

**Valley City State University**  
**Psychology 111: Introduction to Psychology**  
**Fall 2020, Section 3**

**Contact Information:**

**Instructor:** Dr. Katie Woehl

**Phone:** 701-845-7316

**E-mail:** [kathryn.woehl@vcsu.edu](mailto:kathryn.woehl@vcsu.edu)

**Office:** McFarland 321A

**Office hours:** Tuesday and Thursday 9:30-11:00 or by appointment. I am in my office most of each day so please feel free to schedule another time that works better for you.

**Class meeting time:** Tuesdays and Thursdays, 8:00-9:15am

**Class meeting room:** Vangstad Auditorium and Microsoft Teams

**Click here to access [the Teams site for this course](#)**

**Click here to [join full-class sessions synchronously](#)**

**\*\*Any student may choose to join the full-class sessions synchronously on any day instead of being present in the classroom. Click the “join full-class sessions synchronously” link above and follow the prompts to your Microsoft Teams app (you may also choose to join through a browser but the experience is often much better through the app). You may opt to turn your video on or off, but please turn your mic off before joining the call to avoid feedback in the classroom speakers.**

**Required Texts:**

We are using an Open Educational Resource (OER) for this course. This means your textbook is *free* and available online here: [Introduction to Psychology - U of MN Libraries Publishing](#)

From this site you can click “Read Book” in the lower left corner or “Download This Book” on the right side of the screen below the yellow box.

**\*\*Note, the authors and original publishers of this text have requested they not receive attribution for this work, which is why they are not listed here in the textbook citation.**

**Catalog Description:** (3 credits) A survey of the scientific study of behavior and mental processes.

**Course Purpose and Goals:**

**Purpose:** This course is designed to provide an introduction to a variety of psychological topics including: the brain, sensation and perception, memory, learning, cognition, personality, social psychology, psychological disorders and therapies.

**Learner Outcomes/Competencies:**

- Students will accurately describe fundamental psychological terms/concepts.
- Students will compare/contrast multiple psychological perspectives on a variety of topics.
- Students will contribute to small group discussions and assignments.

## VCSU General Education Learning Outcomes

The Creative and Critical Thinking outcome statement is as follows: *A comprehensive skill set that allows one to reach an informed opinion, conclusion, and/or decision based on observation, research, imagination, synthesis, and reflections.*

In PSYC 111 we will work toward this outcome through the critical thinking activities (CTAs) scheduled throughout the semester. More details will be provided on a separate document.

## VCSU Psychology Program Outcomes

The VCSU Psychology Program strives to meet five goals the American Psychological Association has set forth for a comprehensive undergraduate experience in psychology. Here is how this course addresses each:

- Goal 1: Knowledge Base in Psychology
  - This is the primary outcome targeted in PSYC 111 as we work to develop a common language so we can discuss basic psychological phenomenon.
- Goal 2: Scientific Inquiry and Critical Thinking
  - When discussing human behavior we focus on what the scientific data suggests, rather than our personal experiences. We carefully consider the source and implications of the information we are exposed to.
- Goal 3: Ethical and Social Responsibility in a Diverse World
  - We will discuss a variety of current events that reflect ethical issues in today's society and apply psychological theory and research to those events.
- Goal 4: Communication
  - Through participating in small group work and completing weekly writing assignments, students will improve their communication skills.
- Goal 5: Professional Development
  - Students will be briefly introduced to a variety of career paths in the field of psychology.

## Course Policies:

**Learner-Centered:** In this course, the student is expected to take primary responsibility for his/her learning. This includes completing assignments in a thorough and timely manner, participating in discussions and class activities fully and thoughtfully, seeking out answers to questions, and developing the art of intellectual inquiry. The role of the instructor is facilitate the learning process by designing appropriate assignments, giving ample constructive feedback, and providing opportunities for students to create and apply new understandings of the course content.

My goal is to provide prompt feedback so students can learn from it and apply what they have learned to the next task in the course. Students can expect that assignment grades will be posted within one week of the submission deadline. If for any reason a specific item will not be graded within this timeframe, I will let you know through a Blackboard announcement when you can expect to have that feedback.

**ADA Statement:** If you need course adaptations, adjustments, or accommodations because of documented disability, or have emergency medical information to share, please make an appointment to talk with me during the first week of class, or when the medical situation arises.

Also, contact Jackie Owen in the Learning Commons and she will work with you and your instructors to make the necessary arrangements.

**Student Support Services:** A variety of services are available to assist you in your academic endeavors at VCSU, including the Learning Commons, Disability Support Services, and Allen Memorial Library. For more information, check the link in Blackboard titled Student Support/Policies.

**Title IX Reporting:** As a member of the Department of Social Science, I recognize that some of the topics covered in this course might spark strong emotional responses due to personal circumstances. I encourage you to reach out to me as a resource. I also want to make you aware that Title IX standards encourage you to report to the campus Title IX Coordinator any occurrence of gender discrimination, sexual assault, sexual harassment, sexual violence, relationship (dating or domestic) violence, or stalking. Should you desire to discuss any of these situations in a confidential manner, VCSU does have free confidential [Counseling & Health Services](#) available to students.

**Plagiarism Statement:** Academic integrity is the foundation of intellectual pursuit and participation in a scholarly community. The student handbook describes the expectations for academic honesty and indicates the possible consequences of academic dishonesty. When an act of academic dishonesty is discovered, faculty are required to complete an Academic Integrity Report to document the incident and sanction to the Vice President of Academic Affairs (VPAA) as well as the division chair.

I have a zero tolerance policy regarding plagiarism and cheating. Incidents of confirmed plagiarism and/or cheating will be immediately reported to both the VPAA and the Social Science Department Chair. First offenses will receive a reduced grade or 0 (zero). Second and subsequent offenses (as documented in the VPAA office) over the student's entire academic career at VCSU will result in additional sanctions, which may range from course failure to academic probation to expulsion.

Understanding what constitutes plagiarism or cheating and what is proper use of another's work can be difficult at times so I expect that you will have questions as you complete your work in this course. It is your responsibility to ask those questions and seek help BEFORE submitting your work. If you ask first, you avoid any issues of academic dishonesty and you learn how to continue doing this properly in the future. If you just try something without asking and the result constitutes plagiarism or cheating, you will be held responsible for that and the sanctions outlined above will apply. Do yourself a favor and ask first!

See the [VCSU Student Resources](#) for more details on this policy.

**Make-up Work:** Late assignments are not generally accepted. You have a course schedule at the end of this syllabus that contains all deadlines for the duration of this course – be sure to make any necessary arrangements to meet those deadlines. If you know you will be absent on the day an assignment is due (e.g., you will be out of town) you need to submit it early in order to earn the points. I will make exceptions to this rule only in extreme circumstances (e.g., hospitalization, funeral attendance). In the event that you need to request an extension, please let me know of your situation as soon as possible to make alternative arrangements. Documentation of your circumstance may be requested before late assignments will be accepted.

If you are absent on a day when in-class participation points are given you cannot make them up (exceptions may be made for excused absences but you must speak with me individually). However, throughout the semester there will be sufficient opportunities to earn the total number of participation points possible even if you miss an occasional class period.

**Blackboard:** I will use Blackboard to post grades, assignments, announcements and all other information pertaining to class. I also ask that you submit all of your work and take all quizzes through Blackboard. Please check blackboard often to ensure your grades are entered correctly and that you are staying caught up on class announcements and updates. If you have any questions about navigating Blackboard, or if you want to request paper copies of any quizzes due to a documented disability please let me know.

**Class Cancellation:** If class is cancelled for any reason (e.g., instructor illness), I will post an announcement to Blackboard and send the class an e-mail as soon as possible explaining how we will proceed. It is in your best interest to check Blackboard/e-mail prior to class each day for any such announcements.

**Face Masks in the Classroom:** In accordance with CDC recommendations, all members of the VCSU Community, including students, faculty, and staff, are required to wear face masks in public areas such as hallways, restrooms, and classrooms. If you are not able to wear a face mask, please plan to attend this class using synchronous remote delivery.

**COVID-19 Classroom Access Statement:** Every member of the VCSU community is expected to exhibit responsible behavior to support the health of the rest of the community. To help you make responsible choices, all face to face classes at VCSU are available via synchronous remote delivery. Please use this feature

- If you feel sick
- If you are in quarantine because you or a close contact have COVID
- If you are at risk, or live with someone who is at risk and need to limit your contact with others
- If you are unable to wear a face mask in the classroom

In all cases, be sure to contact your instructor they are aware of your remote presence and can make the effort to involve you directly in the class activities. You do not have to indicate your health status; synchronous remote delivery is available to every student who needs it. Simply let your instructor know that you will be attending remotely, either on a given day or for a specified period of time.

You are expected to attend synchronously, meaning during the regularly scheduled course time, from your remote location. This course will use Teams to connect you to the classroom. Please contact your instructor for connection instructions if you are not sure how to proceed.

Thank you for taking the health and well-being of your fellow students, faculty, and staff seriously.

**Final Exam:** VCSU policy states that each class must meet and complete a meaningful academic activity during the scheduled final exam time. You will find the final exam date and time for this course in the schedule below. Each student must be present for this final exam period so please

plan accordingly. Any requests to take a final exam outside of the scheduled time must be approved by the Vice President for Academic Affairs.

**Grading:** There will be a total of 550 points possible in this course, earned through assignments and small group work. The grading scale in this course is as follows:

495-550 points	A
440-494 points	B
385-439 points	C
330-384 points	D
329 or fewer points	F

**Write-to-Learn Assignments – first drafts (110 pts):** You will use the textbook to answer the questions on each WtL assignment. The primary goals of these initial drafts are 1) you will read the chapter independently, 2) you will read for understanding rather than skimming to pick out key words, 3) you will make an attempt at thinking critically about the chapter content, and 4) you will determine for which concepts and terms you would like further instruction. This first draft is worth 10 points and is graded based on effort; while I do not expect everything to be answered accurately on this initial draft I do expect strong evidence that you read the textbook and spent adequate time on constructing your responses.

**Small-group Participation (110 pts):** There is one class period designated as a “small group” session for each chapter/unit we cover this semester. The goals of this session are to discuss what you learned and struggled with on the initial WtL assignment for that chapter and to submit a list of remaining questions to me so I can plan the full-class day. I will develop lectures and activities based around the needs indicated by the small groups so your honest and thorough reports are critical to the success of the course. Each small-group session will need to be recorded in Teams and your participation in each session is worth 10 points.

**Write-to-Learn Assignments – final drafts (220 pts):** After small-group discussion and full-class instruction you will revise your answers from the first WtL draft and resubmit. I will select two questions from each write-to-learn assignment to grade for completeness and accuracy. The questions I choose will be the same for all students in the course. Final drafts are worth 20 points each.

**Critical Thinking Activities (60 pts):** CTAs are opportunities to apply the concepts from several chapters to a global issue, current event, or other large-scale scenario.

**Final Write-to-Learn (50 pts):** In place of a final exam, you will complete a final Write-to-Learn assignment. The questions on this final WtL will address content covered throughout the semester. I will select five questions for grading; the questions I choose will be the same for all students in the course.

### **Final Comments and Helpful Hints:**

- I encourage you to become active members of this course by asking questions and engaging in activities. Class discussions and activities are designed to help you learn and understand the information more completely. Those who participate are more likely to benefit and learn.
- I expect that you will remain respectful of everyone else in the room. This includes respecting others' opinions during class discussion and remaining respectful of others' views when voicing your opinions. You can disagree with someone in a respectful manner! Being respectful also includes turning all cell phones off during class (NOT to vibrate, but to silent/off!), arriving to class on time, and waiting until class activity is complete before packing up your belongings.
- If you have questions, ask! I am more than happy to answer any questions you may have regarding class material, course policies, etc. Please feel free to ask questions during or after class, send me an e-mail, or make an appointment to see me.

### Tentative Course Schedule:

Date	Topic	Where to meet (Subject to change)	Deadlines
T Aug 25	Intro to course	Vangstad	
R Aug 27	Ch. 1: Introducing Psychology	Vangstad	
T Sept 1	Ch. 2: Psychological Science	Small groups – Teams	WtL 1 - initial
R Sept 3	Ch. 2: Psychological Science	Vangstad	
T Sept 8	Ch. 3: Brains, Bodies, and Behavior	Small groups - Teams	WtL 1 – final; WtL 2 – initial
R Sept 10	Ch. 3: Brains, Bodies, and Behavior	Vangstad	
T Sept 15	Ch. 4: Sensing & Perceiving	Small groups – Teams	WtL 2 – final; WtL 3 – initial
R Sept 17	Ch. 4: Sensing & Perceiving	Vangstad	
T Sept 22	Ch. 4: Sensing & Perceiving	Small groups then large class – <b>Teams only!</b>	
R Sept 24	Critical Thinking Activity #1	Individual work in Blackboard	WtL 3 – final
T Sept 29	Ch. 10: Emotions and Motivations	Small groups – Teams	WtL 4 - initial
R Oct 1	Ch. 10: Emotions and Motivations	Vangstad	
T Oct 6	Gender & Sexuality	Small groups – Teams	WtL 4 – final; WtL 5 – initial
R Oct 8	Gender & Sexuality	Vangstad	
T Oct 13	Gender & Sexuality	Small groups then large class – <b>Teams only!</b>	
R Oct 15	Critical Thinking Activity #2	Individual work in Blackboard	WtL 5 - final
T Oct 20	Ch. 11: Personality	Small groups – Teams	WtL 6 – initial
R Oct 22	Ch. 11: Personality	Vangstad	
T Oct 27	Ch. 11: Personality	Small groups – Teams	
R Oct 29	Ch. 12: Defining & Psychological Disorders	Small groups – Teams	WtL 6 – final; WtL 7 – initial
T Nov 3	Ch. 12: Defining Psychological Disorders	Vangstad	
R Nov 5	Ch. 13: Treating Psychological Disorders	Small groups – Teams	WtL 7 – final; WtL 8 – initial

T Nov 10	Ch. 13: Treating Psychological Disorders	Vangstad	
R Nov 12	Critical Thinking Activity #3	Individual work in Blackboard	WtL 8 – final
T Nov 17	Ch. 7: Learning	Small groups – Teams	WtL 9 – initial
R Nov 19	Ch. 7: Learning	Vangstad	
T Nov 24	Ch. 8: Remembering & Judging	Small groups – Teams	WtL 9 – final; WtL 10 – initial
R Nov 26	<b><i>No Class – Happy Thanksgiving!</i></b>		
T Dec 1	Ch. 8: Remembering & Judging	Vangstad	
R Dec 3	Ch. 14: Psychology in our Social Lives	Small groups – Teams	WtL 10 – final; WtL 11 – initial
T Dec 8	Ch. 14: Psychology in our Social Lives	Vangstad	
R Dec 10	Ch. 14: Psychology in our Social Lives	Vangstad	
W Dec 16 10:00 – 11:50am	WtL 11 – final Critical Thinking Activity #4		

**\*\*Where location indicates Vangstad, students may opt to join synchronously through Teams if they are unable to attend in person. See link at beginning of syllabus for full-class session.**