

COURSE SYLLABUS

PSY: 111	COURSE TITLE: GENERAL PSYCH: WELCOME TO GOTHAM	TERM: Fall	YEAR: 2014	NUMBER OF UNITS: 4
FACULTY MEMBER: MELODY STOTLER, M.A.		CONTACT INFORMATION: e-mail: phone:		OFFICE HOURS: BY APPOINTMENT
THIS OFFERING IS (MARK ALL THAT APPLY): <input checked="" type="checkbox"/> INDIVIDUAL FORMAT <input checked="" type="checkbox"/> GROUP WORK <input type="checkbox"/> REQUIRES SESSION ATTENDANCE		THIS COURSE WILL USE THE FOLLOWING PLATFORMS TO MEET/COMMUNICATE/POST ASSIGNMENTS (MARK ALL THAT APPLY): <input type="checkbox"/> LAB <input checked="" type="checkbox"/> BLACKBOARD <input checked="" type="checkbox"/> WEBEX OR GOTOMEETING <input type="checkbox"/> OTHER _____		

COURSE DESCRIPTION

What?

This course is designed to be delivered online with assignments and opportunities for participation designed to support a variety of learning styles. This course is unique in its use of mixed media presentation, enhanced student participation and direction, and immersive content. Students will take away an appreciation for psychology's influence and importance in individuals and cultures.

Why?

Lee, Cheung, and Chen (2005) sought to empirically uncover motivations and attitudes about internet learning. They found that students were more likely to intend to take a course when they perceived the courses to be both useful and fun. Though access to internet and media literacy are concerns for instructors (Greenhow, Robelia, & Hughes, 2009), students do not seem to share the concern (Lee et al., 2005). Courses should be created with a variety of content, should facilitate immediate feedback, and not only allow, but encourage students to interact with both the instructor and fellow students (Lee et al., 2005). This course was designed to do just that through the use of student led discussion forums, content scavenger hunts, ePortfolio or blog posts, as well as a final presentation designed to display concepts learned. Students will lead and participate in online discussions about course materials, produce original media content demonstrating their understanding of course materials, and provide constructive feedback to peers.

How?

Course content and delivery should embrace the tools already used by students (e.g., social media) to create an environment where social scholarship and identity exploration are encouraged and supported (Greenhow, Robelia, & Hughes, 2009). To that end, the objective of this course is to give students a general overview of the schools of psychology, major research and applications within each school, and a positive environment for the exploration and creation of content which supports and enhances the field of psychology.

Riddle Me This...

What do Batman and Psychology have in common?

REQUIRED READINGS/AMAZING RESOURCES

Langley, T. (2012). *Batman and psychology: A dark and stormy knight*. Hoboken, NJ: John Wiley & Sons.

Green, C. (1997). *Classics in the History of Psychology*. Retrieved from <http://psychclassics.yorku.ca/index.htm>

ADDITIONAL READINGS

These readings will be assigned throughout the course as supplemental required readings. Other readings will emerge throughout the course.

About.com. (2011). What Is Nature Vs. Nurture? YouTube. Retrieved from <https://www.youtube.com/watch?v=P-D33oWiOEg#aid=P-rcrfX2zuo>

American Psychological Association. (2012). Why Students Love Evolutionary Psychology . . . and How to Teach It. YouTube. Retrieved from <https://www.youtube.com/watch?v=Y7fMzMgpFFU>

Barenbaum, N., & Winter, D. (2008). History of modern personality theory and research. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality* (3rd ed., pp. 3–26). New York: Guilford Press.
<http://www.rc.usf.edu/~jdoorio/Personality/History%20of%20Modern%20Personality%20Theory%20and%20Research.doc>

Big Think. (2012). ▶ Robert Cialdini Explains Social Psychology. YouTube. Retrieved from <https://www.youtube.com/watch?v=ZF1pVqkGTO4>

BlueSofaMedia. (2012). ▶ Use a Learning Theory: Behaviorism. YouTube. Retrieved from <https://www.youtube.com/watch?v=KYDYzR-ZWRQ&list=PLJW85I6EEgrfKs1ooqNhh4hB8umbwf8x2>

BlueSofaMedia. (2013). Use a Learning Theory: Cognitivism. YouTube. Retrieved from <https://www.youtube.com/watch?v=gugvpoU2Ewo&index=8&list=PLJW85I6EEgrfKs1ooqNhh4hB8umbwf8x2>

Camden, M. (2013). Evan tells us about psychology [Web video]. Retrieved from <https://www.youtube.com/watch?v=rSRbBNLhAY4>

Education Portal. (2013a). The Psychology of Abnormal Behavior: Understanding the Criteria & Causes of Abnormal Behavior. YouTube. Retrieved from <https://www.youtube.com/watch?v=prUFZlCgZiQ>

Education Portal. (2013b). What is Abnormal Psychology: Definition and Common Disorders Studied. YouTube. Retrieved from <https://www.youtube.com/watch?v=SigapQXx--o>

EncognitiveVids. (2011). Emotions And Feelings--Psychology. YouTube. Retrieved from <https://www.youtube.com/watch?v=rLSE3NI-8jE>

Fielding Graduate Universtiy. (2012). What is Media Psychology? YouTube. Retrieved from <https://www.youtube.com/watch?v=m7YeH6oTa6o>

Freud, S. (1910). The origin and development of Psychoanalysis. *American Journal of Psychology*, 21, 181–218.

Haaga, D. A. F. (2004). Defining psychology: What can it do for us? *Journal of Clinical Psychology*, 60(12), 1227–1229. doi:10.1002/jclp.20063

Lilienfeld, S. O. (2004). Defining psychology: Is it worth the trouble? *Journal of Clinical Psychology*, 60(12), 1249–1253. doi:10.1002/jclp.20067

NOVA. (2014). Sigmund Freud under analysis. YouTube. Retrieved from https://www.youtube.com/watch?v=KHq_lz2iZo

Onlinepsychdegrees. (2011). Interview with Media Psychologist, Pamela Rutledge. YouTube. Retrieved from <https://www.youtube.com/watch?v=vm4Z5-KYfkY>

Psychological Science. (2013). Inside the Psychologist's Studio with Jerome S. Bruner. YouTube. Retrieved from <https://www.youtube.com/watch?v=xxn6lpAJEz8>

Ryan, M. (2012). Developmental Psychology Presentation - Part 1. YouTube. Retrieved from <https://www.youtube.com/watch?v=MWABe-m-oc4>

Ryan, M. (2012). Developmental Psychology Presentation - Part 2. YouTube. Retrieved from <https://www.youtube.com/watch?v=GsgnJxrg4E8&feature=youtu.be>

Shadgrimrvy. (2011). The Fundamentals of the Biological Basis of Psychology - YouTube. Retrieved from https://www.youtube.com/watch?v=GeG6sF_JwcY&index=2&list=PLJW85l6EEgrfKs1ooqNhh4hB8umbwf8x2

TEDx Talks. (2012). Phil Zimbardo - Heroes. YouTube. Retrieved from <https://www.youtube.com/watch?v=BzRR3Mo4noU>

The Big Bang Theory - Sheldon Trains Penny. (2009). YouTube. Retrieved from https://www.youtube.com/watch?v=qy_mIEnnIF4&list=PLJW85l6EEgrfKs1ooqNhh4hB8umbwf8x2

The Big Bang Theory - Sheldon Trains Penny II. (2009). YouTube. Retrieved from <https://www.youtube.com/watch?v=EWyZHSZf3TM&list=PLJW85l6EEgrfKs1ooqNhh4hB8umbwf8x2>

COURSE DELIVERY

There are a number of models and theories regarding the online delivery of such courses (Barr & Tagg, 1995; Dieterle & Clarke, in press; Hiltz, 1986; Kolb, 1981; MacKnight, 2000). In Gotham, however, we look to the skies for help. As such, this course was designed to follow the R2D2 Model for Online Learning (Bonk & Zhang, 2006). This method consists of four learning styles: reading (which includes listening), reflecting (which includes writing), displaying, and doing (Bonk & Zhang, 2006).

1. Content scavenger hunts

Students will be assigned a combination of articles, videos, and chapters weekly. With these as a jumping off point, students will be responsible for posting at least two (2) additional resources each week which supplement the already assigned materials. In the forum post, students must give a brief (1-2 paragraph) explanation for why they chose the resources (i.e., why the resources add to their understanding of that week's topic). Despite what is discussed in the book, the focus of these resources should be psychology related (though super heroes are fine to discuss if you can find something related to the topic at hand- extra bonus points for Spiderman! (^_^)). This assignment represents 'Reading' in the R2D2 model.

2. ePortfolio/blog posts

Students will create a blog (of their choosing) which can be attached to an existing, appropriate, personal website. These will be used to post weekly reflection assignments. Questions will be posted in the forum (they will be clearly marked, and are not the same as the student led forum questions). Students are responsible for responding to questions via blog post no later than Sunday evening at 10pm Alaska Standard Time.

Posts can (and should) include videos, pictures, websites, and other media that add to reflection on the respective week's topic, but posts **MUST** include a well thought out response with links/references (in APA format) to any materials used during reflection (whether they are peer reviewed journals, Wikipedia, The Onion, or YouTube). While there is no minimum or maximum number of words required, posts will be graded on quality of content. Feedback will be given via post comment. Students are encouraged to visit peer blogs and comment on posts in the interest of collaboration and a continuing discussion.

Though this may be a part of an existing blog, assignments must be on their own page for easy access. Links must be posted on blackboard profiles and emailed to the instructor. This assignment represents 'Reflection' in the R2D2 model.

3. Student led forum discussions

Students will each be assigned one week in which they are responsible for leading forum discussions. This responsibility includes posing one question which they feel is worth delving further into (i.e., they are interested in learning more), is important to or exemplifies the week’s topic, or they feel would encourage friendly debate. All students are responsible for posting their questions no later than Wednesday evening, 10pm Alaska Standard Time.

Participation in forum discussion is integral to the success of the course. Students are encouraged to engage as much as they would like, but are required to post an answer to every student question, and respond to at least two answers by other students. These responses should be well-thought through and contribute to the discussion (i.e., “I agree” won’t work). These responses are due by Saturday evening, 10pm Alaska Standard Time. This assignment represents ‘Display’ in the R2D2 model

4. Final presentation

The final presentation will consist of a project of the student’s choice (delivery type must be approved by instructor no later than the end of week 12). This project can take the form of an mp3 playlist, website, PowerPoint, Prezi, or Glogster, for example. All projects must be accompanied by a 750-1000 word APA style paper which explains the choice of delivery and briefly explains the topics presented. In other words, the paper must provide a key to understanding the presentation. Papers and presentations are due no later than the Sunday at the end of week 14, 10pm Alaska Standard Time. No discussion is required, but brainstorming and feedback are encouraged in the forum provided. This assignment represents ‘Doing’ in the R2D2 model.

SCHEDULE

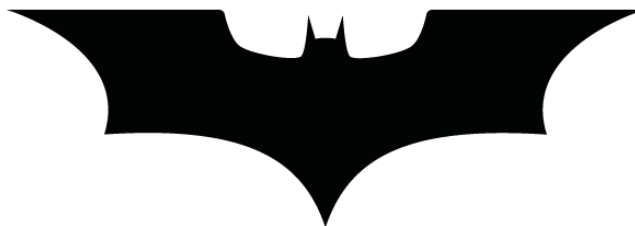
Week/ Module	TOPIC	READINGS	ASSIGNMENTS DUE
1 THE BATMAN	What is Psychology?	B&P: Ch 1, 2, & 3 Haaga, 2004 Lilienfeld, 2004 Super Effective Video #1	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: SEARCHING FOR A DEFINITION • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ WHAT IS PSYCHOLOGY? ○ DOES IT NEED A DEFINITION AND WHY/WHY NOT? • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ CREATE A BLOG OF YOUR CHOOSING (CAN BE ATTACHED TO A PERSONAL WEBSITE, IF YOU PREFER) TO POST WEEKLY REFLECTION ASSIGNMENTS. THOUGH THIS MAY BE A PART OF AN EXISTING BLOG, ASSIGNMENTS MUST BE ON THEIR OWN PAGE FOR EASY ACCESS. LINKS MUST BE POSTED ON BLACKBOARD PROFILES.

<p>2 THE BATMAN</p>	<p>Clinical vs. Research Psychology</p>	<p>B&P: Ch 1, 2, & 3 Camden, 2013 Super Effective Video #2</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: TWO SIDES OF A COIN • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ WATCH THE VIDEO 'EVAN TELLS US ABOUT PSYCHOLOGY'. CHOOSE A TOPIC THAT HE LISTS (E.G., AIRPLANES, ROBOTS, SHOPPING, ETC.) AND CITE WAYS IN WHICH THIS CONCEPT COULD BE APPLIED TO BOTH CLINICAL AND RESEARCH PSYCHOLOGY.
<p>3 THE FEAR</p>	<p>BIOLOGICAL PSYCHOLOGY</p>	<p>B&P: Ch 4 & 5 (Shadgrimgrvy, 2011) Super Effective Video #3</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: THE BRAIN AND THE MIND • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ WHAT IS SO IMPORTANT ABOUT ANIMALS IN PSYCHOLOGICAL RESEARCH? CITE EXAMPLES OF PSYCHOLOGICAL RESEARCH WHICH USES ANIMALS AS SUBJECTS (NOTHING CRUEL... BEHAVIORAL PSYCHOLOGISTS LOVE ANIMALS) OTHER THAN THOSE DISCUSSED DURING THE SUPER EFFECTIVE VIDEO.
<p>4 THE FEAR</p>	<p>Behavioral Psychology</p>	<p>B&P: Ch 4 & 5 (BlueSofaMedia, 2012) ("The Big Bang Theory - Sheldon Trains Penny," 2009) ("The Big Bang Theory - Sheldon Trains Penny II," 2009) Super Effective Video #4</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: HARD SCIENCES VS. SOFT SCIENCES • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ DO WE HAVE CONTROL OVER OUR BEHAVIORS OR ARE OUR BEHAVIORS LEARNED? WHAT WOULD BEHAVIORISTS SAY? DO YOU AGREE OR DISAGREE, AND WHY?

<p>5 THE FEAR</p>	<p>COGNITIVE PSYCHOLOGY</p>	<p>B&P: Ch 4 & 5 (BlueSofaMedia, 2013) (Psychological Science, 2013) Super Effective Video #5</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: THE HUMAN COMPUTER • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ WHAT DOES COGNITIVE PSYCHOLOGY TELL US ABOUT LEARNING? DO YOU AGREE? WHY OR WHY NOT?
<p>6 THE NATURAL S</p>	<p>NATURE VS. NURTURE</p>	<p>B&P: Ch 6 & 7 (About.com, 2011) (American Psychological Association, 2012) Super Effective Video #6</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: THE NATURE AND NURTURE OF... • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ HOW DOES THE EVOLUTIONARY THEORY OF PSYCHOLOGY EMBRACE BOTH NATURE AND NURTURE?
<p>7 THE NATURAL S</p>	<p>PERSONALITY PSYCHOLOGY</p>	<p>B&P: Ch 6 & 7 (Barenbaum & Winter, 2008) Super Effective Video #7</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: MEASURING PERSONALITY • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ WHAT ARE GRAND THEORIES OF PERSONALITY AND ARE THEY NECESSARY? WHY OR WHY NOT?
<p>8 THE MADHOUSE</p>	<p>ABNORMAL PSYCHOLOGY</p>	<p>B&P: Ch 8 & 9 (Education Portal, 2013a) (Education Portal, 2013b) Super Effective Video #8</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: THE DSM • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ GO TO HTTPS://WWW.YOUTUBE.COM/USER/PSY1113/FEE D AND WATCH A VIDEO HIGHLIGHTING AN ABNORMAL PSYCHOLOGICAL DISORDER. APPLY THIS VIDEO TO THE 4 CRITERIA FOR ABNORMAL BEHAVIOR PRESENTED IN THE EDUCATION PORTAL (2013A). WHAT WAS YOUR REACTION TO THE VIDEO?

<p>9 THE MADHOUSE</p>	<p>PSYCHOANALYSIS</p>	<p>B&P: Ch 8 & 9 (NOVA, 2014) Super Effective Video #9</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: THE ANALYSIS OF DREAMS • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ WHAT THEORIES ARE FREUD BEST KNOWN FOR? HOW HAVE EACH OF THEM BEEN RECEIVED OVER THE YEARS? WHAT DO YOU THINK OF THEM? ARE THEY STILL RELEVANT NOW? WHY OR WHY NOT?
<p>10 THE SUPPORT</p>	<p>SOCIAL PSYCHOLOGY</p>	<p>B&P: Ch 10 & 11 (TEDx Talks, 2012) (Big Think, 2012) Super Effective Video #10</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: THE NEW NORMAL • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ GO TO HTTP://WWW.YOUTUBE.COM/PLAYLIST?LIST=PL713B7C865F510783 AND WATCH THE STANLEY MILGRAM FILMS, STARTING WITH THE INVITATION TO SOCIAL PSYCHOLOGY. WERE THERE ANY CONCEPTS THAT SURPRISED YOU? WHAT ARE YOUR REACTIONS TO THE CONCEPTS INTRODUCED AS A WHOLE?
<p>11 THE SUPPORT</p>	<p>EMOTION</p>	<p>B&P: Ch 10 & 11 (EncognitiveVids, 2011) Super Effective Video #11</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ○ THEME: BOYS & GIRLS & FEELINGS • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ○ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ○ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ○ THINK OF AN EMOTIONAL TIME IN YOUR LIFE. WITHOUT SHARING THE DETAILS OF THAT TIME, REFLECT ON HOW YOU FELT AND HOW THOSE FEELINGS MAY BE TIED TO YOUR EMOTIONS (MAKE SURE TO CITE RESOURCES TO BACK UP YOUR ASSERTIONS). IN OTHER WORDS, HOW DO YOUR FEELINGS AND EMOTIONS INTERACT?

<p>12 THE BEGINNING OF THE END</p>	<p>DEVELOPMENTAL PSYCHOLOGY</p>	<p>B&P: Ch 12, 13, & 14 (Ryan, 2012a) (Ryan, 2012b) Super Effective Video #12</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ◦ THEME: STAGES • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ◦ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ◦ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ◦ CHOOSE A THEORY OF DEVELOPMENT AND SUMMARIZE IT. DO YOU AGREE WITH THE THEORY? WHY OR WHY NOT? WHAT RESEARCH DO YOU THINK COULD BE DONE TO MAKE YOU AGREE?
<p>13 THE BEGINNING OF THE END</p>	<p>MEDIA PSYCHOLOGY</p>	<p>B&P: Ch 12, 13, & 14 (Onlinepsychdegrees, 2011) (Fielding Graduate Universtiy, 2012) Super Effective Video #13</p>	<ul style="list-style-type: none"> • POST CSH RESOURCE ON FORUM <ul style="list-style-type: none"> ◦ THEME: TO CONNECT OR NOT TO CONNECT • FORUM DISCUSSION QUESTIONS <ul style="list-style-type: none"> ◦ STUDENT LEADERS MUST POST QUESTIONS BY WEDNESDAY ◦ RESPONSES AND DISCUSSION DUE BY SATURDAY • EPORTFOLIO/BLOG POST <ul style="list-style-type: none"> ◦ WHAT IS MEDIA LITERACY? ARE YOU MEDIA LITERATE? WHY OR WHY NOT? HOW DO YOU THINK MEDIA LITERACY IMPACTS EDUCATION (GIVE EXAMPLES)?
<p>14 WHY SO SERIOUS ?</p>	<p>FINAL THOUGHTS</p>	<p>Super Effective Video \$14</p>	<p>FINAL PRESENTATION DUE SUNDAY 10PM AKST</p> <ul style="list-style-type: none"> • PICK THREE TOPICS DISCUSSED THROUGHOUT THE SEMESTER (I.E., WEEKLY TOPICS) AND CREATE A MEDIA PRESENTATION WHICH REFLECTS YOUR FEELINGS, INTERPRETATIONS, AND/OR UNDERSTANDING OF THE TOPICS YOU CHOOSE. • WRITE A 750-1000 WORD PAPER (APA STYLE) TO ACCOMPANY THE PROJECT. SEE 'FINAL PRESENTATION' ABOVE FOR DETAILS.



GRADING CRITERIA AND COURSE EVALUATION

Content scavenger hunts 25%
ePortfolio/blog posts 25%
Student led forum discussion participation 25%
Final presentation 25%

Psychology Program Grading Rubric:

- A Outstanding, original or excellent, demonstrating high competence and participation
- B Substantial in quality, demonstrating basic competence and participation
- C Average; not acceptable for doctoral level work
- F Failing; competence has not been demonstrated
- CR Credit; given for areas of study inappropriate for letter grading, or at the student's request, for completion of work at a level of B or better
- I Incomplete
- NC No credit; competence has not been demonstrated.
- W No credit; student withdrew or was withdrawn from time-bound course.

PROGRAM OUTCOME GOALS

Students who successfully complete this course should be able to:

1. Compare and contrast, as well as demonstrate a basic understanding of, both clinical and research psychology.
2. Briefly describe the classic schools of psychology to include: biological, behavioral, cognitive, personality, psychoanalytic, social, and media psychologies.
3. Give an overview of the nature vs. nurture debate citing examples of both.
4. Demonstrate an understanding of media trends in psychology citing examples
5. Identify future directions in psychological research

TECHNICAL REQUIREMENTS (PARTICULARLY FOR ONLINE COURSES):

Computer and communication skills are assumed. Courses designed for new digital media may require competence with digital devices such as smart phones, tablets, and other mobile devices.

ACADEMIC INTEGRITY STATEMENT:

Plagiarism is the representation of someone else's writing, graphics, research, or ideas as one's own. Paraphrasing an author's ideas or quoting even limited portions of the work of others without proper citation are considered plagiarism. Extreme forms of plagiarism include submitting a paper written by another person or from a commercial source, or turning in a paper comprising selections from other sources without appropriate acknowledgement of those sources. Plagiarism is a violation of the principle of intellectual integrity and inquiry and, as such, is taken seriously when it occurs. If there is any question about the nature of plagiarism, students are encouraged to meet with their advisors or course instructors for clarification. Each program faculty also provides students with access to appropriate resources.