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|  | <p><i>School of Arts &amp; Science</i><br/> <b>PSYCHOLOGY DEPARTMENT</b></p> <p><b>PSYC 130, Section 002</b><br/> <b>Contemporary Issues</b><br/> <b>Winter 2012</b></p> |
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## COURSE OUTLINE

The course description is online <http://camosun.ca/learn/calendar/current/web/psyc.html>

### Course Description:

This course acquaints students with major contemporary issues in psychology and considers their historical antecedents. Topics include: the application of psychological knowledge on lifespan development, personality, abnormal behavior, social cognition, social influence, and social relations to a variety of contemporary social issues. Topics vary with instructor and changing problems. (T)

**Pre & Co-requisite(s):** English 12, or EFP 12, or TPC 12; or assessment.

### 1. Instructor Information

|                      |   |                           |                     |
|----------------------|---|---------------------------|---------------------|
| <b>Instructor:</b>   | <b>Denise Iacobucci, PhD</b>  |                           |                     |
| <b>Office Hours:</b> | <b>Tuesdays 10-10:30am &amp; 12-12:30pm; Wednesdays, 4:30pm to 5:30pm; Fridays 12:30pm to 1:30pm</b>  |                           |                     |
| <b>Location:</b>     | <b><u>Office:</u> Fisher 106E</b>   |                           |                     |
|                      | <b><u>Lecture Room:</u> Fisher 302</b>  |                           |                     |
| <b>Phone:</b>        | <b>250-370-3221</b>   | <b>Alternative Phone:</b> | <b>250-208-9384</b> |
| <b>Email:</b>        | <b><a href="mailto:iacobuccid@camosun.bc.ca">iacobuccid@camosun.bc.ca</a> – always use this e-mail address</b><br><b>My name begins with an “i” ☺</b> |                           |                     |
| <b>Website:</b>      | <b>D2L – see directions below ☺</b>   |                           |                     |

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe major contemporary issues in psychology and explain their historical antecedents.
2. Apply psychological theories and understanding of current psychological issues to personal experience.
3. Conduct impartial studies of psychological topics and arrive at logical inferences and conclusions from collected data.

The outcomes will be measured by a combination of examinations, assignments, presentations, group work, and discussions.

### 3. Required Materials

|     |       |  |
|-----|-------|--|
| (a) | Texts | Gerrig, R. J., Zimbardo, P. G., Desmarais, S., & Ivanko, T. (2012). <i>Psychology and life</i> . (2 <sup>nd</sup> Ed.) Toronto: ON, Pearson Education Inc.   |
| (b) | Other | This course is supported by D2L and Word Press. See notes about accessing D2L and Word Press.<br>As well students can expect to get handouts during lectures to assist them with course assignments and tests. |

### D2L

To access the course website on D2L;

- 1) Open browser (i.e., Internet Explorer)
- 2) Type in: <http://online.camosun.ca/>
- 3) Next, (if it is your first time signing on) enter your user name followed by your last name and the day of your birth. For example denise.iacobucci22 for born on June 22<sup>nd</sup>.
- 4) Then enter your password which will be your date of birth in *mmddyy* format (if it is your first time signing on). For example 062274 for June 22<sup>nd</sup>, 1974.
- 5) Once into D2L you will be required to change your password.

- Lecture notes will be available through the course page on D2L, 24 hours after lecture. I will bring a hardcopy of the notes to class with me. It is important to state that web-notes ONLY cover information from PowerPoint. These notes represent only about 50% of the information presented in lecture. Therefore, if you miss a class, please make sure that you can get the notes from a friend or classmate.

#### 4. Course Content and Schedule

1. There is one, 3-hour lecture each week.

I believe participation and attendance is very important. If you must miss class, call me at 370-3221 or e-mail me at [iacobucciD@camosun.bc.ca](mailto:iacobucciD@camosun.bc.ca). If I am not available please leave a message on my voice mail.

Classes will be comprised of lectures, film clips, and experiential work. Experiential work includes discussions, activities, and student projects. Material from the text and selected readings and media related to course topics will be examined.

#### 5. Basis of Student Assessment (Weighting)

Students' performance in Psychology 130 will be based upon their **performance on tests** (66%), **mini-projects** (24%), **discussion question(s)** (6%) and **participation & lecture activities** (4%).

##### (a) Tests (66%)

- There are three tests and one chapter quiz in this course.
  - The first test (23%) will cover Chapters **1, 2, 11 and 12** and lecture material
  - The second test (23%) will cover Chapters **14, and 17** and lecture material
  - The last test (20%) will cover Chapters **15, 16, & 13** and lecture material
- All tests are based on information from lectures, film clips, text and assigned readings. **Tests will not be cumulative**. These tests will consist of multiple-choice and short answer questions. Test study guides will be provided by the instructor **one week prior to each test**.
- **Students are expected to write tests on assigned dates. Make-up exams may only be scheduled with the permission of the instructor prior to the test date and or proper documentation detailing appropriate circumstances.**

##### (b) Mini Projects: Applying Psychology to Contemporary Issues (24%)

- Description of mini-projects will be handed out and reviewed during first class.
- Mini-projects will be written using APA formatting.
- **Resources for APA will be reviewed in the first lecture.**
- Students will complete two mini-projects worth a total of 24%. Due dates for these are indicated below and on the tentative timetable on the last page of this outline.
- **Marks will be deducted for all late submissions of mini-projects without proper documentation or prior arrangements with the instructor.**

##### (c) Participation and Discussion Question(s) (10%)

- Students will answer a discussion question (or create their own) on a relevant contemporary issue related to **development, psychological research, and/or schools of psychology** (6%).
- **The discussion question will be written according to APA guidelines. Resources for APA will be reviewed in the first lecture.**

- **Marks will be deducted for all late submissions of the discussion question without proper documentation or prior arrangements with the instructor.**
- Lectures will incorporate short activities to help illustrate points and create discussion. Your participation in these activities will be assessed through brief activity sheets and/ or responses to discussion questions that are posed during lecture. Attendance is another measure of your participation and will be tracked in order to help inform your mark out of 14 for the semester (4%).

**Work occasionally goes missing at an institution so you are responsible for keeping a copy of all work handed in until final grades are posted.**

## 6. Grading System

### Standard Grading System (GPA)

| Percentage | Grade | Description   | Grade Point Equivalency |
|------------|-------|---|-------------------------|
| 90-100     | A+    |   | 9                       |
| 85-89      | A     |   | 8                       |
| 80-84      | A-    |   | 7                       |
| 77-79      | B+    |   | 6                       |
| 73-76      | B     |   | 5                       |
| 70-72      | B-    |   | 4                       |
| 65-69      | C+    |   | 3                       |
| 60-64      | C     |   | 2                       |
| 50-59      | D     | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. | 1                       |
| 0-49       | F     | Minimum level has not been achieved.  | 0                       |

### GRADING in PSYC 130

Grades combine the college definition and my own experience.

- A: Superior levels of achievement.** I expect quality which shows a full understanding of the work, and which also includes exceptional achievement (i.e. new insight, obvious quality research, clear presentation above and beyond the minimum required, better work than the majority of the class).
- B: High levels of achievement.** For a B, I use work that is good and shows full understanding. It does not have the same degree of exceptional achievement that makes an A, but is distinctly beyond the minimum required.
- C+: Satisfactory level of achievement.**
- C: Sufficient level of achievement to proceed with next level of study.** Average work, showing an understanding of the material and the minimum requirements have been met.
- D: Minimum level of achievement for which credit is granted; a course with a D grade cannot be used as a prerequisite.** I give this grade for work that is handed in, lacking all required details, but has some approximation of adequate work.
- F: Minimum level is not achieved.**

**FINAL Grades will be weighted as follows:**

|  |           |
|--|-----------|
| Test #1                                    | 23%       |
| Test #2                                    | 23%       |
| Test #3                                    | 20%       |
| Discussion Question(s)                     | 6%        |
| Mini-Project #1                            | 12%       |
| Mini-Project #2                            | 12%       |
| <u>Participation in Lecture Activities</u> | <u>4%</u> |
|  | 100%      |

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description  |
|-----------------|--|
| I               | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.  |
| IP              | <i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i> |
| CW              | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.  |

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

#### I expect students to follow **certain standards of conduct:**

1. All students are expected to follow the College's Student Conduct Policy - see below.
2. Assignments that are **copied** (identical or plagiarized) between students will be given 0% for ALL students with identical work. If you want to work cooperatively, inform me ahead of time.
3. Students write tests on scheduled dates. Exceptions to this are discussed with the instructor **prior to the test** date. Extreme situations will be accommodated. As well, if students have 3 exams scheduled for one day be sure to bring this to my (instructor's) attention as soon as possible.
4. Late work will only be accepted in extreme cases. Please schedule your time to meet all due dates.
5. Work must be used for this course only.
6. It is college policy that *"If an instructor remains convinced that there has been a violation [such as plagiarism or cheating], he or she may assign a grade of F for the work involved, or for the course..."*

### Student Study Tips for Psychology 130

Throughout this course student study information will be provided to students based on research on memory and learning research and instructor experience. Below are some study suggestions to help you with this course.

1. Read chapter summary at end of chapter before reading the chapter.
2. **Review your lecture notes and chapters, ACTIVELY three times within 24 hours after leaving class. \*\*\*\***
3. Read assigned material before lecture.
4. Define the terms and concepts at the end of each chapter. Here you can use D2L glossary and flashcards for each chapter.
5. Do chapter quizzes to review material and to ensure you understand what you are reading in the textbook.
6. Compare and contrast theories and concepts. For example how is behaviorism similar to and different from the humanistic approach to human behavior? Compare similarities and differences between concepts such as **group polarization** and **groupthink**.
7. Be sure to make-up questions from the textbook/lecture notes using headings/subheadings.
8. Be able to describe and explain major concepts from each chapter. Major concepts can be identified through lecture objectives and the review summaries located at the end of each chapter.
9. Ask questions during lecture. If you have a question others most likely have a similar question too. If uncomfortable with asking in-class be sure to e-mail questions to the instructor **or book an appointment with the instructor** to review the material and/or questions you may have.

#### STUDENT RIGHTS and RESPONSIBILITIES

- Students are responsible for reading the assigned material prior to class so that they are prepared to participate in class discussions and group tasks.
- If a student requires special accommodation to be successful in this course, please see me the first week of class.
- Students and their prospective participants have the right not to participate in any given lab exercise.
- As part of the course, specifically in the lab activities, you always have the right NOT to self-disclose any information.

**Psychology 130, Section 002 Tentative Timetable**

| <b>Week</b>                       | <b>Lecture Topic</b>  | <b>Readings &amp; Lecture Activities</b>   | <b>Assignments &amp; Due Dates</b>                             |
|-----------------------------------|---|--|--|
| 1) Jan. 11                        | Overview of Social Psychology, Expectations & Psychology as a Science | <b>Introductory Activity – let’s get to know one another!</b><br><b>Chapter 1 &amp; 2 : Intro to Psychology</b>    | Review <b>ALL</b> Course Assignments<br>Review APA formatting  |
| 2) Jan. 18                        | Lifespan Development  | <b>Chapter 11: Development</b><br><b>Work on Discussion Question</b>   |  |
| 3) Jan. 25                        | Development/Motivation  | <b>Chapter 11: Development Finish</b><br><b>Chapter 12: Motivation Start</b><br><b>Work on Discussion Question</b> | Work on Discussion Question                                    |
| 4) Feb. 1.                        | Motivation<br>Review for Test #1                                      | <b>Chapter 12: Motivation Finish</b><br><b>Review for Test #1</b>  | <b><u>Discussion Question 6% due</u></b><br><b>Test Review</b> |
| <b>5) Feb. 8</b>                  | <b><u>Test#1</u></b><br><i>Social Psychology</i>                      | <b><u>Test #1- 23% (Chapters 1, 11 &amp;12)</u></b><br><i>Chapter 17: Social Psychology</i>                        | <b><u>Test #1- 23%</u></b>                                     |
| 6) Feb. 15                        | <i>Social Psychology</i>  | <i>Chapter 17: Social Psychology</i>   | Work on Mini-Project   |
| 7) Feb. 22                        | <i>Social Psychology</i><br><i>Personality</i>                        | <i>Chapter 17: Social Psychology</i><br><b>Chapter 14: Personality</b>   | Work on Mini-Project   |
| 8) Feb. 29                        | <i>Personality</i><br>Review for Test #2                              | <b>Chapter 14: Personality</b><br><i>Personality Assessment</i>  | <b><u>Mini-Project #1 : 12%</u></b>                            |
| <b>9) March 7</b>                 | <b><u>Test #2</u></b><br>Intro to Emotions, Stress & Health           | <b><u>Test #2: 23% Chapter 17 &amp; 14</u></b><br>Start Chapter 13 ☺   | <b><u>Test #2 -23%</u></b>                                     |
| 10) March. 14                     | Stress & Mental Health  | <b>Chapter 13: Emotion, Stress &amp; Health</b><br><b>Work on Mini-Project</b>                                     |  |
| 11) March. 21                     | Psychological Disorders   | <b>Chapter 15: Psychological Disorders</b><br><b>Work on Mini-Project</b>  | Work on Mini-Project   |
| 12) March. 28                     | Approaches to Treatment   | <b>Chapter 16: Therapy</b><br><b>Work on Mini-Project</b>  | Work on Mini-Project<br>Test Review                            |
| <b>13) April 4</b>                | Quiz  | <b>Test #3: 20% Chapters 15, 16, &amp; 13,</b>   | <b><u>Test #3 – 20%</u></b>                                    |
| <b>14) April. 11<sup>th</sup></b> | Last Test Returned & Reviewed; <b>Mini-project due</b>                | <b>Last Day of Class, Wrap-up Activity, and Final Grades to Date</b>   | <b><u>Mini-Project #2: 12%</u></b>                             |

**Note: this schedule is tentative and any changes will be discussed in class.**

**NO COURSE ASSIGNMENTS WILL BE ACCEPTED AFTER 8:20pm on APRIL 11<sup>th</sup> 2012**