

Sharon:
Jeanine
Johnson's
fall
syllabus
Clint

Instructor: Jeanine Johnson
Class location: Kanab Middle School
Daytime phone: 644-5809
(leave message with secretary)
e-mail (best way to contact me):
johnsonj@m.kane.k12.ut.us
or jeanine@kanab.net
*Do not come to the school
and interrupt classes to talk to me.*

Psychology 1010
Dixie State College
Fall Semester, 2006

Course Syllabus

Credit hours:3
7:00 PM to approximately 9:00 PM
Tuesdays at Kanab Middle School, room 174
690 South Cowboy Way
Required text: Psychology; Themes and Variations
Wayne Weiten, 6th ed.; 2005 Wadsworth Group

Purpose of the course: This introductory-level course is a social science general education option, which means that it is one of several courses that satisfy the requirement of one of two courses taken in the social science area. It will transfer to any post-secondary institution in the state of Utah as social science credit, and serves as the prerequisite course for other courses in psychology core programs.

This course offers the student an opportunity to study the science of psychology and the scientific methodology on which it is based. Emphasis is placed on the role of critical thinking within the process of scientific inquiry. Furthermore, the instructor relies heavily on learning theory as the basis for other topics such as emotion, motivation, perception, personality development, adjustment failures, and the healthy lifestyle.

Social Science Program Objectives: As an outcome of taking courses in the Social Science program, students shall:

- Demonstrate an ability to examine human behaviors as a way of understanding the human condition, as measured by examination and/or oral and written reports.
- Demonstrate an ability to identify the ideas, people, and events that are generally thought to be important by social scientists, as measured by examination and/or oral or written reports.
- Develop points of view based on social scientific knowledge as measured by an attitudinal frame of reference, which would be displayed in written or oral activities.

Course Objectives: By the end of the academic semester, a student earning a transferable grade in general Psychology will have met the minimum criteria of performance by:

- completion of midterm and final examinations with an overall cumulative average score of sixty-four percent or higher.
- completion of a research document which is written using APA format guidelines.
- accumulation of total points from examinations, class presentations, quizzes, and research which equals or surpasses sixty-four percent (grade of "D") of the total points possible for the quarter.

Specific Objectives: A student who completes the general psychology course shall be provided with a learning environment which should prepare him to:

- Demonstrate an understanding of the human being and its development, an awareness of psychological terminology and a general informational base in this subject area, as measured by observation of presented oral and written communications during the course.
- Demonstrate a recognition of major theorists in the field of psychology as measured by proper identification of each contributor and an explanation of the contribution made by him. This recognition should reflect the importance of theorists' ideas and events which are generally thought to be important.
- Exhibit the elements of critical thinking and scientific methodology in examining human behavior. This will be measured by the participation of the student, which demonstrates an awareness of critical thinking procedures, within the classroom and by evaluation of written and oral statements.
- Demonstrate a position of acceptance and/or reservation concerning the field of psychology and the scientific and practical contributions it offers in the explanation of human behavior. This will reflect the student's view of the knowledge of psychological, social, economic, and/or political theory in either oral or written expression of these ideas.
- Present a level of competence which will allow the graduating general psychology student to meet the entry requirements for other psychology courses which require general psychology as a prerequisite.

Notice: The study of human behavior includes subject areas which may be deemed controversial and may be antagonistic to your personal value system. The responsibility of the instructor will be to present these areas with factual objectivity and respect, yet without avoiding the controversial nature of the issues at hand. It is recognized that the instructor will present biases and perceptions despite attempts to be objective. The student of psychology should be aware of this and should formulate opinions based on elements of critical thinking.

Attendance: You are expected to attend class. Roll will be taken in each class. There are no "excused" absences. You are responsible for the consequences of missing a test or quiz. Quizzes may not be made up nor taken in advance. Students not attending the first day of class, and

therefore miss the discussion regarding this syllabus, will be responsible for reading and asking for clarification of its contents.

A student who comes to class tardy should walk in quietly so that he does not disturb the rest of the class. He must not stop the lecture to make explanations. Habitual tardiness will be addressed.

Student evaluation: Student grades will be comprised of the following:

Chapter presentation and quiz administration– 25 points

Quizzes– 10 points

Research paper– 20 points

Midterm test– 20 points

Final test– 25 points

An additional five points will be added if the student participates in each weekly discussion when in attendance.

Final grade scale:

95– 100%	=A	73– 76	=C
90– 94	=A-	70– 72	=C-
87– 89	=B+	67– 69	=D+
83– 86	=B	63– 66	=D
80– 82	=B-	60– 62	=D-
77– 79	=C+	50 and below	=F (no credit awarded)

Course content: Instructor reserves the right to make necessary changes or additions to the syllabus if necessary. These changes will be announced as early as possible before the change is to take place. Students will be responsible to make notations of these changes and adhere to them.

Lectures and/or discussion will parallel each chapter as indicated in the reading schedule. An attempt will be made to provide the basic concepts within each unit of reading, along with relevant current literature on the subject. To maximize your learning efforts, the instructor feels that it is absolutely necessary for you to have read the chapter prior to its presentation in class. It is assumed that you have achieved a reading level which allows you to comprehend the chapters in the textbook. You are encouraged to ask questions, should your understanding of the information not seem adequate. Chapters should be read before they are presented in class. See reading schedule for more information.

Research paper: The research paper topic should be on any disorder discussed in the textbook. It should include three to five outside sources and use APA format. It will be at least 1500 words and include a cover sheet and a bibliography. Please do not put it in a folder or binder of any sort. A small amount of additional information regarding content and formatting of a research paper may be given, but the student is responsible for acquiring sufficient guidelines for the construction of a research paper.

The paper will be graded for quality of writing as well as content. You will complete library research, which will reflect your ability to locate, read, compose, and critique a research subject in psychology. The paper is more specifically identified as a *position paper*, which differs

from a research paper in that you are allowed to choose a position, if you desire, supporting or not supporting the treatment that is outlined for that particular disorder. You may give information, then present reasons which support that position.

Plagiarism is absolutely unacceptable, and will automatically result in a failing grade for the assignment, and possibly for the course. Policy #3.34, Cheating Policy, may be reviewed by the student.

Chapter presentations and Accompanying Quizzes: Each student will be responsible for presenting/teaching a chapter of his choice. This will include summarizing the chapter for the students, teaching important sections of the chapter, using visual aids and other helps as desired. The presentation may last 30 to 45 minutes. A quiz will be created and administered at the end of the presentation, composed of ten questions taken from the material presented. At least five of these questions will be used to make up the midterm and final tests. Points for this portion of the grade will be determined by a rubric distributed at the beginning of the semester.

Classroom behavior: It is expected that students will represent themselves in a professional manner at all times. This means that students will be to class regularly and on time, that they will not monopolize discussions nor engage in sidebar conversations during lectures. Students will come to class prepared (reading and homework, textbooks and other materials). Students will also come to class with an open, inquisitive mind, and will treat instructor and other students with respect. **Cell phones will be turned off.** Students will wait until a break is called to leave class (except in extreme emergency).

Students will take personal responsibility for learning, and will prepare assignments without cheating, plagiarizing, or copying. It will be important for each class member to support a collegiate environment by striving for high academic standards.

ADA (Americans with Disabilities Act) information:

If you are a student with a disability (or you think you might have a disability) and you would like accommodations, contact Ken Hurt in the Disability Resource Center, located in the Advisement Center [SSC]; phone 435/652-7516. Such disabilities might include hearing impairment, visual impairment, dyslexia, ADD/ADHD, etc.

Student Scores and Checklist

Date	Assignment	Score
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.	Class Presentation	
12.	Midterm Test	
13.	Final Test	
	Total (equals grade percentage)	

DIXIE STATE COLLEGE
2006-2007 Academic Calendar

DATE	EVENT
Aug 22 (Tues)	Classes Begin – Fall Semester 06
Sept 4 (Mon)	No Classes – Memorial Day
Oct 2 (Mon)	Block Classes Begin
Oct 12 -13	No Classes – Semester Break
Nov 14 (Tues)	Career Day
Nov 22 – 24	No Classes – Thanksgiving Holiday
Dec 8 (Fri)	Last Day of Classes – Fall Semester
Dec 11 – 15	Final Exams
Jan 8 (Mon)	Classes Begin – Spring Semester 07
Jan 15 (Mon)	No Classes – Martin Luther King Day
Feb 19 (Mon)	No Classes – Presidents Day
Feb 20 (Tues)	Block Classes Begin
Mar 12 – 16	No Classes – Spring Break
Apr 26 (Thur)	Last Day of Classes
April 27 – May 3	Final Exams
May 4 (Fri)	Graduation Exercises

Presentation Rubric

Evaluating Student Presentations					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to questions, but fails to elaborate.	Student demonstrates full knowledge by answering most class questions with explanations and elaboration.	
Visual Aids	Student uses superfluous visuals or no visuals	Student occasionally uses visuals that rarely support text and presentation.	Student's visuals relate to text and presentation.	Student's visuals explain and reinforce text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact and Elocution	Student reads all of material with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of material Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	