



**LEWIS-CLARK STATE COLLEGE
INTRODUCTION TO PSYCHOLOGY
SYLLABUS**

DATE: Fall 2009

COURSE NUMBER AND TITLE: PSYC 101-60 Introduction to Psychology

CREDIT HOURS: 3

INSTRUCTOR: Lori Elliott Ravét, Ed.S.

Instructor Contact Information:

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REQUIRED TEXTS:

Myers, D.G. (2006). *Psychology* (9th ed.). NY: Worth Publishers.

An e-book version of this text can be purchased at the following website:

<http://ebooks.bfwpub.com/psych>

Please be aware when buying your textbooks that the class requires the 9th edition of the Myers textbook. Although it is tempting to save money by ordering earlier versions, the 9th edition is significantly different from earlier versions and it may prove difficult to pass your textbook quizzes if you are using a previous version.

Course Description

Introduction to Psychology is a general survey of psychology. This course typically explores research methodology, bio-psychology, human development, memory, consciousness, motivation, emotions, personality, mental disorders, therapy, health psychology, social psychology, etc.

Objectives

The student will gain an introductory knowledge in the following areas of psychology:

1. The history of psychology
2. Thinking critically with psychological science
3. Nature, nurture, and human diversity
4. Life-span development
5. Sensation
6. Perception
7. States of consciousness
8. Learning
9. Memory
10. Thinking and language

This syllabus may be revised at the instructor's discretion.

11. Intelligence
12. Motivation and work
13. Emotion
14. Stress and health
15. Personality

Course Activities

You will be required to take 16 assessments for this course. Each assessment covers a chapter of the textbook (i.e. Exam 1—Chapter 1, Exam 2—Chapter 2, etc.). Each assessment is worth 50 pts. The assessments are not proctored. You may take them at the computer of your choice.

Class participation includes replying to the instructor's emails and participating in the discussion forums.

Grading

The final course grade will be calculated based on the following activities/assignments:

- | | |
|---------------------------------------|---------|
| 1. Exams: 16 @ 50 pts each | 800 pts |
| 2. Class Introduction | 20 pts |
| 3. Drugs and Consciousness Discussion | 50 pts |
| 4. Self-Love & Self-Pride Discussion | 50 pts |

Grading Scale

A	828-920 pts
B	736-827 pts
C	644-735 pts
D	552-643 pts
F	0-551 pts

Incompletes

I am unable to honor requests for incompletes. I have found it impossible to provide extensive and timely feedback to students' assignments in the varying sections of psychology that I instruct, while also managing the independent study needs of students who have requested an incomplete from previous classes. Therefore, if you believe that you are unable to complete this course with a satisfactory grade, please drop or withdraw as soon as possible.

Due Dates

This course is designed to allow you some flexibility in when you complete your course work. Your course calendar outlines a reading and test-taking map that will help you to be successful in not falling behind in your course work, but I do not require that you complete an assessment and/or discussion every week. However, please pay close attention to the following due dates as no exceptions or extensions are allowed beyond these deadlines:

Drugs and Consciousness Discussion	Thursday, September 17, by 12:00 pm
Assessments 1-8	Thursday, October 22, by 12:00 pm
Self-Love & Self-Pride Discussion	Thursday, December 3, by 12:00 pm
Assessments 9-16	Thursday, December 17, by 12:00 pm

Course Requirements

Learning Modules

Located on the Home Page are 16 Learning Modules. There is a module for each chapter of the textbook assigned for the course. The Learning Modules contain the following content to assist your success in this course:

Chapter Lecture Slides	These notes contain a brief overview of the information contained in the textbook chapter. They will assist you in organizing your thoughts/notes while reading the textbook.
Companion Textbook Website Link	The textbook companion website contains many study and learning tools that help reinforce information presented in the textbook chapter.
Assessments	A link to the chapter assessment is located within each Learning Module.
Discussion	A discussion forum is required for Chapters 3 and 13.

Discussion Requirements

There are two discussions required during this course. You must not only post your own discussion, but you must read each of your classmates' postings and reply to at least one classmate's discussion.

Discussion #1: You will need to read Chapter 3 of your textbook prior to completing this discussion on "Drugs and Consciousness." Your posting should respond to the following discussion prompt:

Your friend believes that alcohol, marijuana, and cocaine all have similar effects on behavior and that therefore all three drugs ought to be legalized. Carefully evaluate the strengths and weaknesses of your friend's position.

This posting is due by September 17 at noon.

Discussion #2: You will need to read Chapter 13 of your textbook prior to completing this discussion on "Self-Love and Self-Pride." Your posting should respond to the following discussion prompt:

Carl Rogers believed that most people consider themselves worthless and unlovable. Other psychologists have suggested that most people suffer from excessive self-love and self-pride. What do you consider to be the strengths or weaknesses of each of these contrasting positions? Use psychological research findings to support your arguments.

This posting is due by December 3 at noon.

Because the discussions are classroom participation exercises and all of your classmates will need the opportunity to read your discussion in a timely manner, there are no extensions or exceptions made for the due dates.

I will grade the discussions based on the following criteria:

This syllabus may be revised at the instructor's discretion.

The Superior Discussion

Thesis

Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure

Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of Evidence

Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis

Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and Argumentation

All ideas in the discussion posting flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics

Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Discussion

Thesis

Promising, but may be slightly unclear, or lacking in insight or originality.

Structure

Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of Evidence

Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis

Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and Argumentation

Argument of discussion posting is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics

Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The “Needs Help” Discussion

Thesis

May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the discussion posting.

Structure

Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of Evidence

Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis

Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and Argumentation

Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics

Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

Adaptations

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me, please contact me at ravet@cablone.net.

Assistance

If you are experiencing difficulties accessing your course, navigating Blackboard, or distance learning, please contact the Student Services Coordinator for Distance Learning:

Website: www.lcsc.edu/dl

Phone: 792-2239

Toll free: 800-879-0458

It has been my experience, both as a student taking on-line courses and as an instructor of online courses, that these types of classes require significant discipline, independence, and dedication in order to receive a successful grade. I have developed this online course with the understanding that students enrolled in this instructional method are accustomed to independent learning. In addition, I understand that waiting for teacher feedback and correction can be frustrating when you are used to an independent learning style. Therefore, I have developed this course so that you can complete it as quickly as possible with a minimum of time between assignments and/or quizzes. In other words, it is not necessary to wait for my feedback or corrections before moving onto the next section of your textbook. On the other hand, I am here to help you. So please do not hesitate to contact me if you have questions about the textbook and/or course content. In addition, I recommend frequent check-ins to the course website in order to ensure that you are staying up-to-date on all of the requirements of the course.

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