



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: PSYC 103 ID8W2, Intro. To Psychology

Semester and Term: Summer 2014

Day and Dates: Saturdays, 7/12/2014 – 8/23/2014

Time: 6pm – 9:30pm

Campus Location: Bridgeport

Course Description:

An introduction to the field of psychology, including such topics as research methods, the brain, neuronal structure and functioning, sleep and dreaming, cognitive and social development, learning, memory, intelligence, personality, psychopathology, psychotherapy, social cognition, and social influence. This course is a prerequisite of all other psychology courses.

Prerequisite Courses: None

Course Code: HS-PE, LA, PSY, SsC, PSYM, HSM, DM-PPR

Instructor & contact information: Kimberly D. Hieftje

Email: khieftje@bridgeport.edu

Required Textbook:

Introduction to Psychology: Gateways to Mind and Behavior, 13th edition by Dennis Coon and John Mitterer (published by Wadsworth/Cengage Learning, 2010, ISBN: 9781111833633)

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:

Upon completion of this course, the student should be able to:

- Developed an appreciation of psychology's place among the behavioral sciences;
- Developed an understanding of psychology's knowledge base, specifically those areas indicated in the catalog description;
- Become familiar with the methods and techniques by which psychologists acquire an understanding of human behavior;
- Developed the critical thinking skills required of a thoughtful consumer of psychological information.

First Assignment Prior to the First Class:

Read Chapter 1 and be prepared to participate in class in class discussions.

Assignments and Description of Weekly Sessions:

Lecture notes: As a courtesy for you, I will have outlines of my lecture notes (excluding overheads of copyrighted material) on **Canvas** for this class either shortly before or after each class.

Films: There will be several films seen in class. These will be shown as convenient to me, and thus are (mostly) unannounced. There will be questions from these films on the exams, and we may not discuss them in class prior to the exam. These films are part of my personal library and may not be available elsewhere. Regular attendance in class is strongly advised

Exams: There will be two exams for this course. Students **MUST** arrive at the scheduled time to take the exams. I will not allow make up exams without a documented excuse (not from doctor), and you **MUST CONTACT ME BEFORE** the exam. *Additionally, students may not have their cell phone or any other electronic device with them during the exam, NO EXCEPTION.*

Projects: There will be two large projects due for this course that will be explained in greater detail at the beginning of the course. Please follow the rubrics closely in order to get full credit. Late projects will be accepted with a 20-point per class penalty.

Project #1:

OBSERVATION ASSIGNMENT: Field Observation of a Child Aged 1-10 Years of Age

This project requires you to do a 30-minute observation of a child in a natural setting, and then write a 4-5 page typewritten report about your observations. **PLEASE SEE THE RUBRIC BELOW FOR SPECIFIC REQUIREMENTS.** You should be as unobtrusive as possible and use a notebook to write down the activities, behaviors, and interactions that you are observing during that time. The types of observations you will be making will vary greatly depending on the age of the child you are observing, the setting the child is in, and the activities occurring within the setting.

HOW TO PROCEED

- 1. IDENTIFY A SUBJECT.** If you have friends or relatives who have children whom you could observe, contact them. When setting a time to observe, keep in mind that you want the child to be awake, alert, and active. If you have children of your own you may use them as subjects, but keep in mind that this will only be effective if you can separate your observation from your normal mode of watching. You want to be free to see things you would not normally notice, and you want to be an “observer” and not a caretaker. Finally, if you wish to observe in a public place (ie: the mall, a park), you may do so.
- 2. OBTAIN PERMISSION** to observe a child from both the main care-giver and the child (if age-appropriate). Explain that the observations is a class assignment for child development, and the purpose is to acquaint you with the types of activities and interactions that children that age engage in, and to bring alive some of the material you have been studying. Some people may appreciate reassurance that this is not a clinical or abnormal psychology class, and that you are not watching for problem behaviors. Explain that you will simply be writing down the activities and interactions that you observe for about an hour,

and you will be reacting to that material with respect to what you have learned in class. Also, ASSURE CONFIDENTIALITY. Explain that nobody will be identified by name or identifiable characteristics in your report. Finally, provide the care-giver with the written description of the class assignment from the instructor (see attached).

3. **PREPARATION.** Before observing the child, use the index of your text to locate appropriate sections that describe the expected behaviors of a child the age of your subject. Focus on: language, cognition, social interaction, motor abilities, socialization, emotional development and gender roles. Your note taking will be much more productive if you have prepared.

4. **OBSERVE and RECORD.** Give the child a pseudonym to preserve confidentiality. Note the following: date, time, setting, age, sex, distinguishing characteristics (dress, appearance, etc.). Take notes on the activities the child engages in, the objects used (and how), the quality and quantity of social interactions (Does the child initiate? Is the child seeking attention? If so, positive or negative? Is the child seeking play? Comfort? Assistance?) How about the interactions with other children? Is the child playing? If so, is it cooperative, interactive, parallel, independent, structured, creative...? Take notes on the content of language, motor development and coordination, and indications of use of concepts or cognitive stages of development (ie: what cognitive concept must be mastered to play Hide-and-Go-Seek?). Write down, verbatim, some of the language interactions or vocalizations. What language development is the child exhibiting?

This gives you an idea of how to make detailed observations of several developmental issues. There is LOTS more you can observe and report! Remember, areas you can focus on include language, cognition, social interactions, emotional development, motor and perceptual competence, socialization, and gender role development. When you are done observing, thank the participants for their help, and try to answer any questions they may have. Remember, they may want to know “what you found.” Remind them that this is just an observation, not a test or clinical/diagnostic session.

5. **WRITING THE REPORT.** Read your notes carefully and think about how to organize the information for your report. Organize the top of your report as follows:

Subject: Pseudonym Date:

Age: Time:

Sex: Setting:

Next, provide a general description of the setting, the child’s presentation, the other people in the setting, etc. Don’t go too crazy here, because you will probably find you are short on space.

The major body of your paper will be reporting your observations **and interpreting through the lens of a developmental psychologist.** Whenever possible, you should relate observations to what you have learned in class. Do not simply describe or list what you observed. Interpret or explain what your observations illustrate about the child’s stage of development. *This is the most important part of this assignment.* These interpretations should be thoughtful and should be applied to as many of the observations as possible.

Finally, reflect on your experience in the final paragraph of your paper. What did you learn from this experience?

OBSERVATION RUBRIC:

	Possible Points	Points Received
1. Follow directions? (Subject, Date, Age, Time, Sex, Setting), 4-5 double spaced pages, 12 point font, 1 inch margins	10	
2. Detailed description of <u>language, cognition, social interaction, motor abilities, socialization, emotional development and gender roles?</u>	35	
3. Applied findings to class material? References specific theories, stages, etc.	35	
4. Reflective, well thought out paragraph on personal reflection of assignment?	15	
5. Appropriate grammar, words spelled correctly?	5	

Project #2:

PHOTOETHNOGRAPHY EXERCISE: STRESS ASSESSMENT

This project requires you to critically evaluate the stress in your life through the use of photographs. For this assignment, you will need to take 10 pictures that represent stress in your life – this could be very specific or abstract – however you want to convey your meaning. Be creative! **PLEASE SEE THE RUBRIC FOR SPECIFIC REQUIREMENTS.** The purpose of this exercise is for you to self-reflect on the stresses in your life, how you appraise them, and the ways in which you cope.

HOW TO PROCEED:

1. **HAVE ACCESS TO A CAMERA:** You will need a camera for this project. Given that most people have a camera on their phone, this is probably the easiest way to capture pictures and import them to your computer. If you do not have a camera, please ask a friend or family member to borrow one. You may also use a disposable camera if need be.

2. **START EARLY:** To get the most out of this exercise, I suggest that you start taking pictures early in the course that represent different stresses in your life. Please do not wait until the day before to take pictures, as you might miss some insightful moments because you were rushed to get all the pictures you needed. Remember, this exercise is to about self-reflection, not just a grade!

3. **WRITING THE REPORT:** You may either create this project in PowerPoint or Word. Please create a title page with a unique title to your project, your name, and the date. On the title page, please either write “Please do not share with others” or “Okay to share with others”. Your grade **WILL NOT BE AFFECTED** either way. If you are okay with me sharing your pictures, I would like to share these with

your peers (anonymously) in this course and future courses. I have found that students really get a lot out of seeing the types of stresses their peers are also dealing with.

Each picture should have its own page (or PowerPoint Slide) with a detailed paragraph under or above it. In the paragraph, please describe what the picture represents, why it is stressful to you, how you appraise the stress (Do you see this stress as defeating or as a challenge, for instance), how you cope with this stress, and at least one way that you could reduce or eliminate this stress from your life (if you feel that you could).

On the final page, write a ½ page reflecting on this experience. What did you learn about yourself from this exercise? What do you think of your appraisal of stress and coping strategies? Are there any changes you might make in your life to reduce these stresses?

PHOTOETHNOGRAPHY RUBRIC:

	Possible Points	Points Received
1. Follow directions? Title Page, 10 pictures, one on each page with paragraph, 12 point font, 1 inch margins, permission to share/not share stated	10	
2. Does each paragraph 1) describe what the picture represents, 2) why it is stressful to you, 3) how you appraise the stress, 4) how you cope with this stress, and 5) one way you could reduce or eliminate this stress from your life	70	
4. Reflective, well thought out paragraph on personal reflection of assignment?	15	
5. Appropriate grammar, words spelled correctly?	5	

Schedule:

WEEK 1: (July 12)

Introduction, Chapter 1 (Class orientation, Introduction to Psychology and Research Methods)

WEEK 2: (July 19)

Chapter 2, 3 (Brain and Behavior, Human Development)

WEEK 3: (July 26)

Chapter 4,5, Project #1 Due (Sensation and Perception, States of Consciousness)

WEEK 4: (August 2)

Exam 1, Chapter 6, 8 (Conditioning and Learning, Motivation and Emotion)

WEEK 5: (August 9)

Chapter 10, 13 (Motivation and Emotion, Health, Stress, and Coping)

WEEK 6: (August 16)

Chapter 14, 17, Project #2 Due (Social Thinking and Social Influence, Prosocial and Antisocial behavior)

WEEK 7: (August 23)

Exam 2, Class Wrap-up

Note: The instructor reserves the right to add to, delete or revise segments of the course or syllabus.

Grading Criteria:

Grades:

Total Points Possible: 550

Exams (300 points possible): There will be THREE unit exams. Exams will not be cumulative. Students must arrive to exams ON TIME. **Anyone more than ten minutes late for an exam will not be allowed to take the exam.**

Projects (200 points possible): There will be two projects due (100 points each). All projects must be printed out and turned on the day they are due. **I WILL NOT ACCEPT EMAILED ASSIGNMENTS.**

In class assignments (50 points possible): There will FIVE in-class assignments worth ten points each. Students must be present in class to receive credit. **No make up assignments will be allowed.**

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

***If I observe you being a distraction by using your phone to text, play games, etc, I reserve the right to ask you to leave until you can focus on the material presented in class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at:

<http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at:

<http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
<https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>

- Waterbury – Computer Lab; Check open hours at:
<http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243