



## Walters State Community College Course Syllabus

### Course Information

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

**Section ID:** 80357.202380

**Semester and Year:** Fall 2023

**Credit Hours:** 3

**Start Date:** August 21, 2023

**End Date:** December 08, 2023

**Course Format:** WEB - Web Classes

**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:** TBD

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

### Instructor Information

**Name:** Shannon Westerman, M.A., LSPE

**Role:** Adjunct Faculty

**Office Location:** Main

**Office Hours:** Can be scheduled after 4:30 M-F

**Office Phone:** 423-329-5249

**Email:** snwesterman@ws.edu

**Supervisor Name:** Dr. Whitney Jarnagin

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

**Secretary Name:** Lisa Horner

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

## Required Textbook(s) and Materials

### **Psychology**

**Authors:** Ciccarelli and White

**Publisher:** Pearson

**Edition:** 6th

## 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

- Instructor lectures
- Audio-visual presentations
- Discussion board assignments
- Exams and quizzes
- Article review and reading notes

## Assessment, Evaluation and Testing Procedures

During the first week of class, you will take a department-wide pre-test. During the final exam week, every student will take the department-wide post-test. The pre-test will be worth 10 points for participation. The post-test will be worth 20 points, and your grade will be based upon your performance. Failure to complete the assessments will result in a loss of all points for that assessment.

There will be three major exams worth 100 points each and one cumulative final exam worth 100 points for a total of 400 points. Exams may include multiple choice, matching, or true/false questions. All exams are online, and they are timed to ensure that students prepare for the exams as if they were taking them in a class-room setting. All students must take exams at the scheduled time. If you have a REAL emergency, please notify me before the exam. *Approved* make-up exams will be scheduled by the instructor.

This course requires that students display a sample of their writing by analyzing an article and writing an article review. The paper is worth 100 points.

For each chapter, students will submit reading notes to help them understand and discuss concepts from the text, a discussion board assignment for students to engage in an online learning environment, and a quiz for each chapter.

### **Breakdown of Points in Class**

Description	Points
1 Pre-test, @10 points each	Subtotal Points: 10
1 Orientation Email, @10 points each	Subtotal Points: 10
1 Biography Discussion Board @ 10 points each	Subtotal Points: 10
1 Orientation Quiz, @10 points each	Subtotal Points: 10
3 Exams, @100 points each	Subtotal Points: 300
Weekly quizzes @ 10 points – Lowest 5 grades dropped	Subtotal Points: 100
1 Cumulative Final Exam, @100 points each	Subtotal Points: 100
1 Article Review, @100 points each	Subtotal Points: 100
8 RANDOM Discussions, @20 points each	Subtotal Points: 160
8 RANDOM Reading Notes, @20 points each	Subtotal Points: 160
1 Post-test, @20 points each	Subtotal Points: 20
1 Five Most Important Things I Learned Assignment, @20 points each	Subtotal Points: 20
Total Points	Total Course Points: 1000



## Grading Scale

A	900-1000 Points
B	800-899 Points
C	700-799 Points
D	600-699 Points

## Assignments

### **ARTICLE REVIEW**

This course requires that students display a sample of their writing. The paper is worth 100 points.

- Select one journal article that is of interest to you (from the list I provide on the content page in Elearn).
- 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
- 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).
- Please use APA format. A sample article review and samples of APA formatting can be found in the Writing Assignments module in Content in eLearn. You may also visit the [OWL](#) website or contact Jill Blonder at WSCC's writing lab ([jill.blonder@ws.edu](mailto:jill.blonder@ws.edu)) for additional help.
- Students who score below 70% on the article review are required to revise and resubmit the assignment. Students who score above 70% have the option to revise and resubmit. The final score will be calculated by averaging the first and second scores.
- Please submit a copy of your article review in the dropbox by the due date provided in the tentative schedule. No late papers will be accepted. The article review is worth 100 points. The grading rubric is as follows:

Skill/Assessment	Below Competency	Competency	Mastery
	8 points	16 points	25 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 8 points	Competency 16 points	Mastery 25 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

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.

### **DISCUSSION BOARD ASSIGNMENTS**

There will be a discussion board assignment for each chapter. Make intelligent contributions to the class discussion board. These contributions should not simply reiterate (repeat) what a previous classmate has written. They should contain new information or thought process. **SUBMIT EACH WEEK BY THE DUE DATES PROVIDED. NO MAKE-UPS, NO EXCUSES.** I will randomly grade 8 of the discussion board assignments, and you may receive up to 20 points for participation in each of the discussion boards for the independent study units for a total of 160 points. You will only receive partial credit if you make a post without responding to **two other people**. Participate and collaborate constructively with peers but be respectful toward all members of the class and their views. You can find a rubric for grading discussion board posts below.

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Criteria	Unsatisfactory (0-3 points)	Developing (4-6 points)	Accomplished (7-8 points)	Exemplary (9-10 points)
Content: Ideas, Arguments, and Analysis (10 points)	Response consists of no original thought for each question asked, including responses to classmates; ideas expressed lack an understanding of the topic. No connections are made to readings or other course materials.	Response consists of 1 sentence of original thought for each question asked, including responses to classmates; ideas expressed show a minimal understanding of the topic. Minimal direct connections are made to readings and/or other course materials	Response consists of 2-3 sentences of original thought for each question asked, including responses to classmates; ideas expressed are mostly substantive and relevant to the topic. Some direct connections are made to readings and/or other course materials.	Response consists of at least 4-5 sentences of original thought for each question asked, including responses to classmates; ideas expressed include original thought substantial depth and are relevant to the topic. Strong, direction connections are made to readings and/or other course materials.
Contribution to Learning Community (10 points)	Negligible contribution to the learning community; rarely engages with students and generally ignores others' posts - you must respond to two people. <b>significant grammar/spelling issues.</b> Significant grammar and spelling issues.	Somewhat contributes to the learning community but the focus is generally on own posts; occasionally interacts with others' postings but little attempt to involve other students in the discussion - <b>each response to two other posts consists of 1 sentence.</b> Spelling and grammar errors evident.	Contributes to the learning community; often attempts to direct group discussion to present relevant viewpoints and meaningful reflection by others - each response to two other posts consists of 2-3 sentences. <b>Spelling and grammar errors are minimal.</b>	Effectively contributes to the learning community; frequently initiates dialogue and motivates group discussion by providing feedback to others' postings, asking follow-up questions, and making thoughtful, reflective comments – you must respond to two people with 4-5 sentences per response. <b>Superior spelling/use of punctuation.</b>

## **READING NOTES**

To help you understand and discuss concepts from the text, you will keep reading notes for each chapter. In essence, I am asking you to demonstrate your understanding of the topics covered in the text. You will define/describe 10 ideas/concepts per chapter that you thought were most important

and provide examples of how these concepts relate to your personal knowledge/experience. It may be about your life or about real-life examples. Each set of reading notes should comprise about one page in length. POST A COPY OF YOUR NOTES FOR EACH CHAPTER IN THE DROPBOX EACH WEEK BY THE DUE DATES PROVIDED. NO MAKE-UPS, NO EXCUSES. I will check notes EIGHT random times for grading. Each set of notes is worth 20 points for a total of 160 points. A sample copy of a set of reading notes can be found in eLearn.

Criteria	Unsatisfactory (0-3 points)	Developing (4-6 points)	Accomplished (7-8 points)	Exemplary (9-10 points)
Definitions (10 points)	No entry made in the journal; no attention given to defining terms; significant grammar/spelling issues.	Minimal attention given to defining terms; spelling/grammar errors evident.	Adequate attention given to defining terms; spelling/grammar errors are minimal.	Superior attention given to defining terms; superior spelling/use of punctuation.
Reflection (10 points)	No reflection provided; little or no attempt to reflect on the meaning, theme, message, or issue; significant grammar/spelling issues.	Only 1 additional sentence of reflection provided; some attempt to reflect on the meaning, theme, message, or issue; spelling/grammar errors evident.	Only 2-3 additional sentences of reflection provided; good attempt to reflect on meaning, theme, message, or issue; spelling/grammar errors are minimal.	At least 4 additional sentences of reflection provided; excellent attempt to reflect on meaning, theme, message, or issue; superior spelling/use of punctuation.

### **FIVE THINGS I LEARNED ASSIGNMENT**

You will submit one last assignment called the "Five Most Important Things I Learned" assignment. You will submit this in "Assignments" by the due date provided in the schedule. It will consist of the five most important things you learned this semester and why those are important to you. The assignment should be formatted (and will be graded) like the reading notes; you will describe the topic. You will then write 4 additional sentences of reflection. The assignment is worth 20 points.

## **Class Participation**

Attendance in the class consists of completing assignments for each week. Assignments include written paper, exams, orientation module, discussion board and reading notes. Students should email the instructor with ANY questions about assignments or the subject matter. Maintain good attendance. Since this is an online setting, I expect you to log into the course portal at least 2-3 times per week. Please submit assignments in either Word or Rich Text Format.

I expect that students thoroughly read and understand the syllabus, including class assignments and projects. The excuses of "I didn't know it was due today," or "I didn't know how to do the project," or "I didn't know there was an exam today" are not acceptable.

## Course and Class Policies/Procedures

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") is prohibited for discussion questions or for the Article Review unless the assignment specifically directs you to use that type of technology.

## 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://ws.edu/academics/humanities/writing-lab)  
[ws.edu/academics/humanities/writing-lab](https://ws.edu/academics/humanities/writing-lab)

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

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

[Walters State Timetable of Classes \(opens in new window\)](https://www.waltersstate.edu/admissions/registration/)  
[ws.edu/admissions/registration/](https://www.waltersstate.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 \(opens in new window\)](https://www.waltersstate.edu/home/)  
[ws.edu/home/](https://www.waltersstate.edu/home/)

[Walters State Facebook page \(opens in new window\)](https://www.facebook.com/WaltersState/)  
<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](https://twitter.com/waltersstate)  
<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 \(opens in new window\)](https://www.waltersstate.edu/set/)  
[ws.edu/set/](https://www.waltersstate.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 \(opens in new window\)](#).