Exams are due by Friday of the week they are assigned and must be completed in the Respondus LockDown Browser (available under Technology Downloads in the Technology tab of [http://my.usd.edu](http://my.usd.edu)) and in a proctored environment. Exams will open on Monday morning at 12:01am and it is your responsibility to prepare in advance if you must take an exam early in the week. You will have **60 minutes** to complete each exam. The time limit on the exams is strictly enforced as the purpose of these exams is to evaluate the knowledge and understanding of psychology you possess without looking up specific information. Monitor your time as you complete the exams, it is your responsibility to
know the information well enough to complete the exam within the time limit. There will be no make-up of exams. Grades and feedback on your exams will be provided within 48 hour of the due date for the exam.
Course Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Quantity</th>
<th>Points Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration Assignments</td>
<td>4</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Unit Quizzes</td>
<td></td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>8</td>
<td>25</td>
<td>200</td>
</tr>
<tr>
<td>Research Paper</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Semester Exams</td>
<td>4</td>
<td>100</td>
<td>400</td>
</tr>
</tbody>
</table>

1000 points total

Letter Grade

Your final letter grade will be assigned based on your total points out of a possible 1000 points.

A = 900 and above (90-100%)
B = 800-899 (80-89%)
C = 700-799 (70-79%)
D = 600-699 (60-69%)
F = below 600 (59% and below)

Expectations of Students and Instructors in an Online Class

Online education is a shared learning community in which you participate through interactions in discussion boards and/or e-mail. It is expected that you will abide by all rules of netiquette when communicating electronically with your classmates and professor. Please refer to the Continuing and Distance Education orientation guide if you have questions. You are also expected to monitor the course’s D2L site regularly and to be aware of all due dates. Likewise your professor will adhere to the same standards of netiquette when communicating with you. They will also be responsive and provide you with feedback within one week of submission due date.
**Tentative Course Schedule**

This is a tentative schedule and may fluctuate slightly. For real-time deadlines check the course content in D2L. It is the responsibility of the student to make sure you are meeting your deadlines.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
<th>Assigned Work &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>ASAP</td>
<td>Create account in REVEL using the access code provided in course information</td>
<td></td>
<td>Registration in REVEL will end on Sept. 1st. Without REVEL access you cannot complete this course.</td>
</tr>
<tr>
<td>1</td>
<td>8/22 - 8/28</td>
<td>Psychology and Life &amp; Research Methods in Psychology with Statistics Supplement</td>
<td>1</td>
<td>8/25 - Discussion post #1 8/28 - Week 1 quiz</td>
</tr>
<tr>
<td>2</td>
<td>8/29 - 9/5*</td>
<td>The Biological and Evolutionary Bases of Behavior</td>
<td>2</td>
<td>9/1 - Discussion #1 responses 9/5* - Week 2 quiz <em>(Note this is Monday due to the holiday weekend)</em></td>
</tr>
<tr>
<td>3</td>
<td>9/5 - 9/11</td>
<td>Sensation &amp; Perception; Consciousness</td>
<td>3/4</td>
<td>9/8 - Discussion post #2 9/11 - Week 3 quizzes (there are two this week);</td>
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<tr>
<td>4</td>
<td>9/12 - 9/18</td>
<td>Exam 1</td>
<td></td>
<td>9/15 - Discussion #2 responses 9/16 (5pm Friday) - Exam 1 9/18 - Exploration Assignment 1</td>
</tr>
<tr>
<td>5</td>
<td>9/19 - 9/25</td>
<td>Learning</td>
<td>5</td>
<td>9/22 - Discussion post #3 9/25 - Week 5 quiz</td>
</tr>
<tr>
<td>6</td>
<td>9/26 - 10/2</td>
<td>Memory</td>
<td>6</td>
<td>9/29 - Discussion #3 responses 10/2 - Week 6 quiz</td>
</tr>
<tr>
<td>7</td>
<td>10/3 - 10/10*</td>
<td>Cognitive Processes, Language &amp; Intelligence</td>
<td>7</td>
<td>10/6 - Discussion post #4 10/10* - Week 7 quiz <em>(Note this is Monday due to the holiday weekend)</em></td>
</tr>
<tr>
<td>8</td>
<td>10/10 - 10/16</td>
<td>Exam 2</td>
<td></td>
<td>10/13 - Discussion #4 responses 10/14 (5pm Friday) - Exam 2 10/16 - Exploration Assignment 2</td>
</tr>
<tr>
<td>9</td>
<td>10/17 - 10/23</td>
<td>Human Development; Sex &amp; Gender</td>
<td>8/10</td>
<td>10/20 - Discussion post #5 10/23 - Week 9 quizzes (two of them)</td>
</tr>
<tr>
<td>10</td>
<td>10/24 -</td>
<td>Motivation &amp; Emotion</td>
<td>9</td>
<td>10/27 - Discussion #5 responses 10/30 - Week 10 quiz</td>
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<tr>
<td>11</td>
<td>10/31</td>
<td></td>
<td>Stress &amp; Health</td>
<td>11/3 - Discussion post #6</td>
</tr>
<tr>
<td>12</td>
<td>11/7</td>
<td></td>
<td>Exam 3</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/14</td>
<td></td>
<td>Social Psychology</td>
<td>11/17 - Discussion post #7</td>
</tr>
<tr>
<td>14</td>
<td>11/21</td>
<td></td>
<td>Understanding Human Personality</td>
<td>11/24 - Discussion #7 responses</td>
</tr>
<tr>
<td>15</td>
<td>11/28</td>
<td></td>
<td>Abnormal Psychology</td>
<td>12/1 - Discussion post #8</td>
</tr>
<tr>
<td>16</td>
<td>12/5</td>
<td></td>
<td>Therapy</td>
<td>12/8 - Discussion #8 responses</td>
</tr>
<tr>
<td></td>
<td>12/12</td>
<td></td>
<td>Exam 4 (Final)</td>
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### Academic Dishonesty

This class follows the official definitions of academic dishonesty as stated in the [South Dakota Board of Regents Policy Manual 3:4](https://example.com) section B number 1. For your benefit the relevant passages have been reproduced below.

1) Acts of dishonesty, including, but not limited to the following:

a. Cheating, which is defined as, but not limited to the following:
   i. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   ii. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
   iii. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

b. Plagiarism, which is defined as, but is not limited to, the following:
   i. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with accepted
practices of the discipline;
ii. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.


c. Other forms of dishonesty related to academic achievement, research results or academically related public service;
d. Furnishing information known to believed to be false to any institutional official, faculty member or office;
e. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentation of degrees awarded or honors received;
f. Tampering with the election of any institutionally-recognized student organization.
g. Claiming to represent or act in behalf of the institution when not authorized to so represent or so act.

Policy on Academic Dishonesty

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

General Education Objectives:

This class fulfills the following Goals of the South Dakota System General Education Requirements:

SGR #3, Social Sciences: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts;</td>
<td>• Exam questions will assess students’ factual and conceptual knowledge of psychology.</td>
</tr>
<tr>
<td></td>
<td>• Writing Assignments (discussion posts and activities) require knowledge of both psychology and context.</td>
</tr>
</tbody>
</table>
2. Apply selected social sciences concepts and theories to contemporary issues; • Discussion posts and assignments require students to demonstrate their ability to recognize the principles of psychology in research, current events and popular culture.

3. Identify and explain the social or aesthetic values of different cultures. • Discussion posts will require understanding and application of psychology across cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of a least one of the following:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
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<tbody>
<tr>
<td>4. The origin and evolution of human institutions;</td>
<td>• Written assignments require students to demonstrate knowledge of connection between psychology and human institutions, human resources and diverse philosophical views.</td>
</tr>
<tr>
<td>5. The allocation of human or natural resources within societies;</td>
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<tr>
<td>6. The impact of diverse philosophical, ethical or religious views.</td>
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</tbody>
</table>

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you
should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director  
Disability Services, Room 119 Service Center  
(605) 677-6389  
Web Site: www.usd.edu/ds  
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**  
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.