



SOUTHERN UNIVERSITY – SHREVEPORT, LA

SU College Connect Program

FALL 2020 – SPRING 2021

Revised: July 23, 2020

Course Syllabus

GENERAL PSYCHOLOGY – SPSY - 201S

Instructor:

Office Location: N/A

Classroom Location:

Phone:

Date Issued: Fall 2020

Office Hours: Request Appointment

Semester Hours:

E-mail:

SUSLA MISSION STATEMENT:

Southern University at Shreveport, a unit of the Southern University and A & M College System, a historically black comprehensive community college serving Northwest Louisiana and beyond, is committed to teaching and preparing traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning and self-improvement. This preparation is available through multiple delivery methods and instructional sites for students seeking certificates, technical diplomas and associate degrees.

COURSE DESCRIPTION:

PURPOSE: Students who intend to work in the field of psychology and other fields will find this course invaluable for recognizing and understanding the implications of individual growth in their private lives, as parents, as citizens and as professionals and leaders in their chosen fields.

PREREQUISITES: N/A

REQUIRED TEXT:

It's time to access Revel Psychology, 5e, the course materials for Psychology, Ciccarelli 5e

Here's how:

1. Go to: <https://console.pearson.com/enrollment/dpstx>
2. Sign in to your Pearson Account or create one.

3. Redeem your access code or purchase instant access online. (Temporary access option for financial aid is also available).

Here's more information for your course section: Your eBook is available until Dec 31, 2018.

Your **ACCESS CODE** for this course is **HSSREV-FLAIL-FLOOD-SEGUE-JABOT-PRIES**

UNIVERSITY STUDENT LEARNING OUTCOMES (SLOs):

The graduate from SUSLA will be proficient in:

1. Written and Oral Communication
2. Critical Thinking and Quantitative Reasoning
3. Technological Competency
4. Research and Information Literacy
5. Professional Department

SUSLA's SLOs will be addressed in the following course outcomes and linked as indicated in parentheses.

COURSE STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will:

1. Define Psychology.

COURSE OUTLINE:

Week 1	Introduction to Psychology	Chapter 1
Week 2	The Science of Psychology	Chapter 1
Week 3	The Biological Perspective	Chapter 2
Week 4	Sensation and Perception	Chapter 3
Week 5	Consciousness	Chapter 4
Week 6	Learning	Chapter 5
Week 7	Memory	Chapter 6
Week 8	Cognition/Midterm	Chapter 7
Week 9	Development Across the Life Span	Chapter 8
Week 10	Motivation and Emotion	Chapter 9
Week 11	Sexuality and Gender	Chapter 10
Week 12	Stress and Health	Chapter 11
Week 13	Social Psychology	Chapter 12
Week 14	Theories of Personality	Chapter 13
Week 15	Psychological Disorders & Therapies	Chapter 14/15
Week 16	Final Examination	Chapters 8-15

READ THIS CAREFULLY: GENERAL GUIDELINES FOR ALL PAPERS, if given, should be well organized, with an introductory paragraph (Abstract) that states your general position and the points or ideas you will make in support of your position in the paper. You are to follow that introductory in the same order in the body of your paper. The tone of your paper should be academic and remember, your name is on the paper, so the reader knows that what you write is what YOU think, believe or feel, not what someone else think, believe or feel.

FORMATTING PAPERS: All papers should be formatted as follows: typed, double-spaced, size 12 fonts, and at least one-inch margins on all sides. Your first and last names must be on the cover sheet with the page number on each page in the appropriate place for APA format. Papers without correct headers in the top right corner will not be graded. So you must learn to use your header and footer function. All references must be cited in the text in American Psychological Association (APA) approved style and included in the reference list at the end of the paper. Don't obsess about this, do it by following the APA format. You can find an example of this type paper on the Internet.

COURSE CONTENT:

- The Changing Teaching Profession and You
- The Learning Process
- Student Development, Student Diversity, Student Motivation
- Students with Special Educational Needs

Each of the preceding modules will be discussed each day as the semester progresses. Students will be assigned chapters to present in class. The student will present their material in PowerPoint, and will also bring information, (charts, graphs, magazines, etc.), that will support your power point exercise. The class will be evaluated on the class examinations, assignments, class participation, papers, if given, and attendance.

INSTRUCTIONAL METHODS:

- Lecture
- Group Discussions
- Internet Audio-visual
- Power Points
- Presentations
- Moodle
- Debates

COURSE DISCUSSIONS & ASSIGNMENTS: The following discussions and assignments will be assigned. This is not conclusive, there may be other assignments assigned as the semester progresses:

Week1: TO BE ANNOUNCED

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 1.

Week 2: Due TO BE ANNOUNCED

Summary: In examining the branches of psychology, answer the following questions.
What are three branches of psychology?

Which branch of psychology are you most interested in? Why?

Summary Requirements. Provide title/reference page and citations. Double-spaced, 12-point font, 1-inch margins in APA Format (Sample Paper Attached).

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 2.

Week 3: Due TO BE ANNOUNCED

Provide answers/responses to the following.

1. What are the basic structures of a neuron and the function of each structure?
2. Identify the structures of the brain that are involved in emotion, learning, memory, and motivation.
3. Explain how some brain functions differ between the left and right hemispheres.

Paper Requirements. Provide an introduction, conclusion, citations and title/reference page. Double-spaced, 12-point font, 1-inch margins in APA Format (Sample Paper Attached). Page length: 2-3

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 3.

Week 4: Due TO BE ANNOUNCED

Write an essay explaining the following.

Based on what you have learned about pain; explain Gate-Control Theory and Pain Disorders.

Essay Requirements. Provide title/reference page and citations. Double-spaced, 12-point font, 1-inch margins in APA Format. Word count: 200-250.

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 4.

Week 5: Due TO BE ANNOUNCED

In examining the state of consciousness, answer the following questions.

What are the stages of sleep? What is the difference between REM and non-REM sleep?

What are the symptoms and treatments for insomnia, sleep apnea, and narcolepsy?

Summary Requirements. Provide title/reference page and citations. Double-spaced, 12-point font, 1-inch margins in APA Format.

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 5.

Week 6: Due TO BE ANNOUNCED

In examining observational learning; write an essay explaining the following scenario.

Cara is 17 years old. Cara's mother and father both drink alcohol every night. They tell Cara that drinking is bad and she shouldn't do it. Cara goes to a party where beer is being served.

1. *What do you think Cara will do?*
2. *Is observational learning a factor? Why?*

Essay Requirements. *Provide title/reference page and citations. Double-spaced, 12-point font, 1-inch margins in APA Format. Word count: 200-250.*

Discussion Requirements. *Respond to initial post and reply to TWO other posts on TWO separate days in Week 6.*

Week 7: TO BE ANNOUNCED

Go to the Faces Memory Challenge found here: <http://experiments.wustl.edu/>

Complete the test and answer the following questions.

1. *How did you do?*
2. *Is it easier for you to remember faces or numbers? Why?*

Instructions: *Write 1-2 paragraphs explaining the results. Double-spaced, 12-point font, 1-inch margins in APA Format.*

Discussion Requirements. *Respond to initial post and reply to TWO other posts on TWO separate days in Week 7.*

Week 8: Midterm (Chapters 1-7) Due: TO BE ANNOUNCED

Discussion Requirements. *Respond to initial post and reply to TWO other posts on TWO separate days in Week 8.*

Week 9: Due TO BE ANNOUNCED

Answer the following questions. Use Chapter 8 Readings and PowerPoint as references.

Discussion Requirements. *Respond to initial post and reply to TWO other posts on TWO separate days in Week 9.*

Week 10: Due TO BE ANNOUNCED

In examining the motivation and emotion, answer the following questions.

What are basic theories of motivation? What is intrinsic and extrinsic motivation?

How are emotions recognized and expressed? What are the theories of emotion?

Paper Requirements. *Provide an introduction, conclusion, citations and title/reference page. Double-spaced, 12-point font, 1-inch margins in APA Format (Sample Paper Attached). Page length: 2-3*

Discussion Requirements. *Respond to initial post and reply to TWO other posts on TWO separate days in Week 10.*

Week 11: Due TO BE ANNOUNCED

Create an Infographic with information pertaining to the causes and symptoms of some common sexually transmitted infections. Include **the clinical definition, symptoms, and treatment** of the infection. You may include charts, graphs, pictures, etc. (You may partner with one classmate of your choice).

Go to <http://www.easel.ly/> and sign up for your own free account (Only one partner may create an account). Once completed click Share and share by email or shareable link. Send to ahart@susla.edu with your name and partner's name. **Infographic example and tutorial is in Moodle.**

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 11.

Week 12: Due by TO BE ANNOUNCED

Provide a response to each of the following;

After reviewing Chapter 11; answer the following questions.

1. What are different types of stressors? How does stress impact the functioning of the immune system?
2. What is coping? What are common stress reduction techniques?
3. What is happiness? What factors contribute to it? How can people increase happiness?

Paper Requirements. Provide an introduction, conclusion, citations and title/reference page. Double-spaced, 12-point font, 1-inch margins in APA Format (Sample Paper Attached). Page length: 2-3

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 12.

Week 13: Due TO BE ANNOUNCED

After reviewing conformity, think of a social setting (event, store, church) where you felt uncomfortable or out of place.

1. Describe the setting, how you felt in the setting, and why.
2. Did you conform to your environment?
3. How did your behavior change?
4. What caused your behavior to change?

Essay Requirements. Provide title/reference page and citations. Double-spaced, 12-point font, 1-inch margins in APA Format. Word count: 200-250.

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 13.

Week 14: Due TO BE ANNOUNCED

In examining 16 Personality Types from <http://www.personalityperfect.com/16-personality-types/>

What is your personality type? Do you have more than one personality type? Why? Provide examples.

Activity Requirements. Provide title/reference page and citations. Double-spaced, 12-point font, 1-inch margins in APA Format. Word count: 200-250.

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 14.

Week 15: Read Chapters 14 & 15.

Discussion Requirements. Respond to initial post and reply to TWO other posts on TWO separate days in Week 15.

Week 16: Final Examination (Chapters 8-15) TO BE ANNOUNCED

COURSE REQUIREMENTS: Students are expected to attend class in keeping with college policy stated in the College Catalog. You will be monitored for attendance everyday. You are also expected to complete ALL assignments BEFORE the deadlines. It is the Professor's decision whether or not late assignments will be accepted. If there are questions about any issue, please contact the instructor for assistance either by phone or e-mail:

COURSE EVALUATION: This is a reading, research and assignment class. Evaluation of student achievement will consider attendance, evidence of careful preparation, participation in the class, quality of papers based on the readings, class discussions and power-point presentations and self-reflection.

Grading scales are based upon Southern University's grading scale. There will be two (2) major exams, a midterm exam and a final examination. All assignments will have a point value.

Grades will be determined by student performance on:

Exams	200 pts
Discussions	150 pts
Assignments	220 pts
Attendance	100 pts possible (Professor's Documentation)
Total possible points:	670

GRADING SCALE PER ASSIGNMENT, OR EXAMINATION:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Incomplete I (**An "I" grade will only be given in a dire emergency at the end of the semester, and it MUST be requested by the STUDENT!**)

CRITERIA FOR GRADING ASSIGNMENT:

- Assignments must be neat and in order.
- Spelling must be correct.
- Correct grammar must be used.
- Assignments must be covering all assigned contents.
- Content must have clarity.
- References and academic sources must be used.

PRIOR NOTICE TO STUDENTS:

DEVIATIONS FROM THIS SYLLABUS MAY BECOME NECESSARY TO ACHIEVE THE OBJECTIVES FOR THIS COURSE.

ABSENTEEISM AND TARDY POLICY:

Students are expected to attend classes regularly and punctually. If a student is absent for whatever legitimate reason, he/she is responsible for confirming the arrangements with his or her instructor to make up worked missed as soon as possible upon returning to class but no later than the next class period. Three unexcused absences may result in a failing grade. Three tardies may constitute an absence.

INTEGRITY POLICY:

Students please be aware of the Student Academic Integrity Policy described in the Student Handbook and that if the policy is violated, you will be subjected to disciplinary sanctions in accordance with University regulations and procedures. Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, or collusion,

SUSLA Policy on Americans With Disabilities Act:

In accordance with applicable law and university policies, Southern University at Shreveport ensures equal opportunity for all qualified students with disabilities, without regard to disability in programs and services provided by the University. This commitment is in accordance with Federal and Civil Rights Legislation, including Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act.

Southern University at Shreveport Notice of Non-Discrimination:

In compliance with Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Southern University at Shreveport forbids discriminating or harassing conduct that is based on an individual's race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

Any member of the Southern University and A&M College community has the right to raise concerns or make a complaint regarding discrimination without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to Dr. Tuesday W. Mahoney, Title IX Coordinator, at (318) 670-9210. Complaints may also be made via email at titleix@susla.edu or by visiting www.susla.edu/titleix.

As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights. The contact information for the local office of OCR is (214) 661-9600 is at Office for Civil Rights, Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810. The email address for OCR is OCR.Dallas@ed.gov.

NOTE: Please see the Connect Coordinator on either the SUBR or SUNO campus for assistance with speaking with the Title IX Coordinator on your respective campus should the need arise.

FOR YOUR INFORMATION:

Southern University's Website: www.susla.edu