

ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

Programmatic Student Learning Outcomes/Mission

The **Liberal Arts** program prepares graduates who will connect their lives as artists to a world of constant change with an historically informed and global perspective. Through the Liberal Arts curriculum, students receive the breadth of learning that forges links between reflective thought, creative endeavor, and ethical practice. Courses in the humanities, social sciences and sciences provide a foundation of creativity, an appreciation of other cultures and ways of living, communication skills, information literacy, and a love of learning. The Liberal Arts aims to create graduates who will thrive in their personal and professional lives.

Upon Completion of Liberal Arts, students should be able to:

- Assess themselves as individuals and global citizens (Visual Literacy, Global, Ethics, Problem Solver)
 - Evaluate history and the arts (Adept, Visual Literacy, Global)
 - Produce imaginative and innovative work. (Adept, Problem Solver)
 - Evaluate ideas critically to formulate their own conclusions.
 - Generate written work across various contexts (Problem Solver)
 - Create prepared, purposeful oral presentations (Problem Solver)
 - Apply quantitative reasoning to solve problems in practical situations (Adept, Problem Solver)
 - Develop a habit of reflection on prior learning to enhance their knowledge throughout their life-times (Ethics)
 - Analyze information and sources critically (Problem Solver)
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Course Title Introduction to Psychology

Course Code SOC110

Credit Hours 3 Semester

Contact Hours 3 Hours

Prerequisites ENG101

Course Type Lecture

Instructor Gina Bell

Email GBell@brooks.edu

Term Start/End Date September 8 – December 18, 2015

Course Syllabus

Course Description

This course looks at the principles of behavior, human development, emotions, intelligence, learning, motivation, and personality. Social influences on behavior, mental disorders and psychotherapy are covered.

Learning Objectives

Upon completion of this course students will be able to:

- Demonstrate an understanding of the history and major fields of study in psychology
- Describe, understand and apply psychological concepts to everyday life
- Understand the research process and the components that make up strong research
- Be able to critically examine and speak about research within the field of psychology
- Learn to see the world with a psychologists eye

Required Textbook(s): Zimbardo, P.G., Johnson, R.L., & McCann, V (2012) *Psychology: Core Concepts* (7th ed) . Upper Saddle River, NJ.: Pearson.

Expectations

1. **Attendance** – Class attendance is essential in order to do well in this course. Many topics that will be on your tests are not present in the book and will be discussed only in class. Class time will also be used for small group work, class discussions and in-class demonstrations. If you know beforehand that you will be missing class or are too sick to attend, please inform me and turn in any assignments that are due. You are responsible for making up any work missed by excused or unexcused absences. Students missing an excessive number of course meetings unexcused will be dropped from the course.
2. **Participation** – Participating in small group assignments and discussions in class is a requirement of the course and a portion of your overall grade. A large portion of the content material of this class is process based, meaning that you will only get as much out of the class and the assignment as the effort you put into them. Come to class having completed the required reading and prepared to share your thoughts and questions on the topics we will be discussing. Please note that simply being in class (Attendance) is not the same thing as participation in the class.
3. **Classroom Behavior** – Since attendance and participation is vital to the learning process, it is expected that students will make appropriate use of this time. No cell phones, pagers or other electronic devices will be in use during class time. It is also expected that computers will be used for educational purposes only. Students observed using them in any other fashion (web surfing, checking e-mail, working on other class assignments) will be asked to leave class.
4. **Readings** – You are responsible for reading all assigned chapters and completing all assignments prior to the date of class attendance. The chapters can be quite large, so pace yourself with the reading. Jot down any unanswered questions from these assignments for discussion and clarification during class. For the best level of comprehension, my advice is to read the assigned section once before it is due, skim it again after class and skim it again before the exam.
5. **Workload** – At the college level it is expected that for every hour you spend in class, you will spend 2 hours outside of class working towards assignments and readings. Since this class meets for 3 hours each week, I expect that you will spend at least 6 hours outside of class working on the readings, writing your reflections and studying the material for your upcoming exam. If you finish reading the chapter and writing the reflection in 2 hours, then you have 4 hours that week to prepare for the upcoming

Course Syllabus

exam. There is no such thing as “finishing early”, you simply have more time that week to study the exam material.

Grading

Your grade will be based on 4 exams, your weekly reflections on course material and participation. You will need a #2 pencil to score your answers. I do not provide them.

1. **Exams** - There will be four exams total for this course, three during the course of the semester and one noncumulative final exam. Each exam is worth 100 points and is a predetermined portion of your overall grade. Make up exams are not allowed. If you fail to take the exam during the normally scheduled exam time you will receive a 0.

Total points possible: 400.

2. **Weekly Reflection Journal** – Each week (as noted in the course outline) you will write a short reflection on one Psychological topic or online experience your professor gives you. Your reflection will focus on applying psychological theories and concepts to your personal experiences and current events or processing the psychological principles of the online experience. Each reflection should be 1-2 double spaced typed pages in length. Your writing should include both an accurate definition of the theory or concept experienced and a detailed description of how that concept fits with the experience or event.

Total points possible: 65

3. **Participation** – **Total points possible: 45**

Week 1:

- Sept 4** Opening Day-Introductions and course overview
Ch. 1 Introduction to Psychological Science and Research

Week 2:

- Sept 11** Ch. 2 Biopsychology, Neuroscience and Human Nature
Reflection #1 due

Week 3:

- Sept 18** Ch. 8 States of Consciousness
Reflection #2 due

Week 4:

- Sept 25** Ch. 3 Sensation and Perception
Reflection #3 due

Week 5:

- Oct 2** **Exam 1 - Chapters 1, 2 & 8**
Ch. 4 Learning and Human Nature
Reflection #4 due

Week 6:

Course Syllabus

Oct 9 Ch. 5 Memory
Reflection #5 due

Week 7:

Oct 16 Ch. 6 Thinking and Intelligence
Reflection #6 due

Week 8:

Oct 23 **Exam 2 - Chapters 3, 4 & 5**
Ch. 7 Development Over the Lifespan
Reflection #7 due

Week 9:

Oct 30 CH. 9 Motivation and Emotion
Reflection #8 due

Week 10:

Nov 6 Ch. 10 Personality
Reflection #9 due

Week 11:

Nov 13 Ch. 11 Social Psychology
Exam 3 - Chapters 6, 7, & 9
Reflection #10 due

Week 12:

Nov 20 Social Psychology continued
Reflection #11 due

Week 13:

Nov 27 Ch. 12 Psychological Disorders
Reflection #12 due

Week 14:

Dec 4 Ch. 13 Therapies for Psychological Disorders
Reflection #13 due

Week 15:

Dec 11 **Exam 4 - Chapters 10, 11, 12, & 13**

Course Syllabus

GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		Grading Scales		
		Percent	Letter	Numeric
Exams 400 points	65%	93-100	A	4.00
		90-92	A-	3.70
Reflection Papers 65 points	25%	87-89	B+	3.30
		83-86	B	3.00
		80-82	B-	2.70
Class Participation 45 points	10%	77-79	C+	2.30
		73-76	C	2.00
		70-72	C-	1.70
Total 510 points	100%	67-69	D+	1.30
		60-66	D	1.00
		0-59	F	0.00

DEFINITIONS OF CRITERIA USED IN GRADING

Outstanding = A	Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required
Superior = A-, B+	Superior work, shows clear understanding and thorough demonstration of skill and craft
Good = B, B-	Competent work, clear understanding, often showing creativity and good use of skills
Satisfactory = C+, C, C-	Adequate understanding, inconsistent demonstration of skills, some elements missing or problems with priorities
Unsatisfactory = D, F	Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated

Course Syllabus

ATTENDANCE POLICY

Each faculty member takes attendance for each class period and posts it to the student's record through the portal. Once absences equal 20 percent of the total number of class meetings, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the 20 percent has been reached. Students may review their attendance through the student portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

Academic Integrity

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the instructor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.

- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.

- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.

- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging

Course Syllabus

a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.

• **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization’s standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:

- Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.
- Brooks Institute will only use legally acquired software on our computers.
- Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.
- Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.

• **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

Course Syllabus

CREDIT ASCRIPTION ADDENDUM

SOC110 – Intro to Psychology- 3 semester credit hours

Type: Lecture

Credit Ascription- The amount of hours spent outside of class and assignment alignment with Course Learning Objectives

Course Learning Objectives:

1. Demonstrate an understanding of the history and major fields of study in psychology
2. Describe, understand and apply psychological concepts to everyday life
3. Understand the research process and the components that make up strong research
4. Be able to critically examine and speak about research within the field of psychology
5. Learn to see the world with a psychologists eye

The following indicates the **minimum** number of hours per assignment:

	Assignment Title	Homework Hours	Assignment Objectives
Week 1	Reading/reflection	5	1,2,3,4,5
Week 2	Reading/reflection	5	1,2,3,4,5
Week 3	Reading/reflection	5	1,2,3,4,5
Week 4	Reading/reflection	5	1,2,3,4,5
Week 5	Reading/reflection Test 1	5 6	1,2,4,5 1,2,3,4,5
Week 6	Reading/reflection	5	1,2,4,5
Week 7	Reading/reflection	5	1,2,4,5
Week 8	Reading/reflection Test 2	5 6	1,2,4,5 1,2,4,5
Week 9	Reading/reflection	5	1,2,4,5
Week 10	Reading/reflection	5	1,2,4,5
Week 11	Reading/reflection Test 3	5 6	1,2,4,5 1,2,4,5
Week 12	Reading/reflection	5	1,2,4,5
Week 13	Reading/reflection	5	1,2,4,5
Week 14	Reading/reflection	5	1,2,4,5
Week 15	Test 4	6	1,2,4,5
Total		94	