



Course Prefix/Number/Title:

PSYC 111-Introduction to Psychology

Spring2025

Number of Credits:

3

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:

Deidre Pugh, Social Sciences Instructor

Office:

Online: Please don't hesitate to email, call, or text with questions/concerns or to set up an appointment.

On-Campus (DCB): Thatcher Hall, Room 207

Office Hours:

Online: By appointment

On-Campus (DCB): Wednesdays (9:30am-5:00pm), Thursdays (10:30am-3:30pm)

Phone:

Cell: 701-840-8975

Office: 701-228-5621

Email:

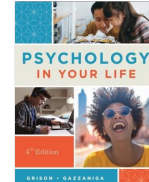
Deidre.Pugh@dakotacollege.edu

Lecture/Lab Schedule:

Mondays, Wednesdays, Fridays-1:30pm to 2:20pm
ITV

Textbook(s):

PSYCHOLOGY IN YOUR LIFE, 4th Edition
Grison & Gazzaniga



ISBN: 978-0-393-87752-6

Textbook AND Online Learning Tools ARE required.

Course Requirements:

*Attendance is determined by your showing up for class, keeping up-to-date with discussion threads and assignments. You are required to participate in threaded discussions and to turn in assigned work when due. You are also required to contact me, in advance, if you know you will be “missing” an assignment so we can make arrangements to makeup the work.

DISAPPEARING: No communication from you for several weeks, or not showing up for class, for whatever reason means I may initiate an administrative withdrawal. You can contact me via voice mail, text, email or by contacting the DCB Distance Education Department.

Discussions: For each chapter, you will have a discussion question. You need to submit 2 responses per discussion, on **SEPARATE DAYS**, with at least one of the responses being to another student’s post.

It is important to stay current with your discussions. All the discussions for a section must be completed by the last day of the chapter and time specified. There will be no points awarded for the discussion after the due date and time.

Participation: Participating in discussions is an important means of achieving the course’s objectives. Some of the topics we cover are controversial and/or sensitive, ***I would like each of you to keep an open mind and give other students the same courtesy that you expect to be given! Respect always goes a long way. If you choose to attack another student in my course, there will be consequences.***

Purpose: The purpose of the assigned threaded discussion question is to have you participate in class discussions in much the same way as would occur in the classroom.

Criteria: Respond twice during the chapter, on **SEPARATE DAYS** within each discussion, to the question in order to receive full credit. One of your responses, within each topic, must be to another student’s post. The purpose of having you respond on different days is so you “attend” class throughout the week! If you’re only responding at the beginning of the week and not logging into the course again during that chapter, you may miss out on very educational discussions.

Grading: **Superficial reflections are not acceptable!** Although it is important to thoroughly explain the ideas and concepts you are learning, merely paraphrasing or restating the concepts, definitions, or ideas is not acceptable. You should try to become more reflective and strive to improve the quality of your thought and writing as the course progresses. Remember, your discussions are your opportunity to demonstrate your learning in this course!

Online Participation – 10 points possible for each separate discussion topic

Quizzes/InQuizitive: There will be a quiz for every chapter we cover. You have the opportunity to receive 100% on every quiz by completing the required points.

ZAPS Workshops: There will be 4 ZAPS assignments for this course...we will use these instead of tests! My hope is that these workshops will better help YOU, as students, apply the information we are learning throughout the course.

Final Paper: There will be one final paper during this course. More information on this paper can be found in Blackboard. You will have your entire “finals week” to work on this paper...there will be no cumulative final!

Course Outline:

Chapters 1

Monday, January 13th-Sunday, January 19th

Chapter 1, cont.

Monday, January 20th-Sunday, January 26th

Chapter 2

Monday, January 27th-Sunday, February 2nd

Chapter 3

Monday, February 3rd-Sunday, February 9th

Chapter 4

Monday, February 10th-Sunday, February 16th

Chapter 5

Monday, February 17th-Sunday, February 23rd

****ZAPS Choice #1: Chapters 2, 3, or 5****

Chapter 6

Monday, February 24th-Sunday, March 2nd

Chapter 7

Monday, March 3rd-Sunday, March 16th

SPRING BREAK: 3/10-3/16

Chapter 8

Monday, March 17th-Sunday, March 23rd

****ZAPS Choice #2: Chapters 6, 7, or 8****

Chapter 9

Monday, March 24th-Sunday, March 30th

Chapter 10

Monday, March 31st-Sunday, April 6th

Chapter 11

Monday, April 7th-Sunday, April 13th

Chapter 12

Monday, April 14th-Sunday, April 20th

****ZAPS Choice #3: Chapters 9, 10, 11, or 12****

Chapter 13

Monday, April 21st-Sunday, April 27th

Chapter 14

Monday, April 28th-Sunday, May 4th

Chapter 15

Monday, May 5th-Sunday, May 11th

****ZAPS Choice #4: Chapters 13, 14, or 15****

FINALS WEEK

Monday, May 12th-Sunday, May 16th

Final Paper (NO cumulative final)

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:

Regular participation is mandatory.

- All quizzes can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction free area at home, a computer lab at a library, etc.)
- Students can take the quizzes and complete the ZAPS workshops at any time between the given dates and times.
- Classroom weeks will run from Monday at 12:00 a.m. to Sunday at 11:59 p.m.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Grades are based on total points earned.

Grading: 90+A; 80-89B; 70-79C, 60-69D, 59 and below F.

Student Email 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 or Special Needs:

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

Title IX:

Dakota College at Bottineau (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. *If a student is suspected of using AI on ANY assignment, including discussions, they will receive "0 points" on that assignment. If there is a second incident, the student will be reported and potentially dropped from the course!

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.
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	<ul style="list-style-type: none"> • 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 or 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.