|  |  |
| --- | --- |
| **Course:**  **Credit Hours:**  **Year:**  **Instructor:**  **Availability:**  **Contact Information:** | **[http://jacketupload.macmillanusa.com/jackets/high_res/jpgs/9781464163500.jpghttp://jacketupload.macmillanusa.com/jackets/high_res/jpgs/9781464163500.jpg](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=Ms_3hnXGZ-jWZM&tbnid=r4GccdSOg7VlyM:&ved=0CAUQjRw&url=http://www.worthpublishers.com/Catalog/product/introducingpsychologywithdsm5update-secondedition-schacter&ei=Dk8TUvDSGI_YyQHl64CgBw&bvm=bv.50952593,d.b2I&psig=AFQjCNGUF0HmjA8kvxxyaR2ZRSvY7wcnew&ust=1377083521316466)Psychology 101**  **3 DU Credit Hours**  **2017 - 2018**  **Mrs. Sharon Bowman**  **After school when available—schedule an appt!**    **E-mail:** [**sbowman@atafordpas.org**](mailto:sbowman@atafordpas.org)  **Website: Google Classroom /**  **ATA phone: 313-625-4808** |

**Course Description**

This course provides an overview of psychological principles. Students learn basic theories and concepts to understand the dynamics of human behavior in a variety of settings.

**Learning Outcomes**

After successfully completing this course, the student will be able to:

1. Identify and discuss early and contemporary theories of psychology
2. Articulate an understanding of the major principles of sensation and perception
3. Demonstrate an understanding of the relationship between psychological factors and physical health
4. Evaluate and apply the theories of development across the lifespan
5. Articulate the basic principles and major theories concerning learning, memory and cognition
6. Discuss the symptomatology, etiology and treatment of psychological disorders
7. Identify and discuss the major theories related to social psychology
8. Demonstrate an understanding of the states of consciousness such as sleep, attention, dreaming and drug use
9. Discuss and apply the major theories of motivation and emotion
10. Identify and discuss the biological bases of behavior
11. Identify the steps of the scientific method and explain how this method applies to psychology
12. Demonstrate the ability to think critically and analytically in relation to psychological findings
13. Demonstrate an understanding of the relationship between cultural/social factors on individual behavior

**Required Textbooks and Additional Materials**

**978-1-4292-4230-1**

*Introducing Psychology,* Schacter, Daniel L., *2ND* / Worth Publishers, Inc.

**Textbook Policy**

Textbooks and supplemental works are the property of ATA. Books are signed out to students. It is the student’s responsibility to return the book in good condition upon completion of use or purchase a replacement.

**Additional Materials**

Students should own or have access to these necessary course materials and resources:

* A 1 ½” -2” binder with 4 tabs to keep work organized throughout the course. **Tab Labels:**

Section Notes Activities Class Info Qtr Work

* **Blue or black ink pens ONLY** (Do **NOT** use green, purple, or other colors). Do not write in pencil unless directed to do so for a particular kind of assignment.
* Notebook or loose-leaf paper for class notes and various assignments.
* Computer access for various homework assignments.

## DU Excellence System

The Davenport University Excellence System consists of nine learning outcomes that demonstrate professional competencies necessary for graduates to engage in life-long learning and succeed in their chosen profession. These learning outcomes are reinforced throughout the curriculum of each academic program and are assessed at the course and program levels, where appropriate. The Excellence System covers:

* Global and Intercultural Competence
* Civic and Social Responsibility
* Ethical Reasoning and Action
* Critical and Creative Thinking
* Analysis and Problem Solving
* Leadership and Teamwork
* Information and Technology Proficiency
* Written Communication
* Professional Communication

**DU Academic Integrity**

Davenport University recognizes the principles of honesty and truth as fundamental to ethical business dealings and to a vibrant academic community of faculty and students. All members of an academic community shall be confident that each person's work has been responsibly and honorably acquired, developed and presented. The work that a student submits shall be a fair representation of his/her ability, knowledge and skill. The University expects students to respect and exhibit these principles as they form the basis of the quality of the institution and the quality of Davenport’s graduates.

As stated in the Student Code of Conduct, the University may discipline a student for academic dishonesty which is defined as any activity that tends to undermine the academic integrity of the institution. Academic dishonesty includes, but is not limited to: cheating, fabrication, facilitating academic dishonesty, interference, plagiarism, or violation of course rules. Definitions, procedures, and sanctions for these violations may be found under Student Code in the University catalog.

A minor violation occurs the first time the student has a breach of academic integrity and typically involves an assignment or activity that **does not** represent a significant part of the course grade. For example, the student knowingly and intentionally cheats on a weekly assignment; copies a source without proper citation; etc.

A major violation occurs as a first violation on an assignment or activity that **is** a significant part of the course grade, such as an exam or major paper, **or** as the result of a second minor violation. Students are expected to review the complete Academic Integrity policy in the University catalog under Academic Policies and Procedures.

The University utilizes Turnitin.com plagiarism detection software. All papers will be submitted to Turnitin.com where they will be compared against the entire Internet and against a database of previously submitted student papers.

**Non-Discrimination Policy -Equal Opportunity Education**

Davenport University maintains a policy of non-discrimination regarding students on the basis of race, color, religion, national origin, sex, weight, height, marital status, physical or mental limitations and/or disability in the administration of its admissions policies, educational policies, scholarships and loan programs and other University administered programs. In addition, the University does not discriminate regarding extra-curricular activities or employment practices. The University has a policy prohibiting unlawful discrimination or sexual harassment. Incidents of discriminatory harassment must be reported to the campus leader or his/her designee. For more information, see www.davenport.edu/respect.

**ADA Statement**

Students with disabilities may request accommodations as provided within federal law. In order for the University to adequately review each case, requests should be made to the Student Access Coordinator prior to the start of the semester. Requests made after the start of the semester should be completed as early in the semester as possible to prevent delays in accommodation. Students may contact their advisor or go to the Davenport University website for the name of the Student Access Coordinator for the location where they attend.

**Anti-Harassment Policy**

Davenport University supports a culturally diverse academic community and is committed to maintaining a positive environment that fosters respect among those represented in the University community. The policy of Davenport University is to provide an environment free from sexual harassment and acts of harassment on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender, sexual orientation, veteran status and weight. Such harassment does harm to those who experience it and destroys the environment of mutual respect and tolerance that must prevail if Davenport University is to fulfill its mission. Therefore, prohibited harassment will not be tolerated at the University. For additional information or to report an issue contact the Executive Director of Risk Management/Senior Title IX Coordinator.

## Student Responsibilities

Students are bound by all policies of Davenport University and should familiarize themselves with these through reading the catalog and student handbook. Students should review the DU website under Refund Policies for tuition reimbursement rules and procedures.

All students must complete the final assessment for the course, such as the final exam, project, or presentation. **Students who do not complete the final assessment will receive a grade of F.**

Students are expected to be adequately prepared for each class session. It is reasonable to expect *at least* two hours of outside study for every hour spent in the classroom (in-seat or online).

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Free discussion, inquiry, and expression are encouraged. Behavior that interferes with the instructor’s ability to conduct the class or the ability of students to benefit from that instruction is not acceptable.

**Scheduled Class Meeting Times**

The State dictates minimal contact hour requirements that are rigidly upheld by the University. Some of that instructional time is used for tests. The University's expectation is that classes will meet for the entire assigned time.

**Research Approval**

Davenport University’s Institutional Review Board is a committee mandated by Federal laws to protect the rights and welfare of the human subjects participating in research activities. Compliance is monitored by the Office of Human Research Protection of the U.S. Department of Health and Human Services. DU’s IRB must review and approve **all** proposed academic research at DU or by DU faculty, staff or students that involve certain criteria to ensure that the research meets these governmental standards for the safety and protection of any human subjects involved in the research.

**ATA Policies**

Students are expected to read and abide by all policies found in the ATA Student Handbook.

Students are expected to be prepared for each class session. Binders are to be updated daily and ready to be submitted following each test.

If you are having difficulties with any aspect of the course, arrange a time to meet with the instructor.

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Therefore, free discussion, inquiry, and expression are encouraged. Behavior that interferes with the instructor’s ability to conduct the class or the ability of students to benefit from that instruction is not acceptable.

**Technology Access**

Students are expected to complete all on-line assignments. A parent/guardian-signed and dated written note must be provided to this instructor if computer access is not available at home.

**Classroom Policies**

* Attendance: Students are expected to attend each class session and be ON TIME. Work missed when absent (for any reason) is the responsibility of the student. Most work can be found in Google classroom or can be sent to you via email or Remind.com. Due dates are NOT extended unless there are individually discussed special circumstances.
* Missed tests: A student must come **after school** to make up a missed test. Tests must be made up within one week or at the discretion of the instructor.
* Late work: It is expected that work will be turned in ON TIME. If you are absent when work is due, it can be emailed to the instructor or submitted in Google—work should NOT be late. If it is not an assignment that can be emailed**, it is due upon return to class**. School business of any kind (field trip, meeting with counselor, etc.) is not an excuse for missing work. Due dates are given well in advance and must be heeded. Work **COMPLETED**, but turned in one day late will receive **partial** credit. Work will not be accepted more than two days after the due date with individual exception at the discretion of the instructor.
* Extra Credit: No extra credit is given in this class.

|  |  |  |  |
| --- | --- | --- | --- |
| A | 100 – 93% | C+ | 79 – 77% |
| A- | 92 – 90% | C | 76 – 73% |
| B+ | 89 – 87% | C- | 72 – 70% |
| B | 86 – 83% | D+ | 69 – 67% |
| B- | 82 – 80% | D | 66 – 63% |
|  | | F | 62 – 0 |

**Standardized Grade Scale**

**Grade Determination:**

The quarter grade is determined by percentage earned per category as follows:

**Class Activities and Research 40%**

In-class activities serve as a means of formative assessment. More specifically, formative assessment

helps students identify their strengths and weaknesses and target areas that need work and help faculty

recognize where students are struggling and address problems immediately. Examples of formative

assessments include asking students to: draw a diagram and label parts, submit one or two sentences

identifying the main point of a lecture, take notes and summarize work, or answer questions. College

and career ready activities will be included.

Throughout the course, students will complete a variety of research assignments, including an

argumentative research paper.

**Summative Assessments 60%**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by

comparing it against some standard or benchmark. Summative assessments are often high stakes, which

means that they have a high point value. Examples of summative assessments include: end of unit

testing, projects, and presentations

**Semester Exam and Grade**

Each semester will end with an exam covering all material studied over the course of the

semester. These exams are required assessments.

**Semester Grade = 40% Quarter 1(3) + 40% Quarter 2(4) + 20% Semester Exam**

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Psychology 101**

**Tentative\* Course Schedule**

\*Changes may be made at the discretion of the instructor

**Quarter 1**

|  |  |
| --- | --- |
| ***Topic*** | ***Learning Outcomes*** |
| Ch. 1: Psychology: The Evolution of a Science Weeks 1-3 | LO 1 |
| Ch. 2: Methods in Psychology Weeks 4-5 | LO 11, 12, 13 |
| Ch. 3: Neuroscience and Behavior Weeks 6-7 | LO 10, 12 |
| Ch. 4: Sensation and Perception Weeks 8-9 | LO 2, 12 |

**Quarter 2**

|  |  |
| --- | --- |
| ***Topic*** | ***Learning Outcomes*** |
| Ch. 5: Consciousness Weeks 1-3 | LO 8, 12, 13 |
| Ch. 6: Memory Weeks 4-5 | LO 5, 12 |
| Ch. 7: Learning Weeks 6-7 | LO 5, 12 |
| Ch. 8: Emotion and Motivation Weeks 8-9 | LO 9, 12, 13 |
| **SEMESTER I EXAM** | |

**Quarter 3**

|  |  |
| --- | --- |
| ***Topic*** | ***Learning Outcomes*** |
| Ch. 9: Language, Thought, and Intelligence Weeks 1-2 | LO 5, 12 |
| Ch. 10: Development Weeks 3-5 | LO 4, 12 |
| Ch. 11: Personality Weeks 6-7 | LO 1, 12 |
| Ch. 12: Social Psychology Weeks 8-10 | LO 7, 12, 13 |

**Quarter 4**

|  |  |
| --- | --- |
| ***Topic*** | ***Learning Outcomes*** |
| Ch. 15: Stress and Health Weeks 1-3 | LO 3, 12, 13 |
| Ch. 13: Psychological Disorders Weeks 4-6 | LO 6, 12, 13 |
| Ch. 14: Treatment of Psychological Disorders Weeks 7-8 | LO 6, 12 |
| **SEMESTER II EXAM** | |