

Introduction to Psychology

Instructor: Mark Coe, Ph.D.

Office: 230 Medford

Office Hours: Tuesday & Thursday 5:00 – 6:00, by appointment

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Location: Bradley 107

Schedule: Tuesday & Thursday 2:30 – 5:00 PM

I. Student Learning Outcomes

A. The student will be able to explain that psychology is a science that studies behavior and mental processes in human and nonhuman organisms.

B. The student will be able to list and describe the four goals of the science of psychology listed in the textbook.

C. The student will be able to list and describe the major subfields of psychology presented in the course and important concepts in these subfields.

D. The student will be able to explain the role of research methods in producing and validating hypotheses and theories in psychology.

E. The student will be able to write documents in the format suggested in the Publication Manual of the American Psychological Association.

F. The student will be able to utilize the library's resources to search for and review psychological literature from peer reviewed journals.

G. The student will be able to select reputable online sources (e.g. National Institute of Mental Health, American Psychological Association) of psychological information.

H. The student will be able to compare psychological theories and interpret similarities and differences in the ways these theories explain and describe phenomena.

I. The student will be able to argue competing viewpoints on complex social issues and evaluate the merits of arguments by utilizing psychological research.

J. The student will be able to describe how issues of human diversity influence and inform psychological constructs.

K. The student will be able to use concepts from the course to understand and explain phenomena in their personal lives, the local communities they live in, the nation, and the world.

II. Text

Lahey, B.B. (2012) *Psychology: An Introduction* (11th ed.). New York: McGraw-Hill

III. Course Requirements and Grading

A. Class Lecture and Discussion Sessions: Lectures are designed to compliment the assigned material in the text. Specific topics in each chapter will be examined in the context of the environment we live in. During lectures you will be presented material that brings together the various topics in a chapter allowing for a more comprehensive view of that topic. Regular attendance in class is expect and lends itself to optimal performance in activities required for the class. During class time all electronic devices should be turned off. and no discussion should take place that is not related to the lecture. Students are expected to be respectful of each other and their beliefs of others in the class.

B. Test 45% (each test is worth 15% of your final grade): There will be three tests given in this course. The tests will be comprised of 50 multiple choice questions. The test will cover materials presented in the lectures and the text.

C. Quizzes 20%: There will at least several quizzes given during the course of the semester. One of these quiz grades will be dropped. When and at what times the quizzes will be given will not be announced. Failure to take a quiz will result in a grade of ZERO.

D. Journal and Blog Entries 15%: Several journal and blog entries will be required throughout the semester. These entries will require the student to comment on questions or themes posed by the instructor related to materials covered during the lecture for each chapter. All journal entries should be written in APA format.

E. Final Exam 20%: The final exam **will not** be cumulative and will cover material covered in the last three chapters of the textbook.

<u>%</u>	<u>Letter Grade</u>
90-100	A
87-89	B+
80-86	B
77-79	C+
70-76	C
67-69	D+
60-66	D
0 -59	F

IV. Tutoring at the Academic Success Center

Tutoring is provided at the Academic Success Center for students interested in additional support with assignments for class. Check the Academic Success Center website for the tutor's schedule at: <http://usclancaster.sc.edu/asc/index.html>

V. Statement on Academic Integrity

You will be penalized in this course for violations of academic integrity. Cheating on an exam is the most likely violation that would occur in this class. However, violations also include (but are not limited to) the following categories: cheating; plagiarism; fabrication, falsification or sabotage of research data; destruction or misuse of the university's academic resources—alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Rules of Academic Responsibility could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. A complete copy of the Rules of Academic Responsibility can be found on the University's policy and procedures web page at <http://www.sc.edu/policies/staf/staf625.html>.

VI. Classroom Behavior

All cell phones and other electronic communication devices should be turned off or placed on vibrate during class. Moreover, student should not engage in sending text messages or instant messages during classroom instruction or activities. Additionally, there should be no talking in class outside of communication or activities directed by the instructor.

VII. Reading Assignments and Exam Schedule

January 10	Introduction to Psychology
January 12	Research Methods in Psychology
January 17	Biological Basis of Behavior
January 19	Sensation and Perception
January 24	Test 1 , Memory
January 26	Basic Principles of Learning
January 31	Cognition, Language, and Intelligence
February 2	Test 2 , Motivation and Emotion
February 7	Personality Theories and Assessment
February 9	Developmental Psychology
February 14	Test 3
February 16	Stress and Health
February 21	Abnormal Behavior
February 23	Social Psychology
February 28	Final, 2:30 PM

***The instructor reserves the right to make changes to the schedule as needed.**

University of South Carolina Lancaster General Education Goals

General education is the set of fundamental skills (reading, writing, reasoning, and oral communication), the knowledge, and the capacity for thought needed to pursue further learning, to succeed in chosen fields, and to assume the responsibilities of informed and enlightened citizenship.

From a broad commitment to equity, USC Lancaster

- Seeks to make education accessible, affordable, and convenient
- encourages teaching innovation and adaptation
- encourages participatory student learning
- provides a supportive educational climate that actively and positively
- addresses intellectual and cultural diversity, and
- responds affirmatively to the needs of its students

USC Lancaster works to help its pre-baccalaureate students attain skills and attributes in the areas of communication, critical thinking, cultural literacy, and personal development. Students in the two-year occupational programs focus on those areas most appropriate to their professional education program.

Communication Skills

USC Lancaster helps its students read effectively and attain a basic familiarity with the basic texts of Western and other cultures. In the area of writing skills, USC Lancaster students work to develop the ability to write effectively for both academic and professional audiences. In addition, USC Lancaster helps its students learn to listen critically and speak effectively before a group.

Critical Thinking

USC Lancaster helps its students acquire analytical reasoning abilities and exercise informed value judgments. USC Lancaster students also work to develop mathematical and/ or computational skills.

Cultural Literacy

USC Lancaster strives to give its students an understanding of the history and culture of Western civilization as well as provide some exposure to other cultures. USC Lancaster also recognizes the centrality of science and technology to modern culture; therefore, USC Lancaster students also are offered opportunities to increase their understanding and familiarity in these crucial subject areas.

Student Development

USC Lancaster supports the intellectual, personal, physical, and social development of students, in recognition of the critical interdependency of all these areas. By providing opportunities for productive interaction with students, faculty, and staff, USC Lancaster helps students develop a spirit of curiosity, integrity, and confidence in planning and pursuing academic, career, and personal goals.