



## Walters State Community College Course Syllabus

### Course Information

**Course Number and Name:** PSYC 1030 Intro to Psychology

**Section ID:** 80465.202380

**Semester and Year:** Fall 2023

**Credit Hours:** 3

**Start Date:** August 21, 2023

**End Date:** December 08, 2023

**Course Format:** CON - Conventional Methodology

**Catalog Course Description:** This course is an introduction to the guiding principles and primary approaches of the study of human and animal behavior. This broad-based course includes the following topics: psychobiology, conditioning, learning, sensation, perception, motivation, emotion, intelligence, personality, life span development, abnormal behavior, social psychology, group processes, stress, and career development. **F, S, Su**

**General Education Course Designation:** General Education Course

**Meeting Details:** MW; 12:45PM - 02:10PM; MBSS 102

**Course Drop Deadline:** October 27, 2023

### Instructor Information

**Name:** Dr. Christopher Beverly

**Role:** Instructor of Psychology

**Office Location:** Office 114, Division of Behavioral & Social Sciences - Morristown Campus

**Office Hours:** Mondays & Wednesdays from 7:00am-8:00am & 9:40am-11:10am - Tuesdays & Thursdays from 9:30am-11:30am & 12:30pm-1:00pm

**Office Phone:** 423-585-2600, ext. 6939

**Email:** cabeverly1@ws.edu

**Supervisor Name:** Dr. Whitney Jarnagin

**Supervisor Phone:** 423-585-2636

**Secretary Name:** Ms. Lisa Horner

**Secretary Phone:** 423-585-2633

## Student Learning Outcomes/Objectives

- 1. Describe how the psychological perspective contributes to an understanding of life and the origin of beliefs, values, and behaviors.
- 2. Define and give examples of basic psychological concepts of everyday life.
- 3. Describe how psychology addresses social institutions, such as family, education, and employment.
- 4. Analyze, discuss, and identify research methods and how these methods relate to psychology.
- 5. Apply critical thinking concepts and discussion to contemporary topics.

## Instructional Approach and Methods

***Approaches and Methods the instructor will utilize throughout this course include the following:***

[A] ***Discussions*** the course instructor facilitates with students in the classroom.

[B] ***Active participation*** that requires students to arrive to and remain in the classroom for the entire class period.

[C] ***Assignments*** that include a participation component that students are required to complete in the classroom and between class sessions.

[D] ***Examinations*** that include a participation component that are completed between class sessions and in the classroom.

[E] ***Tests*** administered during weeks two and fifteen of the course that assess the extent to which students master course material.

[F] ***Other instructional approaches and methods*** that maximize opportunities for students to master course material.

## Assessment, Evaluation and Testing Procedures

Students are eligible to earn a maximum of six hundred points for their performances on five types of assignments throughout this 16-week course. The five types of assignments that the instructor will

utilize to assess student learning throughout this 16-week course include: [1] four Examinations (**400 points**), [2] four components of an Article Review (**100 points**), [3] Active Classroom Participation (**80 points**), [4] a Pre- & Post-Test (**10 points**), and [5] a Final Grade Review (**10 points**).

If the instructor chooses to award extra credit for completing an additional assignment (or assignments) that is/are worth a maximum of **20 points**, the instructions for this assignment will be reviewed in the classroom and included in an e-mail.

Details about each assignment that students are required to complete throughout this 16-week course are listed below, and the instructor will extensively review how students are expected to prepare, complete, and submit each assignment in the classroom.

### **~ Examinations ~**

**Exam One (100 points).** The first examination will consist of three essay questions: Question One (30 points), Question Two (30 points), and Question Three (40 points). The topic for each essay question will be highly germane to material the instructor reviews in the classroom, topics reviewed in a textbook that is required for Walters State Community College (WSCC) Introduction to Psychology courses, and/or topics endorsed by the American Psychological Association or the authors of articles published in peer-reviewed journals.

The instructor will utilize a three-tiered rubric (Clarity, Relevance, & Citations & Instructions) to evaluate student responses to Questions One, Two, and Three of Exam One.

**Exam Two (100 points).** The second examination will consist of three essay questions: Question One (30 points), Question Two (30 points), and Question Three (40 points). The topic for each essay question will be highly germane to material the instructor reviews in the classroom, topics reviewed in a textbook that is required for Walters State Community College (WSCC) Introduction to Psychology courses, and/or topics endorsed by the American Psychological Association or the authors of articles published in peer-reviewed journals.

The instructor will utilize a three-tiered rubric (Clarity, Relevance, & Citations & Instructions) to evaluate student responses to Questions One, Two, and Three of Exam Two.

The instructor will utilize a three-tiered rubric (Clarity, Relevance, & Citations & Instructions) to evaluate student responses to Questions One, Two, and Three of Exam Two.

**Exam Three (100 points).** The third examination will consist of three essay questions: Question One (30 points), Question Two (30 points), and Question Three (40 points). The topic for each essay question will be highly germane to material the instructor reviews in the classroom, topics reviewed in a textbook that is required for Walters State Community College (WSCC) Introduction to Psychology courses, and/or topics endorsed by the American Psychological Association or the authors of articles published in peer-reviewed journals.

The instructor will utilize a three-tiered rubric (Clarity, Relevance, & Citations & Instructions) to evaluate student responses to Questions One, Two, and Three of Exam Three.

**Exam Four (100 points).** The fourth examination will consist of three essay questions: Question One (30 points), Question Two (30 points), and Question Three (40 points). The topic for each essay question will be highly germane to material the instructor reviews in the classroom, topics reviewed in a textbook that is required for Walters State Community College (WSCC) Introduction to Psychology courses, and/or topics endorsed by the American Psychological Association or the authors of articles published in peer-reviewed journals.

The instructor will utilize a three-tiered rubric (Clarity, Relevance, & Citations & Instructions) to evaluate student responses to Questions One, Two, and Three of Exam Four.

***Please note that exam dates, policies, and procedures will be listed in a Course Information Sheet that the instructor reviews with students in the classroom during Week One of this course.***

#### **~ Article Review Components ~**

**Component One (25 points).** The first component of the Article Review will consist of an APA-formatted title page and submitting this assignment in accordance with written and verbal instructions.

**Component Two (25 points).** The second component of the Article Review will entail selecting an article to review and submitting this assignment in accordance with written and verbal instructions.

**Component Three (25 points).** The third component of the Article Review will involve writing the article review and submitting this assignment in accordance with written and verbal instructions.

**Component Four (25 points).** The fourth component of the Article Review will entail writing an APA-formatted references list, verifying that references are inserted throughout the Article Review, and submitting this assignment in accordance with written and verbal instructions.

***Please note that article review component dates, policies, and procedures will be listed in a Course Information Sheet that the instructor reviews with students in the classroom during Week One of this course.***

#### **~ Active Participation ~**

**Exam One Active Participation (20 points).** Students earn participation points by arriving to the classroom on time and remaining in the classroom for the duration of each class period. Students also earn participation points by printing their first and last names on an attendance sheet before classes sessions start and after class sessions are dismissed.

***Please note that exam one active participation dates, policies, and procedures will be listed in a Course Information Sheet that the instructor reviews with students in the classroom during Week***

***One of this course.***

**Exam Two Active Participation (20 points).** Students earn participation points by arriving to the classroom on time and remaining in the classroom for the duration of each class period. Students also earn participation points by printing their first and last names on an attendance sheet before classes start and after classes are dismissed.

***Please note that exam two active participation dates, policies, and procedures will be listed in a Course Information Sheet the instructor reviews with students in the classroom during Week One of this course.***

**Exam Three Active Participation (20 points).** Students earn participation points by arriving to the classroom on time and remaining in the classroom for the duration of each class period. Students also earn participation points by printing their first and last names on an attendance sheet before classes start and after classes are dismissed.

***Please note that exam three active participation dates, policies, and procedures will be listed in a Course Information Sheet the instructor reviews with students in the classroom during Week One of this course.***

**Exam Four Active Participation (20 points).** Students earn participation points by arriving to the classroom on time and remaining in the classroom for the duration of each class period. Students also earn participation points by printing their first and last names on an attendance sheet before classes start and after classes are dismissed.

***Please note that exam four active participation dates, policies, and procedures will be listed in a Course Information Sheet that the instructor reviews with students in the classroom during Week One of this course.***

***~ Pre-Test & Post-Test ~***

***Pre-Test (10 points).*** Students are eligible to earn ten (10) points for submitting a 10-item pre-test in accordance with verbal instructions they receive from the instructor in the classroom. Student performances on the pre-test are assessed by the instructor and these assessments are not included in final grade calculations.

***Post-Test (10 points).*** Students are eligible to earn ten (10) points for submitting a 10-item post-test in accordance with verbal instructions they receive from the instructor in the classroom. Student performances on the post-test are assessed by the instructor and these assessments are not included in final grade calculations.

***Please note that exam pre-test and post-test dates, policies, and procedures will be listed in a Course Information Sheet that the instructor reviews with students in the classroom during Week One of this course.***

### ***~ Final Grade Review ~***

***Final Grade Review Class Session.*** Students are required to attend a one-on-one final grading session with the instructor at a time and on day the instructor designates. The purpose of this final grade review is to: [a] calculate the "final" grade that each students has earned in the course, and [b] determine if the student is required to complete a comprehensive final examination and/or attend a final grading session.

***Please note that the final grade review class session date and policies and procedures that are germane to the final grade review class session will be listed in a Course Information Sheet that the instructor reviews with students in the classroom during Week One of this course.***

### ***~ Comprehensive Final Examination ~***

***Comprehensive Final Exam.*** Students that are unable to complete Exams One, Two, Three, or Four for any reason are required to complete a a comprehensive final exam during final exam week.

Students that successfully complete Exams One, Two, Three, and Four in the classroom might not be required to complete the Comprehensive Final Exam and may be permitted to complete an alternative assignment.

### ***~ Course Assessment ~***

Throughout the 2023 fall semester, **the instructor will formally and informally assess** the extent to which examinations and writing assignments serve to evidence the achievement of general, course, module, and weekly learning outcomes.

### ***~ Absence & Makeup Policy ~***

Students that are unable to attend any class session for any reason are required to notify the instructor.

Students that are unable to attend any class session for any reason and wish to earn points for class participation are required to schedule an appointment with the instructor.

The Absence & Makeup policy for assignments will be extensively reviewed by the instructor in the classroom.

## **Assignments**

## **Examinations**

***The instructor will utilize a three-tiered rubric to assess student responses to essay questions.***

[1] **Clarity**, or the extent to which an essay is written clearly and coherently, is forty percent (40%) of the grade that a student receives for their response to an essay question.

[2] **Relevance**, or the extent to which the content of an essay directly addresses a topic, is thirty percent (30%) of the grade that a student receives for their response to an essay question.

[3] **Citations & Instructions**, or the extent to which an essay includes references that are suitable for the course and is completed in accordance with instructions, is thirty percent (30%) of the grade a student receives for their response to an essay question.

## Article Review Components

***The instructor will explain how Article Reviews will be evaluated for grading purposes and assessment purposes in the classroom.***

This course requires that students display a sample of their writing.

1. Select one journal article that is of interest to you (from the list I provide within eLearn).
2. Read and summarize the article. Divide the review into three sections:
  1. Purpose of the article
  2. Key concepts, tenets, and findings
  3. Most significant contributions to your understanding
3. Papers should be typed, double-spaced, in 12-point, Times New Roman font, and have one inch margins. Please include a title page and reference page. The paper should be at least two pages in length (excluding the title and reference pages).
4. Please use APA format. A sample Article Review following APA format can be found in the Article Review module in Content in eLearn. You may also visit the [OWL](#) website or contact Jennifer Mayes at WSCC's writing lab (Jennifer.Mayes@ws.edu) for additional help. You may also contact Audrey Shoemaker, our reference librarian, for guidance with APA formatting.
5. Please submit a copy of your article review in the Dropbox by the due date provided in the Tentative Course Schedule. Late papers will incur a 5 point per day deduction from the grade. The Article Review is worth 50 points. The grading rubric is as follows:

Skill/Assessment	Below Competency	Competency	Mastery
	4 points	8 points	12.5 points
Thesis/Introduction to subject of inquiry	Thesis is unclear and loosely related to topic	Thesis is clear and aligned with writing topic	Thesis is clear to reader and matches topic of paper



Skill/Assessment	Below Competency 4 points	Competency 8 points	Mastery 12.5 points
Discussion of details	Article review lacks discussion of details, concepts, tenets and findings presented in the article indicating limited to no understanding of the materials presented in the article	Article review shows some discussion of the details, concepts, and tenets and findings presented in the article indicating an understanding of the materials presented in the article	Article review discusses all relevant details, concepts, tenets and findings presented in the article indicating a firm grasp of the materials presented in the article
Analysis of the article review/Contribution to Understanding	Article review contains little to no analysis of how this article contributed to an understanding of psychology	Article review contains moderate reflection/analysis of how this article contributed to an understanding of psychology	Article review contains reflective analysis of how this article contributed to an understanding of psychology
Formatting & Grammar	Format of article review does not conform to APA format. Spelling and grammatical errors permeate the article review	Format of article review loosely conforms to APA format. Spelling and Grammatical errors are minimal	Format of article review conforms to APA format. There are no significant grammatical or spelling errors

As I grade the Article Review assignment, I will mark up to 10 spelling/grammar errors. After that, I will not mark additional errors, and the student will automatically receive the lowest number of points for formatting and grammar. I plan on using Turnitin as a part of grading these papers. If you plagiarize, you will receive a '0' for the paper and possibly for the course. If you are unfamiliar with plagiarism, or if you have any other questions, please let me know.

## Active Participation

***The instructor will explain how Article Reviews will be evaluated for grading purposes and assessment purposes in the classroom.***

## Pre-Test & Post-Test



***The instructor will explain how the Pre- Test and Post- Test will be evaluated for grading purposes and assessment purposes in the classroom.***

## Final Grade Review

***The instructor will explain how students earn full credit for attending the final grade review in the classroom.***

## Comprehensive Final Examination

***The instructor will explain course policies for the Comprehensive Final Examination in the classroom.***

## Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions).  
Plagiarism includes, but is not limited to the following:
  - a. Using cut/paste tool from original document with no references given.
  - b. Copying another student's work and submitting it as one's own.
  - c. Forging or otherwise altering signatures.
  - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
  - a. Utilizing old tests, projects, notes or written papers.
  - b. Providing unauthorized information to a fellow student about exam content.
  - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
  - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).

- e. Consulting with a classmate or others when taking a computerized test.
  - f. Disregarding other specific policies and procedures outlined for a particular class.
  - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
  - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

## Student Resources

### TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)  
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)  
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

### TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or

on-line access.

[Walters State Helpdesk \(opens in new window\).](#)  
[helpdesk.ws.edu](http://helpdesk.ws.edu)

## **STUDENTS WITH DISABILITIES SUPPORT SERVICES**

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\).](#)  
[ws.edu/student-services/disability/](http://ws.edu/student-services/disability/)

## **SUICIDE PREVENTION STATEMENT**

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

# College Policies

## **STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT**

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\).](#)  
[catalog.ws.edu/](http://catalog.ws.edu/)

[Walters State Timetable of Classes \(opens in new window\).](#)  
[ws.edu/admissions/registration/](http://ws.edu/admissions/registration/)

## **PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS**

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

## **COURSE GROUND RULES**

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

## **FINANCIAL AID**

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

### **CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY**

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)

[ws.edu/home/](http://ws.edu/home/)

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)

[ws.edu/set/](http://ws.edu/set/)

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

### **LEARNING MANAGEMENT SYSTEM**

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy](#) ([opens in new window](#)).