

SYLLABUS
PSY 1010 Fall 2012
Dixie State College Online

Instructor: Spencer Kohler
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Office hours: TBA

Required Textbook:

Psychology by Schacter, Gilbert and Wegner Second Edition.

Frankl, Viktor (2002). *Man's Search for Meaning*. New York: Simon & Schuster. ISBN: 0-671-023373-3. (Available at Dixie Bookstore or Barnes & Noble, Borders, BYU Bookstore; approximately \$7.00 - \$12.00 depending).

Course Goal:

The goal of this course is to provide the student with a general overview of Psychology. We will approach the behavioral and mental processes from various theoretical perspectives which include neuroscience, evolution, genetics, psychoanalytic, behavioral, cognitive and social cultural research. This will be accomplished by including lectures from the text, class discussion, response papers, and exams. Upon completion of the course the student should be conversant regarding psychological theories and research and enjoy implementing critical thinking skills. More importantly, the student will have a solid understanding of psychology being a scientific study of behavior and mental processes.

My Expectations of students:

It is expected that each student will consistently attend online classes prepared to discuss the assigned modules from our textbook. **Lively discourse in a respectful manner is encouraged.**

Attendance/Participation:

Online attendance is mandatory as you will need to communicate online quite often. Attendance is not tracked in this class but participation is a large part of your grade. Participation is a key to online learning.

Grading

Grading will include scores from exams, a written paper based on the Viktor Frankl book, reviews of scholarly articles and attendance. Each exam will carry the same weight as the Frankl paper and the article reviews. **NO MAKEUP EXAMS WILL BE GIVEN! Assignments are due at the date specified and are to be submitted in Canvas.**

Sample Grading Standard

A = 93% & above
A- = 90 - 92
B+ = 87 - 89
B = 83 - 86
B- = 80 - 82
C+ = 77 - 79
C = 73 - 76
C - = 70 - 73
D+ = 67-69
D = 63 - 66
D - = 60 - 62
E (failing) = Below 60

Rubric

Assignment	Points Possible
Participation	15
Assessment # 1	5
Assessment # 2	5
Viktor Frankl Paper	20
Psy and You Paper	15
Group Presentation	20
Final	20
Total	100

ATTENTION STUDENTS WITH DISABILITIES

If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services Department (room BU-145). Academic Accommodations are granted for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

Academic Dishonesty Information

It is expected that each student will perform their class work with academic integrity. In other words, it is expected that each student will be responsible for their own original work. Exams will be taken as directed as by the instructor. If an exam is to be “closed book” and “no notes” it is expected that this rule will be obeyed. Backpacks should be placed under the desks during exams.

If assignments are given in which you are to obtain information from other sources such as the internet, films, attendance at academic activities, it is expected that you will use your own efforts and not replicate the work of others. This is particularly important when you are writing papers. **Always, always, always cite the source from which you draw your information.**

According to the Utah Valley State College Students Right and Responsibility Code: Each student is expected to maintain academic ethics and honesty in all its forms, including but not limited to, cheating and plagiarism as defined hereafter:

1. *Cheating* is the act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying others academic work.
2. *Plagiarism* is the act of appropriating any other persons or groups ideas or work (written, computerized, artistic, etc.) or portions therefore and passing them off as the product of one's own work in any academic exercise or study.

CONFORMING TO PROFESSIONAL WRITING STANDARDS:

APA writing style will be required for all written work.

LATE AND MAKE UP WORK:

Assignments are due the date indicated on the syllabus. Deadlines and scheduled activities are indicated in the schedule section of this syllabus. Late assignments will be handled on case by case bases. Keep in mind I reserve the right to dock points for late assignments. Proof your work. Using “Spell Check” is not enough. Use resources such as a dictionary, the Writing Lab and the (Online Writing Lab) and/or someone else who can proofread.

PLAGIARISM:

This is the use of another source’s words, ideas or statistics without their permission and/or proper citation. Those who plagiarize material will receive a grade of zero on that assignment. I also reserve the right to assign you an “F” for the course and/or refer you to our department chair for further sanctions. Please keep in mind that one can be expelled from the college for academic dishonesty.

FREE SPEECH:

Ideas are to be challenged, inspected, dismantled and re-evaluated. People, on the other hand, are to be treated with respect, even when we disagree.

Extra Credit:

Extra credit is available *only* to those who have turned in all required assignments on time.

Absences Related to College Functions:

In accordance with UVU’s policy, students may be excused from class for legitimate college functions such as athletics and student activities leadership activities. However, any work and/or quizzes or exams that may take place during the student’s absence must be completed before the student leaves for the required activity. In no case can quizzes or exams be taken late, and written assignments turned in after the due date will be considered late (see #2 and #4 above). **Because this is an online class there should be little or no Absences or any issues related to collage functions!**

Academic Dishonesty:

Academic dishonesty in any form is not tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Teachers at Dixie may discipline students proven guilty of academic dishonesty by: (1) giving a failing grade on the specific assignment where dishonesty occurred, (2) failing the student in the entire course, (3) Immediately dismissing and removing the student from the course, and/or (4) Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student. In addition, the Communication department may consider dropping such students from its academic degree program.

*****subject to change with notice...readings to be done prior to class*****

Week 1: Aug 19th – 25th
Course introduction / Student
Introductions
Chapter 1:
Week 2: Aug 26th – Sept 1st
Chapter 2:
Week 3: Sept 2nd – 8th
Labor Day Weekend
Chapter 3:
Week 4: Sept 9th - 15th
Chapter 4:
Chapter 5:
Week 5: Sept 16th – 22nd
Chapter 6:
Week 6: Sept 23rd – 29th
Chapter 7:
Victor Frankl Paper due 29th
Week 7: Sept 30th – Oct 6th
Chapter 8:
Week 8: Oct 7th – 13th
Fall Break
Chapter 9:

Week 9: Oct 14th – 20th
Chapter 10:
Assessment #1 due 20th
Week 10: Oct 21st - 27th
Chapter 11:
Chapter 12:
Week 11: Oct 28th – Nov 3rd
Chapter 13:
Response paper one due 3rd
Week 12: Nov 4th – 10th
Chapter 14:
Week 13: Nov 11th – 17th
Chapter 14:
Assessment #2 due 17th
Week 14: Nov 18th – 24th
Thanksgiving Break
Chapter 15:
Week 15: Nov 25th - Dec 1st
Group Presentations
Chapter 15:
Week 16: Dec 2nd – 7th
Group Presentations
Chapter 16:
Week 17: Dec 9th – 15th
Finals Week

Assessments:

There will be 3 assessments throughout the class in place of tests and quizzes. They are designed to test your knowledge of psychology in an essay format and to help you with your written communication skills.

Answer the questions with a 300 - 350 word response. You may go over the word limit but you may not go under. Make sure you use the things you have learned from your reading as well as the class discussions to answer your questions. Use key terms in your answers. The object of these questions is to help you think more about what psychology means to you. It is also to help me make sure you understand what is being taught.

E-mail your answers to me by 11:59 p.m. on the day they are due. Make sure you give yourself plenty of time for the e-mail to get to me and feel free to turn in any work early. If you have any questions let me know.

Guidelines for paper on *Man's Search for Meaning* by Viktor Frankl.

Assignments will not be accepted if you arrive in class late. Therefore, be certain you have a working printer, working transportation, or whatever else is needed to complete the assignment on time.

The topic of this paper will be based on the book by Viktor Frankl. Please read the book and contemplate what the author experienced as well as how he chose to make this experience more positive. Then, write a summary of Frankl's experiences and recall an experience from your life that may have been similarly (emotionally) challenging. I realize that Viktor Frankl had the experience of being in a prison camp and that your experiences are probably not as severe. That being said, each of us faces challenges during our life experience. Recall one of your biggest challenges. In your paper, write about that challenge and compare it with the account of Viktor Frankl. Address the issue of "logo therapy" and how this may have been helpful for you, or could have been helpful. The goal of this assignment is for you to understand how Frankl gave meaning to his life, and how you may be able to give meaning to your experiences.

Guidelines for Review for Frankl's *Man's Search for Meaning*

Be sure to review the following suggestions while completing this assignment.

1. Read the book *Man's Search for Meaning*.
2. Provide the second part of the assignment which addresses a personal challenge you may have experienced and how you could have handled that challenge by implementing principles discussed in the Frankl book and how you may have applied logo therapy.
4. Please define "logo therapy" and offer a possible explanation as to why/how Frankl asserts this theory?
6. Compare nature/nurture and the percentage each would have played into Frankl's experience.
7. This is the personal part of your paper (Part 2) Compare a situation you have encountered and relate how your situation either was considered negative, or could have been perceived to be negative. What could have, or did, change that into a meaningful positive experience for you.
8. How does this topic relate to psychology?
9. The paper is to be written in APA format and should be about 1000 words in length. If you include any additional references from other material I expect it to be properly referenced in your reference page.

This paper will be read and graded only by me. Any information you report will be kept confidential. If you do not get your paper back please let me know.

Response Paper: Psychology and You!

In this paper, you will discuss what psychology is and the principles you have learned in this class. Think of how psychology shapes your self-awareness and self-concept! Using ideas from the book and other sources, explore the impact of psychology on your own life experiences. Finally tell me how you will use this information in the future. I want it typed, double-spaced; at least 4 - 5 pages (1000 - 1500 words). The paper needs to be in APA format but can be written in first person. **Three or more references are required for this paper.**

What is a response paper?

A response paper communicates your intellectual reactions to one or more books, ideas, or events. Much like a book review, the response paper usually provides an overall view of the book(s), idea(s), or event(s), and then responds in detail to more specific parts. For example, a response paper on the book, *Actual Innocence*, might give an overview of the book and its context, but then choose to focus on the writer's concern about the problems inherent in minimizing wrongful convictions.

Prewriting a response paper:

As you read, highlight significant points in the book. At the end of each chapter, summarize in your own words the main points made and what you think about them. Take note as you read of any significant ways in which you agree or disagree with the author. Keep a running list of these. When you have finished the book, reflect on its significance. Is this an important book? Why or why not? What are its implications for the subject at hand? Who else should be reading this book? By the time you have finished the book, you should have many pages of notes from which to work.

Writing the response paper:

Once you have read the book well and taken notes, review your notes carefully. Can you identify patterns in your notes? What you are looking for is a major theme. Since you can't possibly respond to every idea in the book, you will have to be selective here and choose the most important and most interesting ideas to which you will respond. For instance, you may notice that the author is fairly cynical about human nature. You think that human beings are far more reflective and responsible. In fact, evidence suggests that people are not so easily misled.

You might also point out ways in which the book:

- θ Needs challenging or qualifying
- θ Is contradictory, ambiguous or, unclear
- θ Doesn't address some important problem or issue
- θ Is impractical or otherwise irrelevant
- θ Overly simplifies the issues

θ Misses one or more critical points

θ Fails to answer a mystery, puzzle, or question[1]

θ Is contradicted by other authors or theories you have read

A major theme should be introduced in the first paragraph of the response paper and should help

Multi Media Group Chapter Presentation

1. Research the assigned Chapter. Find out what it is, what the current research is about and how the class can be proficient at it. Where to research? Your text book, communication journals, books, magazines, interviews, library, etc.
2. Need to have one typed outline for the group. This must be full sentence and included a bibliography (APA format). At least one source for each group member (5 members = 5 citations). This will be turned in the day of your presentation. This outline should reflect the work, effort and preparation of your group.
3. Need at least one *verbal* citation for each group member.
4. These will need to be filmed and edited for your presentation and then submitted to me in a format I can view. These can include (video clips, posters, overheads, Prezi, power-point, etc).
5. Be creative and enjoy this presentation. You have full liberty on how you do this presentation. I have had students video survey other students on campus, create a video drama that demonstrates there topic, or give their presentation in a classroom and then film themselves. Again be creative and have lots of fun.
6. **Good luck and have fun!**