

Westfield State University
Psychology 0101 - Introductory Psychology (Online)

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*Note: Students must log onto the Plato Course Website and [rqw"vjgkt"dkq"vq"vjg"õUvw,fgpv" Nqwp igö \(see below point 5i\) to confirm their enrollment in the course no later than Friday of Week #1. *Ugg"vjg"õ Yggm"3ö"hn,fgt"kp"Rncvq"hqt" o qtg"kpwtwevkqpu"qp"y jcv"vq"fq"kp"yggm"3"qh"vjg" course\).](#)*

Course Objectives & Requirements

The goal of this course is to enable students to learn the vocabulary, concepts, theories and methodologies relevant to psychology; understand how selected factors influence individual and group behavior and/or to understand why people form societies and/or the role of institutions in society; become knowledgeable about contemporary social issues and possible solutions; and become aware of differing viewpoints regarding current and historical issues within psychology.

In support of these objectives students will be introduced to research techniques in a context that requires the student to use the information appropriately; will be required to utilize relevant concepts and methodologies and to read from primary and secondary sources; to highlight factors contributing to individual and group differences; and complete writing assignments which will evaluate students' understanding of the subject and involve library skills and other discipline-appropriate vehicles.

Teaching Philosophy: During this course I will be training you how to think critically as a social science researcher and gain a better understanding of how psychological research is conducted, an essential tool in preparing the psychology major for courses in research methods and statistics, as well as upper level coursework. For the non-psyc major you'll gain an understanding of seminal research on human behavior & development. It is my sincere hope that you will be better equipped to evaluate the many psychological claims that you encounter in the future, that you'll have a better idea of what makes us all "tick", and that you might apply some of what of we will cover this semester to make your own lives more fulfilling.

Expected Student Learning Outcomes:

This introductory psychology course is designed around the American Psychological Association's ten established and recommended learning goals for psychology majors. A detailed outline of undergraduate learning goals and outcomes are displayed on preface pages xviii-xxi of the Ciccarelli & White text that accompanies this course. For more details on the APA learning goals and assessment guidelines, please see <http://www.apa.org/>

Required Texts:

1. **Psychology: An Exploration. 2015. (3rd ed) by Ciccarelli & White**, bundled with MyPsychLab access - ISBN 0-13-407879-9 (Note: this text also has a much cheaper e-text option if you purchase through the publisher which is Pearson. That would be fine to get, just make sure you also buy the MyPsychLab access). Here is a link to the book at the publisher's website so you can get a look at it and the options available to you: <http://www.pearsonhighered.com/educator/product/Psychology-An-Exploration-Plus-MyPsychLab-with-Pearson-eText-Access-Card-Package/9780134078793.page>

Discussion Board, Student Lounge, or “Ask Dr. W” boards. Students are allowed to use their books and notes during exams but are not allowed to collaborate with one another during exams. The penalty for students who discuss course material or who collaborate with one another once an exam opens is failure of the course.

- b. With on-line courses I have the unique ability to track when you are online, where you go while online, and how long you spend in each area online. Knowing this and in keeping with academic honesty policies, resist the urge to tell me you where online or did an assignment or took an exam and the “computer didn’t track it” or “lost it.” Always double check to make sure your assignments is submitted correctly. User error on your part is not an excuse for not getting something in on time. This is the nature of online courses and requires careful attention by you.
- c. **DO NOT PLAGIARIZE** – resist the urge to look up information online and cut

Lounge” options detailed below. There are guidelines I expect all students to follow in communicating with me and other students within the class:

- a. **Ask Dr. W**” - is the online forum where you can ask me questions and your peers in the course will also be able to benefit from seeing your questions and my answers. If you have a question or comment about something you have read or studied, you should post your question or comment to the “Ask Dr. W” board or the Student Lounge. All students should read the “Ask Dr. W” board often. If you have the answer to someone’s question or would like to comment further on something, you can post your replies there. Do not email me directly with questions about course content. Post these on the “Ask Dr. W” board for everyone to see. If you have an issue that needs my personal and private attention, contact me following the procedure outlined below. I will do my best to answer your questions within a 24 hour period.
- b. **Student Lounge** – is the forum for you the student to interact with and communicate with other students, not the professor. This is a good place for arranging study sessions with other students or sharing tips, resources, etc. I will not be a part of this resource, nor will I respond to anything posted here (with the exception of your posted bios – see below) and nothing here is graded. This is simply a place for you and your peers to converse.
 - i. **In the first week of class you will be required to post your bio in the Student Lounge for me and your classmates to become familiar with**

**anything on campus,
etc.) AND give me three adjectives that best describe you and tell me
why (you can see my bio posted in the student lounge as an example).**

course into your responses, as well as to comment on what your peers are writing, but we want everyone in the course to feel comfortable sharing. If ever a problem arises or you have a grievance with another student I recommend first trying to go straight to that student and resolve the issue. If this cannot be achieved then you can bring the matter to me by emailing me directly. The discussion board AND student lounge are not areas for grievances with one another or for “ripping” on your peers.

- g. **Virtual Office Hours** – We will be Plato or email for online office hours. I will be online during certain periods of time (see the hours at the top of the syllabus) to answer questions. This is a great time to communicate with me live and multiple students can join in the virtual office hours. Please understand that just like with a face-to-face course, I will not be available to you 24/7. I do have a life outside of teaching believe it or not! I am always available in real-time during virtual office hours and outside of those office hours you can email me or send me a question using “Ask Dr. W” and I will do my best to respond to your questions/concerns within 24 hours.
 - h. **Netiquette** – It is important to understand how to communicate effectively online, please take 5 minutes to check out this link: <http://www.albion.com/netiquette/corerules.html> for some essentials if you are new to online learning or need to be refreshed as to how to best communicate online.
6. **About Web-Based Courses:** Web-based courses are different from traditional courses; they offer certain advantages to students over the traditional course, but they also carry some costs relative to a traditional course. One great advantage of a web-based course is that you can access the course anytime and anyplace as long as you have internet access. This provides you with incredible flexibility and opens up educational opportunities to people who would otherwise have difficulty accessing education through traditional channels. However, a web-based course also places greater demands on the individual student. First, you need some familiarity with computers and the internet. A computer novice, or someone with little online experience, will have difficulty negotiating a web-based course. Second, you are responsible for much more of your learning in the course. It is your responsibility to keep up with course requirements and to prepare for, and take, examinations on time. Finally, students who thrive on face-to-face interaction or who value the interpersonal nature of a traditional classroom may find web-based courses less satisfying.
7. **Your Responsibility** You are responsible for your own learning and performance in this course.

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check to make sure your exams are submitted correctly. At the end of an exam you will receive feedback on your score and submitted answers versus correct answers. After the due date & time have expired you will not be allowed to take the exam. Your lowest exam score will be dropped.

2. Quizzes: You will have a quiz at the end of each week, covering one chapter. Quizzes are a gauge of how you are doing and what you need to brush up on before the exams come and they are a good representation of what you can expect on the exams. Quizzes will follow the same format as exams (see above). Quizzes will be due by Friday 11:59pm each week. Once you click into a quiz you MUST complete it in ONE SITTING. YOU WILL HAVE ONLY 15 MINUTES TO COMPLETE A QUIZ ONCE YOU CLICK INTO IT. All of the same rules as above apply to taking quizzes. Your lowest quiz score will be dropped.
3. Discussion Board: Your participation in this course is vital to the lively discussions that can ensue just from the challenging and poignant topics we will be covering! In this manner I gauge your participation in the course through your weekly responses to questions I pose on the course discussion board, as well as your responses/comments on other students' posts. Discussion postings are my way of also gauging your writing, so careful attention should be given to your responses (grammar, sentence structure, content, etc.) You will be asked to respond to a question I pose regarding the weekly readings in *Forty Studies That Changed Psychology* by Roger Hock. This book compiles forty of the most influential and important studies in the history of psychology all into one book with easy to read readings. You'll notice that readings are numbered 1-40 and all list the original author of the study, title of the article, journal it first appeared in and date it was originally published. So, Hock is not the author of the studies, he simply compiled them all into a book and wrote some comments, updates, and narratives about the articles at the end of each reading to help you understand the importance of the article and the original author's contribution to the field.
 - a. Instructions will be given for the discussion question(s) each week in your weekly links menu tabs on left bar of Plato and will be labeled by week (e.g., "Week 1 Discussion Question.") OR you can go into the *Discussions* tab on the left, but that will show you all discussions for every week (which may be confusing).
 - b. You are to first respond to the discussion question by creating a new "thread" or discussion and writing your original response to the question. You'll need to do this early in the week, **no later than Wed of each week**. Next, you will follow-up throughout the week by commenting on THREE other classmates' threads by clicking into their threads and posting replies. Your responses should be thoughtful, incorporating what you're learning in the text and via lectures (I expect integration of the concepts/key terms you are learning), as well as your opinion when asked. You'll need to do this **by Sat of each week**.
 - c. A rubric for how discussion posts and replies will be graded is provided in the "Start Here" folder on the left-hand menu of the course Plato site. Take time to look over the rubric and make sure you understand what the desired characteristics of your responses are and how exactly your responses will be evaluated. Pay attention to the due date of each discussion post, the system will automatically track and date-stamp when you post a response and when you respond to other students' posts.

Grading Breakdown:

Exams = 5 exams x 30pts each = 120 pts possible (28% of grade)

*Each exam will have 30 questions worth 1pt each and your lowest exam score will be dropped

Final Exam = 45 questions x 1pt ea = 45pts possible (11% of grade)

Weekly Quizzes = 13 quizzes x 10 pts each = 120 pts possible (28% of grade)

*Each quiz will have 10 questions worth 1pt each and your lowest quiz score will be dropped

Discussion Board = 13 weeks of discussion board postings and responses to others' postings x 10pts/ea week = 140 pts possible (33% of grade)

Total points possible = 425

The final grades will be calculated according to the following percentage scale:

97-100	A+	77-79	C+
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