The mission of Motlow State Community College is to enrich and empower its students and the community it serves.

Psyc 1030
Time of Class and Semester
Location

This Course Outline is subject to change with notice.

Credit Hours: 3

Prerequisites: Exemption from or completion of ENGL 0810 and READ 0810

Discipline Number Course Name: Psychology 1030

Catalog Description: This is an introductory survey course focused on the scientific study of behavior and mental processes. Topics include the history of psychology, critical thinking and research methods in psychology, the biological and biological bases of consciousness, sensation, perception, memory, learning, cognition, development across the lifespan, motivation, emotion, sexuality, stress and health, social psychology, personality, psychological disorders, and psychological therapies. (Formerly PSY 1310, PSY 1320, and PSY 1410)

Group for Whom the Class is Intended: Students following the Associates of Art (A.A.) or Associate of Science (A.S.) Psychology Tennessee Transfer Pathway (TTP) or as a required or elective social/behavioral science course in other TTPs, and any student interested in the scientific study of human behavior. PSYC 1030 General Psychology is a Tennessee Board of Regents (TBR) approved General Education Core course.

Instructor Information:

Name
Title
Office Locations, Hours, Phone and Email (Please stated preferred method of contact)

- Campus Location
  Office Hours and Location for Student Contact
  Telephone Number of Campus and Extension if Available
  School E-mail

  Alternate Campus Information if Relevant
  Office Hours and Location for Student Contact
  Telephone Number of Campus and Extension if Available
  School E-mail

Required Text(s): (1)

List Name of Current Psychology Textbook to include Publisher Name and ISBN Number. Please refer to the official Departmental Textbook Information document which is located on the Social Sciences Home page)
Other Requirements: Access to a computer and broadband internet service as well as basic competency in computer operation is required. Students may use any computer on any campus of the college that is authorized for student use. This course will use instructional technology in the form of D2L (Desire-to-Learn) which is the online learning management system the college uses for delivering web-based (i.e., online) instructional content. Students can expect to spend another two to three hours per week outside of class time with the requirements of this course; this is standard for collegiate level academic work.

Goal 1: Knowledge Base in Psychology
Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students should demonstrate breadth of their knowledge and application of psychological ideas to simple problems.

Objectives:
1.1 Describe key concepts, principles, and overarching themes in psychology
1.2 Develop a working knowledge of psychology’s content domains
1.3 Describe applications of psychology

Student Learning Outcomes (SLOs):
Students will:
1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
1.1b Explain why psychology is a science, with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes
1.2a Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental (life span), biological, and sociocultural)
1.2b Identify principal methods and types of questions that emerge in specific content domains
1.3a Describe examples of relevant and practical applications of psychological principles to everyday life
1.3b Summarize psychological factors that can influence the pursuit of a healthy lifestyle

Goal 2: Scientific Inquiry and Critical Thinking
The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students should learn basic skills and concepts in interpreting behavior, studying research and applying research design principles to drawing conclusions about psychological phenomena.

Objectives:
2.1 Use scientific reasoning to interpret psychological phenomena 2.2 Demonstrate psychology information literacy
Student Learning Outcomes:
Students will:
2.1a Identify basic biological, psychological, and social components of psychological explanations (e.g., inferences, observations, operational definitions, interpretations)
2.1e Describe common fallacies in thinking (e.g., confirmation bias, post hoc explanations, implying causation from correlation) that impair accurate conclusions and predictions
2.2b Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)
2.2d Articulate criteria for identifying objective sources of psychology information

*Learning goals, objectives, and associated Student Learning Outcomes (SLOs) selected from The APA Guidelines for the Undergraduate Psychology Major, Version 2.0 (American Psychological Association, May 15, 2013).

Major Assignments and Method of Calculating the Final Grade:
List major assignments and explain how Final Grades will be determined, e.g. 1st Exam=20% of Final Grade, Term Paper = 10% of Final Grade, etc. If several assignments (such as quizzes) will collectively represent a single component of the Final Grade, there is no need to list each assignment. For example, Quiz Average =15% of Final Grade

Grading Policies
Grading Scale: E.g. 100-90 =A, 89-80=B, etc.
List any other policies that might affect student grades such as those regarding Class Participation or Attendance. The weight of the specific component should be mentioned above under Major Assignments (as in, Class Participation=10% of Final Grade). Here, explain how the specific grade will be determined (as in, “After the student’s second unexcused absence, each additional absence will lower the Final Course Grade by 5%”).

Course Policies:

Academic Misconduct:
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination or to assign an “F” for the course.

Classroom Misconduct Policy:
The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the
classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, laptop computers, games, etc.). For more information, see MSCC Policy 3:02:00:03.

**Emergency Procedures Policy:**

In case of a medical emergency we will immediately dial 9-911 and report the nature of the medical emergency to emergency response personnel. We will try to stay with the person(s) in need and maintain a calm atmosphere. We will talk to the person as much as possible until response personnel arrive on campus, and we will have someone go outside to meet emergency personnel and direct them to the appropriate location.

In the event of an emergency (drill or actual), a signal will be sent. Based on that signal, students will follow the procedures below for that specific type of emergency:

**Loud warbling sound throughout Building (FIRE):**
Collect purses and coats and proceed immediately out of your room and exit through the closest emergency exit. Proceed to the Designated Assembly Area closing windows and doors as you exit. Remain there until the "All Clear" Signal is given by an Emergency Management Team member. (Instructors- Provide your Designated Assembly Area, and its location to students)

**Tornado Siren (SEVERE WEATHER):**
Proceed to the closest designated severe weather shelter on the 1st floor and proceed all the way into the shelter. Crouch down on the floor with your head between your knees facing away from the outside walls. Remain there until the "All Clear" Signal is given. (Instructors- Provide the recommended room number or hallway location to students)

**Air Horn (1 Long Blast) and Face to Face All Clear (INTRUDER/HOSTAGE):**
Ensure door is closed, locked and lights turned off. If your door will not lock, move some tables and chairs in front of the door quickly. Move immediately to the rear of the room away from the door and sit on the floor- out of sight if possible. Remain calm and quiet and do not respond to any inquiries at the door unless you have been given the "All
Clear" and a member of law enforcement or your campus Emergency Management Team member makes face-to-face contact at your door.

**Classroom Locked-door Policy:**

In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective classroom management, the classroom door will remain closed and locked for the duration of the class period.

**Additional Classroom Rules:**

1) Smoking on college grounds is prohibited

2) Children and visitors may not accompany students to class

3) Laptop computers may not be used in the classroom without permission from instructor

**Special Instructions/Procedures:**

(If you use D2L, please indicate that here)

Students should check their MSCC student email AND D2L email at least once per day for important announcements from the instructor and the college!

**Educational Technology:**

**Accessing Campus Computers or the MSCC Library from off Campus:**

Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username: msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

**Using D2L:**

For help with D2L including how to submit materials to a Dropbox, see this page: [http://www.mscc.edu/techtube.aspx](http://www.mscc.edu/techtube.aspx)

**Technical Support/Assistance:**

Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

Provide instructions for D2L/MyWritingLab/Blackboard/etc., MSCC Computers Login, MSCC Library Login from Home, etc. if applicable.
Disability Services and Requesting Accommodations Based on a Disability

Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students with disabilities attending Motlow College. Contact the Director of Disability Services here: http://www.mscc.edu/disability/index.aspx.

Students with disabilities who would need assistance in an emergency evacuation should self-disclose that need to the instructor no later than the second day of class or second group meeting.

Confidentiality of Student Records:

The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

Privacy Statement

The college and the instructor seek to protect the privacy of students, faculty, and staff at the college. All audio and video recordings, pictures, or other recordings of students, faculty or staff or their personal information or public or private dissemination of such information by any means is strictly prohibited. Students with documented disabilities and institutionally approved academic accommodations may record lectures with permission of the instructor. Dissemination beyond the disabled student’s personal academic use is prohibited without the express written consent of the instructor.

FERPA Statement

FERPA is the Family Educational Rights and Privacy Act of 1974 (also called the “Buckley Amendment”) and is the federal law that guides Motlow College in regards to the privacy of a student’s educational record. The FERPA law may be accessed at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Barring a health or safety emergency, the instructor will not share your confidential information about this course with anyone outside this institution. However, there may be circumstances where it is determined that the instructor must share information internally and the instructor will comply fully with their responsibilities in this area.
**Student Success:**

MSCC Instructors can guide students to specific resources regarding Tutoring in their discipline. In particular, students may find help with Math and Essay Writing via each campus’ Learning Support labs. Students should contact the labs on their campus to schedule appointments. For additional help, see the Student Success page: [http://www.mscc.edu/student_success/index.aspx](http://www.mscc.edu/student_success/index.aspx). This is your resource for any academic assistance you may need during the semester. For example, study skills, writing papers, understanding the syllabus, using D2L.

**Academic Advisement**

Students are strongly encouraged to obtain ongoing academic advisement with regard to their declared program of study and matriculation towards graduation. Please contact the college’s Advisement Center ([http://www.mscc.edu/advisement/index.html](http://www.mscc.edu/advisement/index.html))

List any discipline-specific Student Success resources that Instructors are likely to utilize, e.g. Smarthinking, TurnItIn, along with instructions for access.

**Exams**

(Discuss quiz/exam details here)

**Exam Schedule:**

**Chapter Assignments**

(Provide assignment details here)

**Research Project**

(Provide research project details here)

**DUE DATE:**

**Returned Assignments and Grades**

The instructor’s grade book is the official record for all assignments and grades. Assignments/exams will be returned in a timely fashion. Students should record and keep up with their grades as the semester progresses.

**Class Schedule of Assignments:**

**Course Calendar:**