



Course Title: Introduction to Psychology – PSYC1110 (Online) (Sections ONL and OL2)

Credit Hours: 3
Semester: Spring 2022
Cap: 20

Faculty: Dr. Dianna Dekelaita-Mullet (please call me “Dianna” or “Dr. Dianna”)
E-mail: dmullet@navajotech.edu
Office: MOD-8

Office Hours: Monday, Tuesday, Wednesday, Thursday from 11:00 a.m. – 12:00 p.m.

Class Location: ONLINE/Blackboard (this course is fully online—there are no scheduled class meetings, and you are required to log in to the Blackboard course 3x per week.)

Required Materials:

- Textbook
- Blackboard account
- Zoom
- NTU email account (**REQUIRED**—I will use your NTU email address to send course announcements and information)
- Daily access to a computer connected to the Internet

Textbook:

- *Introducing Psychology: Brain, Person, Group* Version 5.1 by Stephen M. Kosslyn and Robin S. Rosenberg

Mission

Navajo Technical University honors Diné culture and language, while educating for the future.

Vision

Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally and economically.

Philosophy

Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

Introduction to Psychology (PSYC1110) takes a broad look at the science of psychology today and serves as a frame of reference into the concepts of psychology. The course covers topics such as

the nervous system, sensation and perception, sleep and dreams, types of memory, thought, language, and intelligence. It also examines how human beings develop cognitively, emotionally, and socially.

Instructor Expectations

This course uses a participatory, learner-centered adult education approach. This approach recognizes that *you* are responsible for your learning. I can facilitate, organize, and provide opportunities to learn, but cannot force you to learn. You are expected to work hard in this course: for every hour of class time, you should spend at least three hours outside of class planning (nahátá); reading, thinking (nitsáhákees) and reflecting (sihasin); and working on assignments and projects (íiná). *You are expected to take responsibility for your success in the course*; that is, you must take an active interest not just in the course material, but in the course itself, *making it a success for all participants*. Factors such as **interest, motivation, creativity, and initiative** are important elements in evaluating your performance in the course and assigning a grade.

Course Outcomes

Students will:

- Define foundational terminology used in the field of Psychology
- Explain major theories, concepts, and principles used in Psychology
- Apply theories, concepts, and models to real-life situations
- Explain the neurophysiological bases of thought, emotions, and behavior
- Critically analyze ethical guidelines used in psychotherapy and psychological research
- Describe conventional methods of psychotherapy

Course Assessments

Students will demonstrate an overview of the field of social sciences, especially psychology, through active participation in classroom discussions, by referencing and accurately applying concepts and theories in assignments, and by completing and reporting an original research project.

Connections to Program Assessment (course-embedded measures)

Program-level assessments are not administered in this introductory general education course.

Grading Plan

Assignments (2 x 150 pts each)	300 points	A = 1000 – 900 points
Midterm Exam	50 points	B = 899 – 800 points
Final Exam	50 points	C = 799 – 700 points
*Reflective Writing (2 x 75 pts each)	150 points	D = 699 – 600 points
*Discussions (3 x 50 pts each)	150 points	F < 600 points
*Quizzes (5 x 40 pts each)	200 points	
<u>Participation</u>	<u>100 points</u>	
<i>Total Possible</i>	<i>1000 points</i>	

****You are allowed to skip or drop one quiz, one reflective writing, AND one discussion without penalty. In other words, you will need to complete 2 of the 3 writings, 3 of the 4 discussions, and 5 of the 6 quizzes.***

Expectations Regarding Communication with Instructor

When sending email or Blackboard message, please identify the course number in the subject line. I usually respond to email and texts the same day, but please allow 24 hours.

Grading Policy

Each student must do his or her own homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions, especially on the course's Web site. Students must do their own work on the homework and exams. Cheating is strictly forbidden. Cheating includes but is not limited to plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

COURSE SCHEDULE

<i>Week</i>	<i>Topic</i>	<i>Reading</i>	<i>Homework</i>
1	Introduction and Overview of the Course	Syllabus	<ul style="list-style-type: none"> • Spring Semester Student Survey • Quiz 1 (Syllabus Quiz)
2	What is Psychology?	Chapter 1	<ul style="list-style-type: none"> • Discussion 1: Introductions
3	Mind-Body Connection	Chapter 2	<ul style="list-style-type: none"> • Quiz 2 (Chapters 1, 2)
4	Sensation & Perception	Chapter 3	<ul style="list-style-type: none"> • Reflective Writing 1
5	Learning	Chapter 4	<ul style="list-style-type: none"> • Quiz 3 (Chapter 3)
6	Memory	Chapter 5	<ul style="list-style-type: none"> • Assignment 1: Nonverbal Communication
7	Language & Intelligence	Chapter 6	<ul style="list-style-type: none"> • Quiz 4 (Chapters 5, 6)
8	Review	No reading	<ul style="list-style-type: none"> • MIDTERM EXAM (Chapters 1-6)
9	Motivation & Emotion	Chapter 7	<ul style="list-style-type: none"> • Reflective Writing 2
10	Personality	Chapter 8	<ul style="list-style-type: none"> • Discussion 2: Achievement Orientation
11	Stress & Coping	Chapter 10	<ul style="list-style-type: none"> • Quiz 5 (Chapters 7, 8, 10)
12	Psychological Disorders	Chapter 11	<ul style="list-style-type: none"> • Assignment 2: Case Study Evaluation
13	Treatment and Healing	Chapter 12	<ul style="list-style-type: none"> • Discussion 3: Emotions
14	Social Psychology	Chapter 13	<ul style="list-style-type: none"> • Quiz 6 (Chapters 11, 12, 13)
15	Special Topic: Mindfulness and Positive Psychology	See Blackboard	<ul style="list-style-type: none"> • Discussion 4: Mindfulness
16	Special Topic: Psychology of Gender and Sexuality	See Blackboard	<ul style="list-style-type: none"> • Reflective Writing 3
17	Finals Week	No reading	<ul style="list-style-type: none"> • FINAL EXAM (Chapters 7, 8, 10, 11, 12, 13)

***** Each week's homework is always due by the end of the week (Sunday at 11 p.m.) *****

Important Dates

January 21: Last day to add classes or drop classes without a W

February 25: Graduation petition is due

March 31: Last day to withdraw with a W

REFLECTIVE WRITING ASSIGNMENTS

Several times this semester, you will respond in writing to a question or statement related to the week's lesson. The purpose of the reading journal is to assess your understanding of the lesson content and to apply the lesson to your own life. You are **not** required to share personal information, but you may do so and if you do, I will keep your responses confidential. Your response should be at least 150 words in length (a short paragraph), but you are welcome to write a longer response. The reading journals are *required and count for a significant portion of your grade*. The journal question/prompt will be posted in the week's task list on Blackboard. Reading journals will be graded on content only; I will *not* deduct points for errors in grammar or style. *Reading journals cannot be submitted late*. If you miss a reading journal, you will need to complete an extra credit assignment to make up for it.

ASSIGNMENT 1: NONVERBAL COMMUNICATION (this is a MAJOR ASSIGNMENT GRADE!)

Purpose

- (1) To gain firsthand experience observing nonverbal communication.
- (2) To apply the anecdotal record observation method.

Background

Anecdotal record is an observation method used by psychologists to record behaviors that may give insight into a person's feelings and motivations. This type of observation is recorded after the fact and written in past tense. You will write an observation report that describes significant details of a person's actions, body language, facial expressions, and tone of voice. The observation report should focus on observable information—only what you can see and hear. Your interpretations will be written in a separate section of the report.

Instructions for Observing

- (1) Choose a person to participate in your assignment. The person can be anyone you choose—your partner, a friend or classmate, your professor, an acquaintance, or even a stranger. Regardless of who the person is, ***you must tell them that you will be observing them for a class assignment and that you will share your observations with your professor.***
- (2) Choose a subject you can both talk about. You will be talking to each other for 15-20 minutes, so choose a good topic and have some backup topics ready. Ideas: music preferences, politics, restaurants/food options, career plans, etc.)
- (3) While you are talking to each other, take the following positions (for about 2 minutes each). *It will help to jot down some informal notes during this part.*
 - Be somewhat far away from the person (more than 4 feet away)
 - Be very close to the person (less than a foot away)
 - Sit down while the person stands
 - Stand up while the person sits
 - Show that you're *NOT* listening (look away, fiddle with your phone, put earbuds in, etc.)
 - Show that you're *ACTIVELY* listening (e.g. lean forward, keep eye contact, turn your body toward the person)

Instructions for Writing Your Report

- ***Paragraph 1 (Observation Description)***: Describe the person, the date/time/place of the observation, and changes in the person's body language throughout the observation. Be objective and do not interpret the meaning. For instance, write "She was smiling," but do not assume that means she was happy.
- ***Paragraph 2 (Interpretation)***: Choose three (3) actions or nonverbal cues that you observed. Explain what you think each action or cue meant (what was the message? What did it say about how your partner was feeling or thinking?)

- **Paragraph 3 (Personal Reflection):** Describe how you felt about the observation. Use these questions to organize your thoughts:
 - Was there any position that felt uncomfortable while you were communicating? Why do you think that is?
 - When you were showing that you were NOT listening, what nonverbal cues did you use? Do you think those cues were effective? How did your person react?
 - When you were ACTIVELY listening, what cues did you use? Do you think you effectively communicated genuine interest? How did your person react?
 - What did you learn from this experience? Did you find it helpful to you in your personal (or professional) life? Why?

Submit your Report (typed, double-spaced, 1-inch margins, 12-point typeface) in Blackboard. I will use the rubric below to grade your Report, so please compare your work with the rubric before submitting your Report.

Assignment 1 Grading Rubric

<i>Requirement</i>	<i>Outstanding (3 points)</i>	<i>Proficient (2 points)</i>	<i>Emerging (1 point)</i>
Report includes three paragraphs (observation description, observation interpretation, and personal reflection).			
Observation description (first paragraph) is detailed, free of interpretations, and allows the reader to “see through the observer’s eyes.”			
Interpretation (second paragraph) includes three examples and explains the meaning of each example.			
Personal reflection (third paragraph) includes description of feelings, nonverbal cues, and lessons learned.			
Report is free of grammar, spelling, and formatting errors.			
<i>A (13 – 15 points); B (11 – 12 points); C (9 – 10 points); D (< 9 points)</i>			

ASSIGNMENT 2: CASE EVALUATION (this is a MAJOR ASSIGNMENT GRADE!)

Purpose

This assignment will test your knowledge of the symptoms associated with various types of psychological disorders. If you have not already reviewed the material on psychological disorders in your textbook (Chapter 12), please do so before beginning this assignment.

Instructions

You will play the role of a clinical psychologist. You have been called in as a diagnostic consultant. Normally such a consultant would conduct in-depth interviews with the clients, but in this situation, you must make your diagnosis solely on the basis of the information in the client’s case file.

1. You will be given a copy of the assignment instructions and client case files (ONLINE STUDENTS—please download the instructions and client case files from Blackboard).
2. There are three cases. Read each case carefully. Highlight or make note of significant information that may help your diagnosis.
3. Decide which general diagnosis best fits the client.
4. Decide which specific diagnosis best fits the client.
5. Complete a Diagnostic Report (one for each client).

6. Submit your three Diagnostic Reports.

ONLINE DISCUSSIONS

Discussions enhance your learning as you share your ideas, perspectives, and experiences with your classmates. You develop and refine your thoughts through the writing process, and also broaden your classmates' understanding of the course content. The rubric below will be used to grade the quality of your initial postings and follow-up postings in the online discussions.

Discussion Grading Rubric

	<i>Exemplary (4 points)</i>	<i>Proficient (3 points)</i>	<i>Satisfactory (2 points)</i>	<i>Marginal (1 point)</i>
<i>Initial post</i>	Well-developed response that fully addresses all aspects of the prompt. Factually correct and supported by references to course content. Contribution is substantive, reflective, and advances the overall discussion.	Well-developed response addresses all aspects of the prompt, but lacks development of concepts. Factually correct. Contributes valuable information to the discussion.	Adequate response, but superficial thought and preparation. Does not address all aspects of the prompt. Repeats but does not add new ideas to the discussion.	Response is off-topic or factually incorrect.
<i>Follow-up post</i>	Demonstrates analysis, synthesis, and/or evaluation of others' posts. Extends meaningful discussion by building on previous posts.	Elaborates on others' posts with further comments or observations.	Shallow response (e.g. "I agree" or "I disagree"). Does not enrich the discussion.	Shallow response (e.g. "I agree" or "I disagree"). Does not enrich the discussion.
<i>Scale: 8 pts = A, 6-7 pts = B, 4-5 pts = C, 1-3 pts = D, 0-1 pts = F.</i>				

Examples of postings that demonstrate higher levels of thinking:

- "Some common themes I see between your experiences and our textbook are...." (analysis)
- "These newer trends are important if we consider the relationship between" (synthesis)
- "The results should be assessed by these standards" (evaluation)

Participation

Because the course is interactive and involves online activities, ***you are expected to log in to Blackboard THREE TIMES EVERY WEEK*** and spend time reading, studying, and working on your homework online. I expect you to keep up with the course schedule, turn your homework in on time, participate in all classroom and online activities, and communicate with me if anything is confusing or unclear!

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does **NOT** automatically relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and

any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable. **NOTE: FOR THIS ASYNCHRONOUS ONLINE COURSE, you are expected to log on twice every week on days/times that are convenient to you. I check attendance each Sunday at 11:00 p.m. If you fail to log in to the course for two consecutive weeks (14 days; in other words, if you go 14 days or more without logging in to the Blackboard course) without my knowledge/approval, you will be administratively dropped from the course. You must arrange with me if you have to miss a week or more of class! IF YOU NEED TO MISS CLASS for more than one week, please communicate with me to avoid being dropped.**

Study Time Outside of Class

For every credit hour in an online course, the student is expected to spend three hours each week studying the course materials (for this 3-hour course, you are expected to read, study, and work on homework at least 9 hours every week).

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Sih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

Students with Disabilities

The Navajo Technical University and the School of Arts and Humanities are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation for a disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.