

Course Prefix/Number/Title: PSYC 111—Introduction to Psychology

Number of credits: 3 credits

Course Description: This course involves the scientific study of behavior and mental processes. It is a basic prerequisite to most other psychology classes.

Pre-/Co-requisites: None

Course Objectives:

Students will:

1. Define key concepts in the field of psychology.
2. Demonstrate an understanding of psychology, including the field's history, methods, and future directions.
3. Explain basic human processes and behaviors (including brain functioning, learning, memory, intelligence, development, and social interaction) from a psychologist's perspective.
4. Identify different types of psychological disorders.

Instructor: Lexi R. Kvasnicka-Gates, Ph.D.

Office: Thatcher Hall 2206

Office Hours: By arrangement. We can “meet” virtually using the Blackboard Collaborate. Please email me to arrange a time.

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s):

Recommended (Not Required): Myers, D, & DeWall, C. N. (2018). *Psychology*, 12th Ed. New York: Worth Publishers.

Course Requirements:

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| • Exams (4 exams (non-cumulative), each worth 50 points) | 200 points |
| • Chapter/Lecture Quizzes (10 quizzes, each worth 5 points) | 50 points |
| • Blackboard Vocabulary Quizzes (5 quizzes, each worth 10 points) | 50 points |
| • Discussions (5 discussions, each worth 10 points) | 50 points |
| Total: | 350 points |

A	315 and above
B	280-314
C	245-279
D	210-244
F	209 and below

Major Assignments:

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each.
- **Chapter/Lecture Quizzes:** Ten (10) quizzes will be given throughout the term. Each quiz will be worth 5 points and is multiple choice in format. These quizzes will cover material presented in the week’s readings and lectures.
- **Blackboard Vocabulary Quizzes:** Five (5) vocabulary quizzes will be given over various chapters throughout the term. Each quiz is worth 10 points. Terms and definitions are taken directly from the textbook.
- **Discussion Board Participation:** In the course outline for the class, five (5) different chapters are identified as “Discussion” chapters. Each student is responsible for participating in the discussion by posting his/her own response to the discussion question (7 points), and engaging in discussion with at least one additional student (3 points). Discussions are open until the exam covering the discussion material closes (e.g. discussion over Chapter 2 will close when Exam #1 closes).

Tentative Course Outline:

Topic	Chapter	Discussion	Chapter/Lecture Quiz	Vocabulary Quiz	Exam	Due Date
Unit One						
Thinking Critically with Psychological Science	1		Quiz #1	Vocab Quiz #1 Chapters 1-2	Exam #1 Chapters 1-4	February 16, 11:59pm
Biology of the Mind	2		Quiz #2			
Consciousness and the Mind	3		Quiz #3	Vocab Quiz #2 Chapters 3-4		
Nature, Nurture, and Human Diversity	4	Discussion #1 (over Chapter 4)				
Unit Two						
Topic	Chapter	Discussion	Chapter/Lecture Quiz	Vocabulary Quiz	Exam	Due Date
Developing Through the Lifespan	5		Quiz #4	Vocab Quiz #3 Chapters 5-6	Exam #2 Chapters 5-8	March 9, 11:59pm

Sensation and Perception	6					
Learning	7		Quiz #5			
Memory	8	Discussion #2 (over Chapter 8)	Quiz #6			
Unit Three						
Topic	Chapter	Discussion	Chapter/Lecture Quiz	Vocabulary Quiz	Exam	Due Date
Thinking and Language	9		Quiz #7	Vocab Quiz #4 Chapters 9-11	Exam #3 Chapters 9-12	April 13, 11:59pm
Intelligence	10	Discussion #3 (over Chapter 10)				
Motivation and Work	11		Quiz #8			
Stress and Health	12					
Unit Four						
Topic	Chapter	Discussion	Chapter/Lecture Quiz	Vocabulary Quiz	Exam	Due Date
Social Psychology	13	Discussion #4 (over Chapter 13)	Quiz #9	Vocab Quiz #5 Chapters 13 and 15	Exam #4 Chapters 13 and 15	May 11, 11:59pm
Psychological Disorders	15	Discussion #5 (over Chapter 15)	Quiz #10			

***The final will NOT be given early. You must take the final during the final exam time, no exceptions.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- Competency 6: Demonstrates knowledge of social structures
 - Learning Outcome 1: Examines the experience of the individual
 - Performance Indicator 1: Demonstrates knowledge of mental processes within humans
 - Learning Outcome 2: Examines the world of human diversity
 - Performance Indicator 2: Identifies the varieties of human social groupings

Relationship to Campus Focus:

Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.

- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to stay up-to-date in the class. If a student needs extra help with course technology, it is the student's responsibility to alert the instructor (via email, Blackboard message, or phone) as soon as possible. Please utilize the course Blackboard page. The classroom environment is open and harassment free, so please engaged in discussion.
- **Deadlines.** All assignments are due by Sunday at 11:59pm of the assigned week. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends. Discussions posted after the due date will receive a 0 (since they are discussions and discussions don't work well after the due date occurs).
- **Grades.** Questions about grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

Student E-mail Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities and Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report

information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none"> • Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none"> • Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.