

# Syllabus

Winter 2014  
Mary Lou Davis

Office building, room:

Phone:

Office hours:

Email: [mdavis@scad.edu](mailto:mdavis@scad.edu)

Building/Room: ARNOLD 236

Meeting Times: Tuesday / Thursday  
11:00 AM - 1:30 PM

# SCAD<sup>®</sup>

The University for Creative Careers<sup>®</sup>

*School of Liberal Arts, Department of Liberal Arts, Savannah*

## PSYC 101 - Introduction to Psychology

### Section: 02 CRN: 21017

#### **SCAD Mission:**

The Savannah College of Art and Design exists to prepare talented students for professional careers, emphasizing learning through individual attention in a positively oriented university environment.

#### **Course Description:**

This course provides an overview of the scientific study of behavior, mental processes, inter- and intra-personal relationships, emotions, motivations, personal development, personality, self, learning, perception and abnormal psychology. Students are introduced to the many different trends and theories of psychology. Classes focus on developing critical thinking skills.

**Course Goals:** The following course goals articulate the general objectives and purpose of this course:

1. Students will be able to understand the knowledge, values and skills consistent with the science and application of psychology.
2. Students will be able to know the theories, major concepts and perspectives for the bio-psychological, cognitive, developmental, socio-cultural, emotional and methodological domains in psychology.
3. Students will be able to apply psychological principles to personal, professional and social issues.
4. Students will be able to develop critical thinking ability, effective communication of psychological ideas, self-management skills and personal insight into the behavior of others and self.

**Student Learning Outcomes:** The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

1. Students will demonstrate a clear understanding of psychological theoretical perspectives and research methodology.
2. Students will exhibit analytical ability and critical thinking skills.
3. Students will evaluate behavior of themselves and others.
4. Students will integrate psychology with their understanding of art and design.
5. Students will apply psychological concepts to their lives.
6. Students will show effective oral and written communication skills.

## Schedule of Classes:

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Key events including assignments, projects due dates/exam dates:

<b>Class 1:</b>	Introduction to Course Distribute shortened version of Myers-Briggs assessment in class
<b>Class 2:</b>	Introduction to Personality Theory Bring scores on Myers-Briggs assessment to class Read Chpter 1: Sections: What is Psychology, Contemporary Psychology, and Need for Psychological Science
<b>Class 3:</b>	Perspectives in Personality Theory Self-Exploration Assignment Due Read Chapter 12: Personality
<b>Class 4:</b>	Research Methods Start Sleep Diary (collect data for at least 10 days) Complete Chapter 1 (Section: How Do Psychologists Ask and Answer Questions?) In-class survey
<b>Class 5:</b>	Social Psychology Read Chapter 13: Social Psychology Project Proposals Due
<b>Class 6:</b>	Social Psychology Read Chapter 13: Social Psychology
<b>Class 7:</b>	Neuroscience Read Chapter 2: Biology of Behavior Exam 1
<b>Class 8:</b>	Developmental Psychology and Perceptual Psychology Read Chapter 4: Developing through the Life Span In-class Brain Test Sleep Analysis Due
<b>Class 9:</b>	Sleep, Conscious and Unconscious Thinking Read Chapter 3: Consciousness and 2-Track Mind Book Reviews Due
<b>Class 10:</b>	Gender and Sexuality Read Chapter 6: Gender and Sexuality "Kinsey" Book Group Meeting  Read Chapter 9: Thinking, Language, & Intelligence Project Papers Due

<b>Class 11:</b>	Learning (Behaviorism) and Motivation Read Chapter 7: Learning Chapter 10: Motivation Exam 2
<b>Class 12:</b>	Memory Read Chapter 8: Memory
<b>Class 13:</b>	Happiness, Stress, and Achievement Needs Reaad Chapter 11: Stress, Health and Human Flourishing Read Chapter 10: Emotion Happiness Papers Due
<b>Class 14:</b>	Memory Read Chapter 8: Memory
<b>Class 15:</b>	Special Projects Project Presentations by Individuals
<b>Class 16:</b>	Special Projects Project Presentations by Groups
<b>Class 17:</b>	Psychological Disorders Read Chapter 13: Psychological Disorders Field Trip Reports Due
<b>Class 18:</b>	Therapy and Issues in Mental Health (The Criminalization of the Mentally III) Post Test
<b>Class 19:</b>	Self-Reflection Collages Due
<b>Class 20:</b>	Final Exam

### Grading Opportunities:

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Your overall course grade will be computed according to the following breakdown:

Assignment	Weight
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Self-exploration Assignment	12.25%
Sleep Analysis Assignment	12.25%
Projects (two options- each worth 200 points total Individual Option: Research Proposal (50 pts.) Research Paper (100 pts.) Presentation (50 points) Book Group Option Book Review (100 points) Discussion (25 points) Presentation (75 points)	25%
Personal Statement/Collage	3%
Field Trip Report	3%
Exam 1	12.5%
Exam 2	12.5%
Exam 3	12.5%
Happiness Paper	7%

Grading Standards	Range
Letter grade: <b>A</b> = excellent	90 —100 %
Letter grade: <b>B</b> = good	80 — 89 %
Letter grade: <b>C</b> = *	70 — 79 %
Letter grade: <b>D</b> = *	60 — 69%
Letter grade: <b>F</b> = failing	0 — 59%

\*Refer to the student handbooks and departmental standards for minimal acceptance for passing grade.

### Course Information:

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#### Field Trip(s):

To be determined

#### Extra Help Session(s):

Friday afternoons(1-4) as needed

#### Other Course Information:

Students will have the option of either doing a research project by themselves or reading a book with other students and

preparing a presentation as a group about the challenges faced by people with various psychological disorders. If students choose to do a research project, they must demonstrate their ability to summarize and analyze published research studies. Students who choose the latter option may select one of four books: 1) The Curious Incident of the Dog in the Middle of the Night; 2) Too Bright to Hear, Too Loud to See; 3) The Center Cannot Hold; or 4) Dancing on My Grave. Students will use the material presented in these books to develop a deeper appreciation for the challenges of people with Asperger's, bipolar depression, schizophrenia, drug addiction, and eating disorders.

## Course Materials:

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### Required Text(s):

If students select the option of being in a book group, they will be assigned to groups and the groups will read one of the following novels about people who are challenged with psychological/neurological disorders. (Students should wait to purchase these books until they have been assigned to groups.)

All of the books that will be used by book groups are available through Amazon.com as paperback editions. The first three are also available in Kindle editions and audible editions.

The Center Cannot Hold - Elyn R. Sacks

Curious Incident of the Dog in Night-Time - Mark Haddon

Too Bright to Hear, Too Loud to See - Juilanne Garey

Dancing on My Grave - Gelsey Kirkland

### Recommended Text(s):

Exploring Psychology by David Myers. In the past, this textbook has been required reading. Students who are interested in understanding course material more fully are strongly encouraged to read this textbook.

### Required Material(s):

Students will need to attend lectures and review powerpoints presented in class. All powerpoints used in class will be available on blackboard. If students miss a class, they are strongly encouraged to get notes from other students. The powerpoints used in lecture are not intended to be fully explanatory but rather visual aids for lecture and discussion material.

## University Policies:

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### Academic Integrity:

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff and other students.

In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own efforts is considered dishonest. Students must not engage in academic dishonesty; doing so can have serious consequences.

Academic dishonesty includes, but is not limited to, the following:

1. Cheating, which includes, but is not limited to, (a) the giving or receiving of any unauthorized assistance in producing assignments or taking quizzes, tests or examinations; (b) dependence on the aid of sources including technology beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff; or (d) the use of unauthorized assistance in the preparation of works of art.
2. Plagiarism, which includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
3. Submission of the same work in two or more classes without prior written approval of the professors of the classes involved.
4. Submission of any work not actually produced by the student submitting the work without full and clear written acknowledgement of the actual author or creator of the work.

### Attendance and Personal Conduct:

Only students who are properly registered for a course may attend and participate in that class. Students are expected to attend and participate in all scheduled classes and examination periods. Absences in excess of four class periods per quarter, or 20 percent of the course, result in the student receiving a failing grade for the course. Tardiness, early departure or other time away from class in excess of 15 minutes per class session is considered absence for the class session.

The student's appearance and conduct should be appropriate and should contribute to the academic and professional atmosphere of SCAD. The university reserves the right at its sole discretion to withdraw the privilege of enrollment from any student whose conduct is detrimental to the academic environment or to the well-being of other students, faculty or

staff members, or to the university facilities.

**Enrollment policies:**

Students are responsible for assuring proper enrollment. See the SCAD catalog for information on add/drop, withdrawals, incompletes, and academic standing.

**Midterm Conference(s):**

Each student enrolled in the course will have a midterm conference scheduled outside of class time with the professor. Students are expected to keep this appointment.

**Academic Support and Tutoring:**

Academic support for students at all SCAD locations can be found in MySCAD, under the Student Workspace tab, Department Directory, Academic Resources.

**Course Evaluations:**

SCAD offers students the opportunity to evaluate all scheduled courses during each quarter term. Student feedback is essential to continuously improve academic services at SCAD. Evaluations will be available the end of each quarter at the beginning of Week 8 and must be completed online by the Monday following Week 10. A sample course evaluation for on-ground courses is available [here](#).

In order to access course evaluations, the student should take the following steps:

1. Log on to MySCAD
2. Click on the Student Workspace Tab
3. Locate the Course Evaluations link under My Courses channel
4. This will bring up a page that says current surveys and lists all the courses that are currently available for evaluation.

For more information or questions, contact us at [evaluations@scad.edu](mailto:evaluations@scad.edu).

**Student Surveys:**

The SCAD Student Survey and the Noel-Levitz Student Satisfaction Inventory will both be administered in Week 6 of spring quarter. SCAD's office of institutional effectiveness is responsible for gathering and delivering survey results to decision-makers on campus. For more information or questions, contact us at [surveys@scad.edu](mailto:surveys@scad.edu).

Please refer to the college catalog or the student handbook for all college policies and procedures.