PSYC 1101   **SUMMER 2009**

General Psychology: Syllabus
ONLINE[1]

INSTRUCTOR:	Dr. Pam Marek
Office:	SO 4011
Office Hours:	On-campus appointments may be arranged if needed
Office Phone:	678-797-2265
E-Mail Address:	Because this is an online course, I prefer that you e-mail me only within the WebCT Vista Interface. If there is an emergency, or if Vista is unavailable, you may e-mail me at pammarek@yahoo.com (be sure to include your name).
Vista Maintenance:	**Vista is usually NOT available from 10 PM Fri. evening through 7 AM Sat. morning.**
# SEM HOURS:	3
CLASS TIME:	ONLINE
UNIT 1 EXAM	**Available 8 AM Saturday June 27 through 8 PM Sunday June 28 (2 hour limit)**
UNIT 2 EXAM	**Available 8 AM Saturday July 25 through 8 PM Sunday July 26 (2 hour limit)**
REQUIRED TEXT	Myers, D. G. (2008). *Exploring Psychology* (7th ed.). New York: Worth Publishers. (ISBN 13: 978-0-7167-7141-8)
Highly Recommended:	Straub, R. O. (2008). Study Guide to accompany Exploring Psychology (7th ed.). New York: Worth Publishers. (ISBN-13: 978-1-4292-0197-1)
Book companion site: http://bcs.worthpublishers.com/exploring7e/	
PREREQUISITES:	ENGL 0099 & READ 0099, if required

GENERAL INFORMATION

COURSE DESCRIPTION
(From catalog) The scientific approach to the study of psychological phenomena, human development, learning and thinking, motivation and emotion, perception, testing and measurement, personality and behavior.

STUDENT LEARNING OUTCOMES

Materials and activities in this course are designed to enable students to meet the following learning outcomes:
1. Recognize and recall psychological concepts and theories from key subfields (e.g., biology of behavior, development, learning, cognition, social, and abnormal) and the contributions of key figures in psychology.
2. Apply the concepts and theories of psychological science to life situations.
3. Differentiate between the research methodologies on which psychological science is based, identify the types of questions each can answer, and identify how research findings are used to develop theories and to expand the general knowledge base of psychology.
4. Compare and contrast the major theoretical perspectives in psychological science and the types of topics on which they focus.
5. Identify how sociocultural differences can affect behavior and cognition.
6. Apply critical thinking skills to evaluate different types of psychological research and to detect biases in thinking.
7. Engage in meaningful discussion of psychological concepts and issues.

Specific learning outcomes for each textbook chapter are provided in the online learning modules.

EXPECTATIONS
To maximize understanding of the material and to perform effectively on exams, it is expected that you will:
o Budget your time to complete readings and other assignments by the due date specified on the syllabus, allowing time to study accompanying figures and diagrams.
o Elaborate on and question what you have read.
o Post questions on the "Ask Dr. Marek" discussion board if you do not understand a concept or procedure. If you do not ask, you will be even more confused by later readings and discussions that might be built on these concepts or procedures.

[1]This syllabus was developed with the expert assistance of Christopher Randall, Associate Director of Technology-Enhanced Learning, Center for Excellence in Teaching and Learning, Kennesaw State University.

TECHNOLOGY REQUIREMENTS, ASSISTANCE, AND READINESS

Because this course is conducted on-line, it is required that you have access to a computer with a high-speed internet connection.

WebCT Vista:
- This course is accessible through WebCT (Web Course Tools) Vista, via your browser (either Internet Explorer or Fire Fox). Access to VISTA requires a valid and functional NetID. If you do not have a functional KSU NetID, you should obtain one at https://netid.kennesaw.edu/.
- To log into your course, go to KSU Vista access page: http://vista.kennesaw.edu/
  - Vista has specific Browser Requirements. To determine if your browser is compatible with Vista, use the link to the browser checker on the KSU Vista access page. The browser checker is also accessible via the following University System of Georgia (USG) link: http://www.usg.edu/usgweb/browserchecker/
    - Vista relies on Pop-Ups. If you have your pop-up blocking software enabled, use the right-click option to allow Pop-Ups from https://u.view.usg.edu, or disable pop-up blocking from the TOOLS drop down menu.
    - Vista relies on Java to display screens. Certain versions of JAVA are not compatible. A safe version is JAVA 2 Platform Standard Edition (J2SE) 5.0 Update 5, available at http://java.sun.com/products/archive/j2se/5.0_05/index.html Choose the Windows Online Installation, Multi-Language. (Note: You must remove older versions of JAVA first.)
  - If your NetID is valid and functional, but you have difficulty logging into WebCT Vista, email the KSU service desk at service@kennesaw.edu or call 770-423-6999.
  - Help for WebCT Vista is available via a link on the Vista access page to the USG On-line Support Center: http://help.view.usg.edu
    - At this link, you will find answers to the most frequently asked questions regarding Vista using the Online Support Center Knowledge Base. If the Knowledge Base articles do not provide the information you need, you may contact the Online Support Center Helpdesk toll-free by calling 877-708-2910. For hearing impaired users, please dial 866-334-9180 (also toll-free).
- Although you may e-mail me to let me know if you are having technical problems, I will not be the one to solve them. To actually solve technical problems, please contact the sources listed above.

Other software:
To access basic course materials, you will need Microsoft Word, Microsoft Power Point, and Adobe Acrobat Reader (available free at: http://www.adobe.com/products/acrobat/readstep2.html). All paper assignments must be prepared and submitted using Microsoft Word.
- Although the Windows Media player will play many of the video clips, for some clips, you may need to download and install **RealPlayer** (available free at http://www.real.com/) for .mpeg, .mpg, or .wmv files and **Quicktime** (available free at http://www.apple.com/quicktime/download/) for .mov files.
- **IMPORTANT NOTE**: Most of the videos included in the course are .mpg or .mpeg files. To view these videos in Real Player from WebCT, you may need to set Real Player as your default for .mpeg/.mpg files. Real Player also plays the .wmv files in the course.
- Note that basic information on Internet usage is available in a Technology Outreach Workshop Booklet, *Using the Internet*, available at https://its.kennesaw.edu/booklets/booklets.php
  - This site also includes booklets on the use of Microsoft Word and other computer programs.

Readiness for an online course:
Online learning requires a unique combination of technological knowledge, motivation, diligence, reading skills, and time management ability. To help you decide if an online course is an effective option for you personally, please complete USG's Student Online Readiness Tool (SORT), available at: http://www.alt.usg.edu/sort/ The results are for your personal decision-making purposes, so you need not send them to me.

COMMUNICATION: INTERACTION BETWEEN INSTRUCTOR AND STUDENTS

In an online course, because I cannot look at your faces for signs of lack of understanding, it is particularly important that you ask questions about any aspects of the course that confuse you or content that you do not understand. Although we will not meet in person, I want to get to know you and I want you to know me. I have provided a brief introduction about my academic and personal background (at Start Here icon) and am asking that you do the same (first discussion assignment, Week 0).

Online etiquette
In online classes, communication is primarily in writing through discussion boards, e-mail, and chat sessions. As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Additionally, please write in complete, grammatical sentences (rather than using the type of abbreviations used when instant messaging). When you communicate with me and with each other, please abide by the following guidelines from Florida Community College (2006), available at
http://www.distancelearning.org/howtosucceed.html

- Avoid writing messages in all capital letters and/or bold, because it is considered shouting.
- Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it.
- Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
- Never use profanity in any area of an online course. The transcripts of online course bulletin boards, e-mail, and chat sessions can be saved.
- When responding to messages, only use "Reply to All" when you really intend to reply to everyone on the original email.
- Avoid unkindly public criticism and hurtful comments to others in an email.
- Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may be misinterpreted.

Contacting your instructor:
"Ask Dr. Marek" Discussion Board
I have created a discussion board **"Ask Dr. Marek"** on which you can post questions that might be of interest to the whole class. I will check this discussion board at least once every two days and respond to your inquiries.

E-mail
In general, use the WebCT-Vista Mail Tool to send emails to me. Please use my pammarek@yahoo.com email address only if Vista is unavailable. I will respond to all emails that contain questions. If you send me an email that contains a question, you can typically expect an answer within 24 to 48 hours. I will post an announcement for the entire class if I will be unavailable for more than two days. If you do not receive an answer, please send me a follow-up email, in case your first email did not reach me.
Important note about WebCT Vista email: **Vista CANNOT receive e-mail from anywhere other than its own e-mail program.**** Additionally, anything you attempt to send to Vista e-mail from any other account (a textbook companion site, your Kennesaw e-mail account, Yahoo, AOL, etc.) will get LOST IN CYBERSPACE. What's more, you will not know it is lost because you will not get an "undelivered" message.

Posting of grades:
I will post grades within one week of the due date. This applies to discussions, quizzes, papers, and exams. The grades will be posted to the WebCT-Vista gradebook.

Contacting your classmates
If you want to get in touch with your classmates, you can either use Vista email or use the special **"Cyber Cafe"** discussion board set up for this purpose.

COURSE ORGANIZATION: OVERVIEW

The course is organized by week, with a brief introductory period (Week 0). At the very beginning of the course, you will complete an assessment of your readiness for online learning which should help you gauge your ability to succeed in this course. Next, you will introduce yourself to your classmates and begin your journey through the basics of psychology, the scientific study of behavior and mental processes.

During most weeks of the course, you will be responsible for thoroughly reading, understanding, discussing, and completing a quiz on **TWO** textbook chapters (about twice the pace of a Fall or Spring semester course). You will also be completing two web-based brief papers; one is due at the end of Week 4 and one is due at the end of Week 8. You will be taking two online examinations; each has a 2 hour time limit, and each covers six chapters. The **Unit 1** exam will be available from 8 AM Saturday June 27 through 8 PM Sunday June 28. The Unit 2 exam will be available from 8 AM Saturday July 25 through 8 PM Sunday July 26.

The course will be focused on the following topic areas.
- During Week 1, we will focus on the distinctions between different theoretical perspectives; specialized areas of study within psychology; and the scientific foundations on which psychology is based (Chapter 1) and on the interaction between the roles of heredity and environment on our development; and cross-cultural similarities and differences in development (Chapter 3).
- During Week 2, we will explore physical, cognitive and social development across the lifespan (Chapter 4) and the intricacies of neural communication and links between the brain and behavior (Chapter 2).
- During Week 3, we will examine how we sense and perceptually interpret the world (Chapter 5); biological rhythms and sleep; and the affect of drugs on our consciousness and behavior (Chapter 6).
- During Week 4, you will prepare a brief paper on body shape, eating, and hunger, based on internet sources, and take the **Unit 1 exam,** available from 8 AM Saturday June 27 through 8 PM Sunday June 28 (2 hour limit).
- During Week 5, we will investigate classical and operant conditioning; and observational learning (chapter 7); and how we encode, retain, and recall (or forget) information (Chapter 8).
- During Week 6, we will explore how we form concepts and categorize things; approaches to problem-solving and decision-making; and different perspectives on intelligence and its measurement (Chapter 9) and four perspectives for understanding and describing personality, plus issues related to self-esteem (Chapter 10).
- During Week 7, we will consider and how we think about, influence, and relate to one another (Chapter 15); and how psychological disorders are defined, basic characteristics of key diagnostic categories of psychological disorders; and the prevalence of psychological disorders (Chapter.13).
- During Week 8, you will prepare a second brief paper based on internet sources.
- You will take the **Unit 2 exam,** available from 8 AM Saturday July 25 through 8 PM Sunday July 26 (2 hour limit).

In summary, as you read each of 12 chapters, you will be interacting with your classmates to discuss a key issue or issues. Prior to discussion, you will watch a video about the discussion topic. For each chapter you read, you will individually be completing an online quiz no later than Sunday of the week that the reading is scheduled. You will also individually be completing two brief papers based on internet sources, and two exams (one for each unit).

To perform well in this course, you should immediately develop a reading and studying schedule that will enable you to thoroughly read, review, and elaborate on one chapter every three to four days, watch related videos, participate in class discussions, and perform well on the quizzes. Practice materials (e.g., on publisher's website and in the Straub Study Guide book) are available to help reinforce topics from your reading. As you develop your schedule, remember that you will be expected to learn material from an entire 15-16 week course in only eight weeks time.

SUMMARY OF POINTS AVAILABLE

Your grade in this course will be based on the number of points earned from a maximum of **530** possible points, allocated as follows.

Assessment Item	Point Value Each	Total	Apx. % of Grade Each	Total
Exams, 2	120	240	22.6	45.2
Quizzes, 12	10	120	1.9	22.6
Discussions, 13	10	130	1.9	24.5
Brief internet-based papers, 2	20	40	3.8	7.5
Total all points		**530**		**100.0**

GRADING

Grading scale: Grades are based on the total points scored on the chapter quizzes and discussions; brief papers; and midterm and final exams; as outlined in the Summary of Points Available section (maximum 555 points). Grades will be based on the following standard scale.

Points	Apx. %	Grade
477-530	90-100	A
424-476	80-89	B
371-423	70-79	C
318-370	60-69	D
Less than 318	>60	F

Grade posting: I will post quiz, discussion, paper, and exam grades in the WebCT Vista grade book no later than one week after assignments are due.

LEARNER SUPPORT AND ACCESSIBILITY

Technical support

Links to a range of technical support services have been previously articulated in the "Technology Requirements, Assistance, And Readiness" section of this syllabus.

Academic support

Psychology Lab: The Psychology lab (Social Science Building, Room 4026; phone: 678-797-2226) is equipped with computers you might use for course activities. Additionally, the Laboratory Coordinator or lab assistants will show you how to complete or improve an assignment. If you have a question on an assignment, it would be helpful if you bring a copy of my criteria to the lab. If you have questions about citations, it would be helpful if you bring copies of actual source articles. Ask me directly (in person or via e-mail) if you have a question about the actual criteria. The Psychology Lab website is http://www.kennesaw.edu/psychology/lab.shtml.

PsycSeries: Available at http://www.kennesaw.edu/psychology/psycseries.shtml, this set of documents includes information about advising, curriculum, course selection, practica, clubs, and plagiarism policies at KSU.

KSU's Writing Center: The Writing Center (Humanities Building, Room 242; phone: 770-423-6380) is sponsored by the English Department. Personnel provide general help with writing. If you have a question on an assignment, it would be helpful if you bring a copy of my criteria to the lab. If you have questions about citations, it would be helpful if you bring copies of actual source articles. The Writing Center website is http://www.kennesaw.edu/english/WritingCenter/.

Websites: Helpful information on grammar, spelling, punctuation, sentence structure, and overall writing is available at http://owl.english.purdue.edu/handouts/index.html. Important information about evaluating materials for inclusion as scientific references and about avoiding plagiarism is available at http://www.utoronto.ca/writing/plagsep.html. (I will provide you with information about *how* to cite sources for your brief papers. The utoronto website reiterates and extends some of the information included in this syllabus about plagiarism.)

KSU's Library: KSU's Sturgis Library (Building 17) provides a variety of resources to KSU students. It features books, and many current and bound periodicals. KSU's library also has a searchable website from which you might access newspaper and journal articles. The library website is http://www.kennesaw.edu/library/resources/resources.htm.

Textbook Companion Website: Available at http://bcs.worthpublishers.com/exploring7e/ (link also on WebCT Vista), this site provides free access to multiple resources, including chapter overviews; "Thinking Critically" exercises; annotated web links; interactive anatomical art quizzes; simulations and demonstrations; two, 15-item, multiple-choice student quizzes per chapter; interactive flashcards; 20 *PsychSim* 5.0 modules (by Thomas E. Ludwig); and five-question multiple choice quizzes for each *PsychSim* 5.0 module.

General student support services

KSU's Student Success Services (SSS): The SSS center (Kennesaw Hall, Room 2401; phone: 770-423-6600) provides year-round counseling, advising, orientation, and testing services. They also have programs to promote the success of student athletes and to aid in the prevention of and recovery from addictions. For further information, visit the SSS website at http://www.kennesaw.edu/studentsuccess/ or email Bob Mattox at bmattox@kennesaw.edu

KSU's Student Development Center: The Student Development Center (Carmichael Student Center, Suite 267; phone: 770-423-6443) provides information of particular interest to adult learners, minority students, multicultural and international students, and disabled students; and provides links to opportunities for student community service and a peer mentor program. For further information, visit the Student Development website at http://www.kennesaw.edu/stu_dev/home/home.html.

KSU's English as a Second Language (ESL) Study and Tutorial Center: The ESL Study and Tutorial Center (Library, Room 442) offers tutoring in writing a paper, reviewing grammar, reading, and preparing for the Regents' tests. Appointments are usually necessary. For an appointment, contact David Schmidt at (770) 423-6377, or dschmidt@kennesaw.edu. For further information, visit the ESL website at http://www.kennesaw.edu/university_studies/esl/center.shtml.

Support for students with disabilities

KSU's disABLED Student Support Services (DSSS): Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. DSSS, a part of KSU's Student Development Center (Carmichael Student Center, Suite 267), provides information on how to register for support services, how to obtain accommodations, potential accommodations and the Disabled Students Organization (ABLE). Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the DSSS via Ms. Carol Pope, ADA Compliance Officer for Students, at 770-423-6443 (V) or 770-423-6480 (TDD). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from DSSS. The website for DSSS is http://www.kennesaw.edu/stu_dev/dsss/dsss.html.

DETAILS AND GRADING RUBRICS FOR COURSE COMPONENTS

Instructions for Online Quizzes

In addition to requiring you to recognize and differentiate basic concepts, quiz questions will also require that you understand how to apply principles and connect research results with the concepts they support. In the case of differing theories or perspectives, you will also need to know which psychologists are connected with the theories or perspectives. I would suggest that you use the detailed chapter objectives and preview questions as guide for your studying. Studying definitions of key terms (both italicized and bold) is a good *starting point* for your study; however, definitional knowledge will **NOT** be sufficient for successful quiz performance.

During this course, you will be reading 12 chapters, 2 per week for each of 6 weeks. (During the remaining 2 weeks, you will be writing brief papers and studying for exams). You will be taking an online 10-question multiple-choice quiz for each chapter you read during Weeks 1 through 3 and Weeks 5 through 7. Each question is worth 1 point; thus, you may earn up to 10 points (1.9% of your grade) for each quiz. Overall, you may earn up to 120 points (22.6% of your grade) for the 12 quizzes.

During each week that quizzes are scheduled, the two required quizzes will both be available on the course web site from Monday 9 AM to Sunday 11:59 PM. The quizzes will be timed (maximum 15 minutes each). Although you will have the opportunity to take each quiz twice, **the grade book will include only your FIRST score**. A second attempt would permit you to become more familiar with the types of questions included on exams; in addition, as you review any incorrect answers, you may take advantage of the opportunity to make additional notes on the material. You will be able to view your total score for a quiz immediately after you take it. A maximum of 48 hours after the quiz "closes," you will be able to view your own answers and the correct answers for the quiz, by clicking on the Quiz link in the learning module and "View Submission." No make up quizzes will be given. No quiz grades will be dropped.

Instructions for Exams:

Because application of course information and the development of critical thinking skills are course objectives, exam questions will be designed to assist in meeting these goals. Thus, as noted for the quizzes, your understanding should extend well beyond definitional knowledge. You will be expected to know how to apply concepts, how understanding of different phenomena was developed through research, and how to distinguish specific theories/theorists and perspectives from each other. Exams may also include questions about the videos or discussions. Your knowledge will be assessed through multiple choice questions, with at least one question pertaining to each chapter learning objective.

There are two exams, each worth 120 points (22.6% of your grade). Overall, the two exams represent 45.2% of your grade. Each exam will include 20 questions per chapter for each of six chapters, with each question counting one point. From the time that you start each exam, you will have a maximum of 2 hours to complete it. The Unit 1 exam will be available from 8:00 AM Saturday, June 27 through 8:00 PM Sunday, June 28. The Unit 2 exam will be available from 8:00 AM Saturday, July 25 through 8:00 PM Sunday, July 26.

Because you have a 36 hour time period in which to take each exam, I expect that you will plan your schedule accordingly. You may be familiar with Murphy's Law: ""Anything that can go wrong will go wrong." With this in mind, plan to take the exam early (e.g., on Saturday), rather than at the "last minute." If you have any problems submitting an exam, email me with an explanation. I will check my email on a regular basis, and I will reset the exam so that you might retake it within the allotted time frame - *if* I am notified no later than Sunday at 3:00 PM. After that time, I cannot guarantee that I will be accessing my email regularly. Be prepared to retake the exam before it "closes;" plan in advance to have a "backup" computer or location to do so. Remember, to allow yourself 2 hours to complete the exam. If you contact me about not being able to complete the exam *after* the deadline, the exam will not be reopened, and you will receive a grade of 0.

Instructions for Discussions:

Types of Discussions: There are three types of Discussion boards in this course. Two are for general questions or conversations. "Ask Dr. Marek" is the place for posting general questions you have about the course, its content, or assignments. I encourage you to use this forum to ask for clarification of anything you do not understand in your reading or about course procedures. I will monitor this board regularly and respond to your inquiries. "Cyber Café" is a place for contacting your classmates for general conversation, as you might do in actual classroom settings when you wait for class to start or during breaks. Although I will not monitor this board regularly, I will look at it occasionally. The third type of Discussion board is for graded discussions. Please follow the guidelines for online etiquette in *all* discussion forums.

Graded Discussions: The course includes 13 graded discussions, each worth up to 10 points (1.9% of your grade). Overall, you may earn up to 130 points (24.5% of your grade) for participation in discussions. Although classified as a "discussion," the first such assignment actually involves introducing yourself to your classmates. The remaining 12 discussions, one per chapter, all involve responding to questions about a video, offering and explaining your opinion on issues related to the video, and in many cases, providing your own examples of concepts related to the video. You may access graded discussion via links in the corresponding learning modules or via the discussion board icon on the toolbar. Links to the relevant videos are in the Discussion Instructions for each chapter in the weekly learning module. A listing of questions for all discussions is provided in the Discussion Topics document available in the "Start" module.

For the initial introduction to classmates, available at 9 AM May 28 (the first day of class), you are required to make only a single post, due by 11:59 PM on May 31. All other discussions will be available from 9 AM Monday to 11:59 PM Sunday on the week they are scheduled. For each of these chapter discussions (2 per week for Weeks 1 - 3 and 5 - 7), you are required to make two posts. The first required post for **both** chapter discussions for a particular week is due no later than Thursday, 11:59 PM. This post should include your meaningful responses to all of the questions asked. Your second required post for **both** chapter discussions for a particular week should include a meaningful, substantive response to or comment on one of your classmates' opinions or examples.

"Meaningful" posts are those in which you carefully state and justify your position/answer or respond to someone else's position. Please treat these discussions as you would discussions in class. That means respecting others' opinions and *politely* disagreeing if you have a different point of view. Note that responses such as "I agree," "I disagree," or "That happened to me also" are NOT considered meaningful, substantive responses. You are expected to write your discussion postings in full sentences using proper grammar and spelling. Feel free to bring up information related to the topic at hand, even if it goes beyond the questions asked. For example, you might refer your classmates to web pages with information relevant to the general topic.

Within five days after each discussion is completed, I will post a summary of the discussion and my general comments on the relevant discussion board.

Grading criteria: You will earn the full 10 points for a discussion if you meaningfully address all required items in your initial post, offer a meaningful response to at least one of your classmates' posts (not required for introduction to your classmates), meet stated deadlines for posts, and prepare your posts using full, grammatical sentences. However, points will be deducted for the following:

For Introduction To Your Classmates (Week 0)

Rubric item	Points lost (max. 10)
Not responding to part of a question	-1 (for each part missed)
Poor writing (spelling and grammar) or etiquette	-1
Overall post is not meaningful or relevant to topic	-2

For Chapter-Related Discussions (Weeks 1-3 and Weeks 5-7)

Rubric item	Points lost (max. 10)
Missing first post (responses to questions)	-8
First post not made by Thursday 11:59 PM	-2
Not responding to part of a question	-1 (for each part)
Overall post is not meaningful, substantive, or relevant to topic	-2
Poor writing (spelling and grammar) or etiquette	-1
Missing second posting (response to classmate)	-2
Overall post is not meaningful, substantive or relevant to topic	-1
Poor writing (spelling and grammar) or etiquette	-1

Instructions for Brief Paper assignments:
You will prepare two brief papers in this course (one due during Week 4 and one due during Week 8). Each will involve retrieving and reading information from four Internet sources, discussing factual information from these sources, and offering personal commentary on the issues involved. Papers should be typed, double-spaced, three to five pages in length, with your name and course on the first line.

You may opt to complete these papers at any time during the course, as long as they are submitted by their respective deadlines: 11:59 PM on Wednesday, June 24 for the first paper on Hunger, Obesity, and a Concern for Body Shape and 11:59 PM on Wednesday, July 22 for the second paper on Emotions, Stress and Health.

Each assignment contains a detailed listing of five series of items to discuss in your paper.

GUIDELINES:
- Include the topical information specified in the assignment in your own words.
    - Write in complete, meaningful, grammatical sentences.
    - Devote at least one well-organized paragraph to each series of items.
    - Check your spelling.
- Be sure to include at least one specific piece of factual information from each article.
    - Some topics are included in more than one article; therefore, you should combine information from different articles on a topical basis, with meaningful transitions between paragraphs.
    - After each specific piece of factual information, include a parenthetical reference designating its source. The appropriate parenthetical reference for each article is shown in the Internet Sources section of the assignment.

CAVEATS:
- Do not copy sentences from the web sites (see Avoiding Plagiarism in Start module).
- Do NOT simply summarize each article.
- Do not exceed 5 double-spaced pages.

Grading Criteria: You will earn the full 20 points for each paper if you meaningfully address all required items, include appropriate citations for factual information, write using grammatically correct sentences and proper spelling, write using your own words (avoiding plagiarism), complete and submit any related questionnaires (e.g., a Body Shape Questionnaire for the Hunger assignment) with your paper, and submit your paper by the deadline. Points will be deducted for the following:

Rubric item	Points lost (max. 20)
Missing response to entire series of items	-4
Missing response to individual item	-1 (for each missing)
Incorrect factual information	-2 (each occurrence)
Failing to include information from all four sources	-1 (for each missing)
Inappropriate citations	-1
Paper not submitted by deadline (For each day or part of day late) • Not accepted/Grade of 0 if more than 4 days late	-1
Poor writing (spelling and grammar)	-2
Failure to submit attachment	-2
Plagiarized sentence (Grade of 0 if more than 2 occurrences)	-5 each

> Please note that computer/technical problems **DO NOT** excuse you from completing course assignments on time. The quizzes and discussion questions are available for multiple days; the brief papers will be available throughout the semester. The availability of assignments allows you ample opportunity to complete them. Additionally, there are public computers available for your use at many locations, including the KSU computer labs. By electing to wait until the "last minute" to complete these assignments, you may invoke Murphy's Law ("If anything can go wrong, it will"). In other words, it is to your advantage to complete these assignments before the deadline.

Academic Integrity

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate catalog. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, ad misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Specifically, regarding plagiarism and cheating, the Student Code states: "No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information, or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged (http://www.kennesaw.edu/judiciary/code.conduct.shtml#II)."

Understanding and avoiding plagiarism: You may know that turning in someone else's paper or copying sentences directly from a source is considered plagiarism. You are less likely to be aware of more subtle forms of plagiarism. For example, changing a few words in a sentence and then citing the author is plagiarism. Citing a source is not sufficient for avoiding plagiarism; you must also express ideas from that source in your own words. In addition, I might add that using exact quotations, with quotation marks and appropriate citations, is very strongly discouraged. Check the document Avoiding Plagiarism in the Start module for further information.

Disruption of campus life

It is the purpose of the institution to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process.

TIPS FOR SUCCESS

Understanding and *remembering* your reading

1. Read the **Improving Memory** (pages 284-285, text Chapter 8) for ways to apply principles of memory to your study. Remember, you will have limited time during quizzes and exams to select your answers.
2. Set a **READING - STUDY SCHEDULE** designed to complete the assigned material by the due date indicated.
3. Read a maximum of **ONE SECTION AT A TIME**, making sure you know and understand all FIGURES, TABLES, and DIAGRAMS.
4. Be **thoroughly** familiar with each of the topics, applications, and terms.
5. Before you read a subsection, look at the *Preview Questions* (the numbered question at the beginning of the subsection) to provide a context for and direction to your reading. After you read a subsection, try to answer the Preview question without looking at the book. Go back through the section to check your answers for accuracy and completeness.
6. After you read a section, answer the *Rehearse It!* questions. Check your answers. Re-read material related to any questions that were difficult for you.
7. When you complete a chapter, examine the *Chapter Review* (organized by the preview questions). Make connections between the overview provided in the answers to these questions and the additional details and examples you have previously read.
8. When you complete a chapter, be sure you can understand AND APPLY the terms in the *Terms and Concepts to Remember* section.
9. Answer the *Test Yourself* questions without looking back through the chapter, and then check your answers.
10. Review the key points of videos and discussions associated with each chapter.
11. Use the Straub Study Guide book (one of the most comprehensive I have ever seen) and the online textbook companion site regularly.

E MAIL ME OR USE THE "ASK DR. MAREK" DISCUSSION BOARD IF YOU ARE HAVING PROBLEMS UNDERSTANDING MATERIAL AFTER YOU HAVE READ IT. *Do NOT simply assume what you don't understand is some detail that you don't need to know!!!*

COURSE SCHEDULE FOR GENERAL PSYCHOLOGY – SUMMER 2009

Wk	Dates	Topic	Brief paper due	Quiz due	1st Discussion post due[a]	2nd Discussion post due
	May 28	Review syllabus & Vista materials, do SORT				
0	May 29 - 31	Post introductions			May 31	Not applicable
1	June 1 – June 7	Ch 1 - Thinking critically		June 7	June 4	June 7
		Ch 3 - Nature, Nurture, & Diversity		June 7	June 4	June 7
2	June 8 – June 14	Ch 4 - Development		June 14	June 11	June 14
		Ch 2 - Neuroscience		June 14	June 11	June 14
3	June 15 - June 21	Ch 5 - Sensation & Perception		June 21	June 18	June 21
		Ch 6 – States of Consciousness		June 21	June 18	June 21
4	June 22 - June 24	Body image, eating and hunger brief paper	June 24			
	Available from June 27 8 AM to June 28 8 PM	**UNIT 1 EXAM (Chapters 1, 2, 3, 4, 5 & 6) 2 hour time limit**				
5	June 29 – July 5	Ch 7 - Learning		July 5	July 2	July 5
		Ch 8 - Memory		July 5	July 2	July 5
6	July 6 - July 12	Ch 9 - Thinking & Intelligence		July 12	July 9	July 12
		Ch 12 - Personality		July 12	July 9	July 12
7	July 13 - July 19	Ch 15 - Social Psychology		July 19	July 16	July 19
		Ch 13 - Psychological Disorders		July 19	July 16	July 19
8	July 20 - July 22	Emotions, stress, and health brief paper	July 22			
	Available from July 25 8 AM to July 26 8 PM	**UNIT 2 EXAM (Chapters 7, 8, 9, 12, 13 & 15) 2 hour time limit**				

[a]Discussion topics have been selected to address current issues and applications of psychological principles. Before beginning each discussion, you will view a video clip about the discussion topic. For each chapter, the link to the relevant video clip is provided in the discussion instructions posted on Vista. You will most likely need to download Real Player and set it as the default for .wmv, .mpeg, and .mpg files to watch the videos.

Ch 1 - Experimentation and Stereotype Threat
Ch 3 - Gender Differences in Academic Performance
Ch 4 - The Prefrontal Cortex and Cognitive Development
Ch 3 - Lessons Learned from Split-Brain Patients
Ch 5 - Why Are Peppers Hot? Experiencing Taste and Pain
Ch 6 - Sleeplessness and Its Effects
Ch 7 - Learning From Video Games
Ch 8 - Emotional Arousal and Memory
Ch 9 - Pros and Cons of Intelligence Testing
Ch 12 - Assessing Personality Traits
Ch 15 - Hidden Prejudice and Implicit Attitudes
Ch 13 - Post Traumatic Stress Disorder