

**COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
FUNDAMENTALS OF PSYCHOLOGY
PSYC 2500F, 3 CREDIT HOURS
FALL SEMESTER 2009**

REQUIRED TEXTBOOKS

Hilgert, L., Johnson S., & Ostapski S.(2007) Introductory psychology - The puzzle book: A teaching exercise. Thomson Learning, Belmont, CA 94002

King, L. A. (2008). *The science of psychology*. San Francisco, CA: McGraw-Hill.

COURSE DESCRIPTION

A general survey course designed to introduce the student to the fundamental methods and content of contemporary psychology. PSYC 2500 is required of all psychology majors.

(Note: CRN is 81661) This syllabus was last revised on 19th November, 2009.

VALDOSTA STATE UNIVERSITY GENERAL EDUCATION OUTCOMES

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

COURSE EDUCATIONAL OUTCOMES FOR B.A./B.S. PSYCHOLOGY DEGREE

6. Use appropriately the technical language of the science of psychology in oral and written communication.
10. Examine and evaluate career and educational opportunities available with an undergraduate psychology degree.
11. Use appropriate computer technology to complete relevant assignments.

OTHER COURSE OBJECTIVES AND FORMAT

To become acquainted with a variety of psychological terms and theories, as well as to learn methods of scientific inquiry and to explore novel ways of perceiving one's own behavior and that of the world as a whole. Specific objectives will be available each week as they are posted to the website and linked to the quiz schedule portion of this syllabus. Class meetings will in most cases be group discussions with some brief media presentations, etc. Class discussion occurs regularly and participation is expected as outlined in greater detail below. Lectures will cover material from the text as well as outside resources and are available at least 24 hours (and usually at least 48 hours) before discussion. **Reading the chapters assigned "prior" to class discussion is critical.** Tests will contain material covered in the book, in class, and/or both. Some additional information may be presented via Blazeview

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Class Lectures -You will be required to download course lectures which have been podcast. If students do not have an MP3 player, students may listen directly to each podcast episode at the library, or other suitable computer. Linking to the podcast server may be accomplished through any computer with internet access and a link to the class within [Blazeview](#). The podcast location for downloading MP3 files is the same location that may be used for your iTunes software and is linked to this statement. If you already have an iPod, you may add the location for this course's lectures to your iTunes listing, so that podcasts will be automatically downloaded (at no cost) through your iTunes software. Individual links will also be available for each podcast episode and will be listed with each unit of instruction in [Blazeview](#). MP3 podcasts are typically 12 to 20 minutes in length and two to five podcast episodes usually form the basis for each lecture. If students do not have an iPod they can still easily download the lectures on their MP3 players. Lecture downloads are listed in the schedule below and represent the dates when all episodes for that lecture will be available. Each individual MP3 podcast episode forms the basis for question card assignments described on the following pages.

Class Discussions - Students will be required to attend small group discussions and, as a member of the small group, prepare one question card in a given lecture assignment (described under class assignments); one card per podcast lecture (not podcast episode) for this course. There are generally three to five podcast episodes per lecture. Students should then typically have their question card per each group meeting. There are approximately four smaller groups within the two schedules that make up this course's divided schedule (either Schedule A or Schedule B). Scheduled meetings are found in separate schedule links (A and B) to this syllabus. Combined class schedules are found at the end of this syllabus. Once you are assigned a schedule ([Schedule A](#) or [Schedule B](#)) you **must** adhere to that particular schedule for the semester. Class time will NOT change; only the number of times we meet since lecture time is available through podcast and attendance monitored through each group's schedule, and an occasional common lecture time, quiz and exam.

1. Blazeview > On-line pre-quiz credit < A total of 10 percent of a student's grade will be based on completion of on-line "pre-quizzes" available in **Blazeview**. **It may be necessary to "tune-up" your browser via the link found in the web version of this syllabus.** On-line pre-quizzes may be taken as often as necessary to receive their percentage correct wanted prior to covering that unit in class. Eleven of these online quizzes will be made available with the lowest online quiz dropped (ten used for the grade). Each on-line quiz completed will count as one percent of a student's grade with the highest quiz score used as the "grade" for that quiz.

As is the case with Blazeview, it may be necessary to "tune-up" your browser via the link found in the web version of this syllabus if you plan to use the Online materials. Thomson on-line quizzes completed will not count as part of a student's grade; however, students may wish to complete the Thompson Companion site quizzes. **The ONLINE units are available through Blazeview**, individual companion site quizzes are typically shorter.

2. In class puzzle assignment credit – Puzzle assignment credit - Students will need to purchase a puzzle book¹ to complete this assignment. For purposes of record keeping, the workbook will be collected following the completion of each puzzle until the end of the semester, when the completed books will be returned to the student. Partially completed (reused books) will generally not be allowed, since the in-class completion of these workbooks must be the product of the student enrolled in the course. Since the books are to be used only once, and in order to resolve any ethical issues related to instructor benefits, students enrolled in this course will receive a refund of the royalties portion of this text¹. A total of 10 percent of a student's grade will be based on completion of ten "puzzles" available through class schedules A or B. Aside from puzzle assignments and question cards other **in class** assignments are typically not added to this course. However, additional assignments may be added to the course based on need and instructor's approval. Any additional assignment must be made available to all students to avoid any inequities.

3. Question Cards – Students are required to complete a 3" x 5" card placing their name (last name, first name) in the upper left hand corner of the lined side of the card, followed by the letter Q **and episode** number for that lecture and the date of the discussion. The question is then placed on the opposite (usually unlined) side of the card in legible printing (not cursive). Failure to follow this very basic format will result in the card being *immediately returned to the student*. ONLY 3" x 5" cards will be accepted. Cards larger than 3" x 5" will be returned. Paper stock substitutes for the 3" x 5" cards will also not be accepted. One card for one of the 12 to 20 minute MP3 recordings should be turned in for one of the 2 to 5 episodes within each of the ten lectures during the related discussion sessions of the class. There are approximately ten (10) question cards due (11 possible) across all course content for this semester. Question cards are not to be turned in late and a schedule is provided (below).

3 x 5 QUESTION CARD

FRONT

Last Name, First Name – Lecture 1 (Episode 2)

Schedule A (or B) Discussion Group Name

AUGUST 25 (or 27) , 2009 (Date of Discussion Group)

BACK

Question: What is the APA?

4. Article assignment credit – This is a **written assignment** -You will be required to prepare **one** article review assignment for this course. The assignment will be worth up to 100 points and will be averaged as FIVE PERCENT of your grade with one-half the value as the midterm or final examination. The article assignment should be typed double-spaced and, yes, spelling and grammar are important. **The article review assignment is DUE ON October 15th**, while the question cards are due **at each meeting** for the appropriate **podcast episodes/lecture**. Late cards will not be accepted. The article review is described on the following page.

Article review credit -The article review form used is for article reviews are provided via website link to this syllabus schedule and at the beginning of class. Assignments are to be turned in by midterm (see calendar). For each day a paper is late, a five-point penalty will be imposed. Assignments turned in more than four

days late will not be accepted, and a score of zero will be assigned. After the initial grading of the assignments, a second opportunity for returning a revised version of this paper will be provided. Revised papers are due at the beginning of the final week of class (see calendar). A review of an article from a psychology website or journal (for example: Psychological Bulletin, Journal of Abnormal Psychology, Journal of Personality and Social Psychology, etc.) You may use Psych. Lit., or see me, or a librarian to help you find appropriate journals. Psychology Today is **NOT** an appropriate journal. This review should summarize and comment on the content of the article. Note that rewriting the abstract or lifting passages from the article is not summarizing. A copy of the first page of the article must accompany the paper upon submission, or five points will be deducted from your score. An [example of a completed form is provided via a link in Blazeview](#).

If you are a **teacher education student** you should submit your article review through LiveText. A LiveText form will also be made available through your LiveText account. LiveText may be purchased online for \$98.00 and the subscription is good until you graduate and 2 years beyond your graduation for the online subscription. You may also purchase a subscription at the VSU Bookstore for \$112.00 00 (also good for 2 years beyond your graduation. The address for LiveText is: <http://college.livetext.com/college/index.html>

5. MIDTERM EXAMINATION - The midterm examination will be given as scheduled (10/01). If you miss the midterm, *due ONLY to serious illness or jury duty*, you may make up the midterm exam after the last quiz. This 10/01/09 midterm will not be identical to the earlier scheduled midterm and may be more difficult since you have had additional time to study. ***If you miss this second opportunity, you may take the midterm during the final examination period. A third completely different midterm will be administered that may not correspond to the objectives given in class (your attendance is required on this occasion: the final exam).***

6. FINAL EXAMINATION - If you miss the final examination for any cause other than illness, **per VSU policy**, you could receive an F on this exam. **The final examination time will not change.**

7. IN CLASS QUIZZES - Five 25-item quizzes will be given during the semester. Prior to the beginning of each in-class quiz a class roll will be distributed. Once the attendance sheet is returned, students are given the inclass quiz (either forms A, B, C, or D) and a scantron form. Points from the quizzes will be averaged with the **LOWEST QUIZ** dropped from the grade. Students answer on both the scantron from and on the quiz. Scantron forms and quizzes are returned; however, only the scantron forms collected are used as the basis for your score. Answering on the quiz will allow time to review the quiz items without the scantron forms and provides a document that may be used to substantiate attendance and in some cases the scantron form. If students do not return both the exam and scantron form with their name on each, a score of zero will be given for that quiz. Missed quizzes will not be identical to the inclass version. A missed quiz will not follow the linked objectives and may be more difficult, since the student has had additional time to study.

Of the five 25-item quizzes that will be given during the semester as many as four (or perhaps five quizzes) may be given using the responses system devices. Students answer on both the scantron form and also answer using the response system. Scantron forms and quizzes are returned; and the scantron forms collected may not be used as the basis for your score if the response systems appears to be accurate.

8. IN CLASS PARTICIPATION - An inclass participation roll/assessment may be used during the last month of class through a technology-based response system. Additional important details concerning the response system units and the use of the response system were be provided in class close to midterm. Now that the system is available, students can use response units and can give their answers to the interactive questions in class for November 17th , 19th , 24th , and on December 1st and 3rd . Your participation grade will be individually calculated and will be based on the percentages of class Interactive responses you make.

IN CLASS PARTICIPATION GRADE CALCULATION		
Participation Points (out of 5 percent of your final grade) that will be added to your grade for participation	Percentage correctly answered across all class interactive "clicker" items	Extra Credit Points Total number (out of 2 items – 4 points) added to your midterm exam.
	Correct "clicker" items	
	60 Percent Correct	2 items – 4 points
5 points	25 percent	0 items – no points
4 points	20 percent	
3 points	15 percent	
2 points	10 percent	
1 point	5 percent	
Zero points	Zero percent	

Participation scores are to be based on the percentages of correct responses supplied in class. (based on an total percentage across all five sessions or classes). Answering with the response units within the response system will not be required or recognized publically; however, if a student or group fails to respond, their score for that item will be set as a zero for that participation item. Student response units (CLICKERS) are to be returned at the end of the semester. If students do not return both their individual response devices, they will not receive a grade for the semester. Cost for lost or damaged response units will be \$40 - \$50. Although the student **should not put their name on each unit**, the some form of TEMPORARY "label" may be applied to more easily identify the unit.

Students will also use their clickers for the last in class quiz. Students found using another student's or group's response unit will receive a score of zero on that given

class participation session or will be given for that quiz. Lastly, the class participation percentages may also be used for calculation of “Extra Credit.”

Evaluation (based upon criteria below):	
1. BlazeView Online Pre-quizzes	10 %
2. In class puzzle assignments	10 %
3. Question Cards	10 %
4. Article Assignment	5 %
5. In Class Quizzes	40 %
6. Midterm Examination	10 %
7. Final Examination	10 %
8. Class Participation	5 %
TOTAL	100 %

Grading Criteria: 90 - 100% = A, 80 - 89% = B, 70 - 79% = C, 60 - 69% = D, < 59% = Failing

CLASS ATTENDANCE POLICY

There are only two kinds of absences: **excused** and **unexcused**. An excused absence is due to five possible reasons: (1) illness of student or serious illness of a member of the student’s immediate family; (2) death of a member of the student’s immediate family; (3) attendance on a sponsored University trip; (4) major religious holidays; and (5) any other circumstance which the instructor finds reasonable cause for nonattendance. Any absence that cannot be verified as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence. For example, "I overslept" or "My roommate turned off the alarm clock" are examples of situations that are your responsibility, not mine.

Important information. As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an “F” in the course.

VSU policy requires class attendance. Class attendance will be important in doing well and will be documented via question cards and completion of in-class material (common group demonstrations and puzzles/exams). We have 32 class meetings that will be reduced to approximately 25 meetings because of requirements that include podcast question cards for lectures, puzzle learning assignments, and prequiz Blazeview assignments. Since it is imperative that you attend class discussion/ puzzle assignments, it is important that you pay close attention to the attendance policy for this class as it is stated in this section of the syllabus. No exceptions will be made, since this is a policy based on the Georgia Board of Regents standards. If you miss too many classes before midterm, you will be dropped from the class. If you miss too many classes throughout the semester, you will receive a "WF" for your grade, so pay close attention in class and do your best to adhere to the class schedule. Changes to the class calendar may be announced in class and you will be expected to be aware of them. In addition, **quizzes will not be made up**; if you miss more than 10 CLASS HOURS beginning AUGUST 16 2008 will receive a FAILING grade. On the positive side those students missing only **TWO CLASS SESSIONS**, beginning AUGUST 20, 2009 (inclusive), will automatically receive 2 EXTRA points added to their FINAL examination scores. Also, on the positive side those students missing **ONLY ONE CLASS** or less, beginning AUGUST 20, 2009 (inclusive), will automatically receive 2 more EXTRA points (for a total of 4 EXTRA points) added to their FINAL EXAM

OTHER EXTRA CREDIT

A TOTAL of 4 points may be granted on the Midterm Examination (2 POINTS) for each participation in a project agreed upon by the student and instructor, prior to completion of a project. The Clicker counts above will be used to award Extra Credit on the Midterm. Extra credit must be earned prior to the last class period (the final exam).

COURSE WITHDRAWAL POLICY

Students withdrawing from the course BEFORE mid-term will be assigned a non-punitive W. After midterm, a W or punitive WF, based on course performance, is assigned by the instructor and forwarded to the Registrar's Office for processing. **Please note that if you stop attending class, this does not constitute withdrawing from the course.**

PLAGIARISM AND CHEATING POLICY

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating. These rules can be found in the Valdosta State University Student Handbook 2009-2010 on page 39: "Student Code of Conduct."

Plagiarism refers to reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file or whatever. When a

student's assignment involves research from outside sources or information, he or she must carefully acknowledge exactly what, where, and how he or she has employed them. If the words of someone else are used, then the student must put quotation marks around the passage in question and add in appropriate indication of its origin. If you make simple changes while leaving the organization, content, and phraseology intact, then you are guilty of plagiarism. Any student who is found to have plagiarized in this course will, at minimum, receive a zero for that assignment and a possible F for the course.

Do not find an article or paper on the internet and copy and paste parts of it or all of it into an assignment and call it your own. Although you might be tempted to "cut-and-paste," engaging in such behavior is plagiarism. The material in an assignment should be in your own words and not someone else's. Using the "thesaurus" option in a word processing program to change a few words of a sentence is still plagiarism. If you want to "risk it" by cutting-and-pasting, then you will be responsible for any and all consequences resulting from such behavior. Plagiarism is becoming a substantial problem on college campuses and there is software developed to combat it. Many faculty use an algorithmic search engine written specifically to locate plagiarized papers, usually in less than 60 seconds. Save yourself the embarrassment and academic consequences by using your own words in all assignments.

Cheating is defined as the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself or herself or another student on any academic work which is considered in any way in the determination of the final grade. If you let someone else copy your work or share answers with them, then that action is cheating. A more detailed description can be found on page 39 of the Valdosta State University Student Handbook. Academic dishonesty is taken very seriously and the range of academic actions that can be taken range from a much lower letter grade to expulsion from the University.

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

<http://www.valdosta.edu/catalog/0910/ugrad/>

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities (<http://www.valdosta.edu/ssp/>) in 1115 Nevins Hall, (229) 245-2498 (voice) and (229) 219-1348 (tty).

A FINAL WORD

I want to convey to you that I am firm on these policies, but they are not "etched in stone." I am aware that individual circumstances may arise warranting a change in some of these procedures or policies, but you ***should not*** count on that being the case. If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me ***as soon as possible*** should any difficulties arise in your life that might interfere with your performance in the course. Waiting until final grades are distributed to talk to me is altogether too late.

INSTRUCTOR:

Larry Hilgert, Ph.D., Associate Professor,

Department of Psychology and Counseling

Office: Psychology Building, Room 1, Voice: 333-5616 or 5930

Office: **Tuesday and Wednesday from 8:30 to 10:30am;**
Tuesday and Thursday from 2:30 until 5:30 pm, or by appointment

E-MAIL: lhilgert@valdosta.edu

CLASS HOURS: Tuesday and Thursday Room EC 2130 - 11- 12:15 pm additional hours as per final exam schedule. - **Final is on Friday, December 11th 10:15: am – 12:15 pm**

Date	Topic for PSYC 2500 (PODLINKS)	Chapters
8/18/09T	EC 2130 (Bring both Main Text and your Puzzle Books)	INTRODUCTIONS
8/19/09W	Blazeview now available <i>No Class Wednesday</i> (Lecture One Downloads Available by 1:00 pm)	
8/20/09R	Groups A & B The Field of Psychology – Introduction – Use of Blazeview -	ROOM:
8/21/09F	<i>No Class on Monday</i> (Lecture Downloads Available by 6:00 am)	
8/25/09T	Group A Psychology Discussions Cont. – Lecture Cards 1 & 2 Sample Puzzle	Chapters 1 & 2
8/27/09R	Group B Psychology Discussions Cont. – Lecture Cards 1 & 2 Sample Puzzle	Chapters 1 & 2
8/28/09	Blazeview Video Available - Please review the Blazeview Videos - <i>No Class on Friday</i>	
9/01/09T	Groups A & B First Quiz & Objectives and the First Puzzle EC 2130 -	Chapters 1 & 2
9/02/09	Video Available in Blazeview <i>No Class Wednesday in Introductory Psychology</i> (Lecture Three Downloads)	
9/03/09R	Groups A & B -- Biopsychology Discussions - Second Puzzle List + 3	Chapter 3
9/08/09T	Group A - Biopsychology & Basic Brain - Lecture 3 Card (& Second Puzzle)	Chapter 3
9/10/09R	Group B - Biopsychology & Basic Brain - Lecture 3 Card (& Second Puzzle)	Chapter 3
9/11-2/09	<i>Friday or Saturday</i> (Lecture Four/Part A Downloads Available)	
9/15/09T	Group A Discussions - Childhood Development Question Card 4A	Chapter 4 (to page 125)
9/17/09R	Group B Discussions – Childhood Development Question Card 4A	Chapter 4 (to page 125)
9/22/09T	Both Groups A&B Second Quiz & Objectives Childhood Development Puzzle 6	Quiz 2 - Chapter 3 Only
9/23/09	Blazeview Videos Available <i>Wednesday</i> (Lecture Four/Part B Downloads Available)	
9/24/09R	Group B Clickers – Adolescent/Adult Developmental Question Card 4B Puzzle 7	Chapter 4
9/29/09T	Group A Clickers – Adolescent/Adult Development Question Card 4B Puzzle 7	Chapter 4

Date	Topic for PSYC 2500 (PODLINKS)	Chapters
10/01/09R	<u>MIDTERM</u> Lecture Five Downloads Available 10/5/09	Chapters 1-4
10/06/09T	Groups A & B Clickers- Sensation and Perception / Question Card 5	Chapter 5
10/08/09R	Group A Clickers - Sensation and Perception / Classical Conditioning	Chapter 5 & 7
10/13/09T	Groups B Clickers - Sensation and Perception / Classical Conditioning	Chapter 5 & 7
10/15/09R	Groups A & B Conditioning – Puzzle 3 (Article Review Due on 10/22)	Chapter 7
10/20/09 T	No Class – Fall Break (Learning Podcasts – Lecture 7)	Chapter 7
10/22/09R	Groups A & B Clickers & Operant Conditioning (Learning Puzzle) Card 7 Due	Chapter 7 & 8
10/23/09	Lecture 8 Downloads Available by 6:00 pm	Chapter 8
10/27/09T	Group B Discussions – Card 8 (Memory Puzzle)	Chapter 8
10/29/09R	Groups A Discussions – Card 8 (Memory Puzzle)	Chapter 8
11/03/09T	<u>Third Quiz Objectives</u>	Chapters 5, 7, & 8
11/05/09R	Group A Discussions -Personality Theory+ Assessment – Card 9	Chapter 11
11/10/09T	Group B Discussions -Personality Theory+ Assessment – Card 9	Chapter 11
11/12/09R	<u>Fourth Quiz and Objectives</u> (Personality Puzzle)	Chapter 14
11/13/09	Friday – Lecture 10 Downloads Available	Chapter 14
11/17/09T	Groups A and B Clickers – Video - Introductions, Psychopathology	Chapter 14
11/19/09R	Groups A & B Clickers- Psychopathology (Card 10 Due)	Chapter 14
11/24/09T	<u>Fifth Quiz and Objectives</u> - Psychopathology (Puzzle)	Chapter 14
11/25/09W	THANKSGIVING VACATION	11/25/09 - 11/27/09
11/27/09F	Interventions /Wellness Downloads Lecture 11 – Chapters 15 & 16	No Classes
12/01/09T	Groups A & B Discussion Therapy / Interventions (Therapy Puzzle)	Chapter 15
12/03/09R	Groups A & B Discussion Health and Wellness (Stress Puzzle Lecture Card 11)	Chapter 16
12/11/09	<u>FINAL EXAM</u> - Friday, December 11th 10:15: am – 12:15 pm	Chs.5,7,8, 11, 14-16

Fundamentals of Psychology (PSYC 2500) Outcomes Assessment		
VSU General Education Outcomes	Activity	Assessment
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.	Podcasts, Discussion, Assigned text readings.	Exams / Lecture Cards.
3. Students will use computer and information technology when appropriate.	Assignments, Class activities, Podcasts Article Review Projects	The instructor uses appropriate grading criteria to evaluate students' work.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.	Class activities, Article Review Project	The instructor uses appropriate grading criteria to evaluate students' work.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.	Podcasts, Discussion, Readings, Class & Article Review Projects	Exams, The instructor uses appropriate grading criteria to evaluate work.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.	Podcasts, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate work.
College of Education Outcomes	Activity	Assessment
II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.	Podcasts, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate work.
III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	Podcasts, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
Department Outcomes	Activity	Assessment
1. Use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.	Podcasts, Discussion, Assigned readings, Class activities, Projects, Videos	Exams, The instructor uses appropriate grading criteria to evaluate work.
4. Articulate controversial and ethical issues in psychology.	Podcasts, Discussion, Assigned readings, Class activities, Projects, Videos	Exams, The instructor uses appropriate grading criteria to evaluate work.
6. Use appropriately the technical language of the science of psychology in oral and written communication.	Podcasts, Discussion, Assigned readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate work.
Department Outcomes (Cont)	Activity	Assessment
10. Examine and evaluate career and educational opportunities available with an undergraduate psychology degree.	Podcasts, Discussion, Assigned readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate work.
11. Use appropriate computer technology to complete relevant assignments.	Class activities, Podcast ; Projects	The instructor uses appropriate grading criteria to evaluate students' work.

The right to vary from this syllabus is reserved