



Course Syllabus

School of Arts and Sciences

Introduction to General Psychology (PSYC 1101)

CRN: 80239

Instructor Information	Name: Kristen M Bass
Office location:	Science Building 100 Room 113
Office telephone:	404-756-4700
Email Address	kbass@atlm.edu
Office Hours:	
In Person:	Virtual Class at 10-11am-Virtual/Office Hours Mondays 11-12 pm Meeting ID: 254 958 198 513 2 Passcode: 4Ms9bJ3C
Course Information	
Pre-requisites	ENGL 1101 Corequisite: Registration permitted with enrollment into ENGL 1101
Credit Hours	3
Catalog Description	This course provides a broad survey of the major topics in psychology, including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality, and abnormality.
Orienting Questions	How do I understand human experiences and connections?
Course Start and End Date	08/18/20
Career-Ready Competencies	<ul style="list-style-type: none"> • Intercultural Competence • Perspective-Taking • Persuasion
Course Textbook	
Required Resources	HAWKES Learning – Introduction to Psychology ebook ISBN 978-1-64277-692-8

Recommended Resources	APA MANUAL
Core IMPACTS Learning Outcomes	Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change
Program Learning objectives	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Foundational Knowledge <ul style="list-style-type: none"> o Define and explain key concepts, theories, and approaches in psychology, including biological, cognitive, and behavioral perspectives. o Demonstrate understanding of psychological research methods, including experimental design, data analysis, and ethical considerations. 2. Critical Thinking <ul style="list-style-type: none"> o Analyze human behavior and mental processes using psychological theories and empirical evidence. o Critically evaluate research studies for methodological soundness and practical implications. 3. Application of Psychology <ul style="list-style-type: none"> o Apply psychological concepts to real-world scenarios, including personal experiences, societal issues, and diverse populations. o Demonstrate the ability to use psychological principles to solve problems and make informed decisions.

	<p>4. Communication Skills</p> <ul style="list-style-type: none"> o Effectively communicate psychological concepts through writing, discussion, and presentations. o Integrate APA format into assignments and projects, ensuring proper citation of academic sources. <p>5. Cultural Awareness and Diversity</p> <ul style="list-style-type: none"> o Evaluate the influence of culture, ethnicity, and gender on human behavior and psychological processes. o Respect and appreciate diverse perspectives in classroom discussions and collaborative projects. <p>6. Technological Competence</p> <ul style="list-style-type: none"> o Utilize digital tools and platforms to access psychological resources, conduct research, and complete assignments. o Develop an understanding of the role of technology in advancing psychological research and practice.
<p>Course Learning Objectives that are applied to Discussion Posts</p>	<p>Understand Psychological Concepts:</p> <p>Demonstrate an understanding of core psychological concepts, theories, and historical perspectives in areas such as cognition, emotion, personality, learning, and behavior.</p>

	<p>Develop Critical Thinking Skills:</p> <p>Enhance critical thinking by evaluating the application of psychological theories in personal, social, and global issues.</p> <p>Understand Biological Basis of Behavior:</p> <p>Explain the connection between biological systems (e.g., the brain, nervous system) and their influence on emotions, behaviors, and psychological well-being.</p> <p>Explore Individual Differences:</p> <p>Analyze individual differences in behavior and mental processes, considering genetic, environmental, and cultural factors.</p> <p>Apply Psychological Knowledge:</p> <p>Demonstrate the ability to use psychological concepts to foster personal growth, enhance relationships, and solve everyday challenges.</p>
Important Dates	<p>Holiday(s): September 1, 2025: Fall Break and November 27, 2025-November 28, 2025</p> <p>Attendance Verification: opens on August 22, 2025, and closes on August 28, 2025</p> <p>Reinstatement Period: August 28, 2025- September 2, 2025</p> <p>Mid-Term Grades Due: October 14, 2025</p> <p>Last Day to withdraw/receive a “W” grade: October 20, 2025</p> <p>Last Day to withdraw/receive with a “WF”: December 6, 2025</p> <p>Classes End: December 6, 2025</p> <p>Grades Due: December 15, 2025</p>
Course Delivery Method	On Campus
Email Preference	kbass@atlm.edu (if you need to discuss grades, please email me within BrightSpace D2L)

Email Response Time	Unless you are notified otherwise, I will strive to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.
Attendance:	<p>Attendance is required at Atlanta Metropolitan State College. Students may view their attendance record by going to the Brightspace course page and clicking on "Attendance" from the "Assessments" menu at the top. It is the responsibility of each student to ensure that his or her recorded attendance is accurate. Any errors need to be brought to the attention of the instructor as soon as they are discovered.</p> <p>Attendance is mandatory. Students who miss more than 5 class sessions will have 15% deducted from their final grade. If more than 10 days are missed, 20% will be deducted. More than 20 days missed will result in a 30% deduction from the final grade for 15-week courses.</p> <p>For 12-week courses, students will have 20% deducted for missing 5 days and 30% for missing more than 5 days.</p> <p>For in-person 8-week courses, missing more than 5 days will result in a 30% deduction.</p>
Conduct:	Refer to AMSC College Catalog, page 54
Late Policy:	All assignments must be submitted by the designated deadline. Late submissions will result in a deduction of 10% per day for the first three days past the due date, after which the assignment will not be accepted unless prior arrangements have been made with the professor regarding extenuating circumstances, which must be supported by documentation.
Enrollment Status:	Students are ultimately responsible for ensuring that the course(s) in which they enroll are included in the approved degree plan and program map for their program of study. Students must periodically check their enrollment status in this course during the semester. The student is responsible for determining changes, if any, in enrollment status and taking necessary steps (e.g., pursuing re-instatement in this course) following those outlined in the AMSC catalog.
Attendance Verification (No Show)/Reinstatement	Atlanta Metropolitan State College has a "No-Show" Reporting (Attendance Verification) policy. This policy is to comply with Federal Financial Aid regulations. Financial Aid recipients at Atlanta Metropolitan State College may become ineligible for funds by not attending class session (per enrolled course). Students who do not complete Mandatory Attendance Assignments and attend class sessions are NOT entitled to keep their financial aid award. The Registrar's Office will notify the students and faculty when the Attendance Verification Period has opened. The established "No-Show" Reporting (Attendance Verification) procedure

	<p>will enable Atlanta Metropolitan State College to adjust financial aid awards before funds are issued to students (thereby eliminating liability for both the College and the student). A student reported as non-attending a course must seek the approval of the instructor in order to be reinstated. Once approved, the student will complete the Reinstatement form and submit it. The Office of Registrar will notify students when course reinstatement process has been completed during Reinstatement Period.</p> <p>The student can demonstrate compelling reason (s) that have prevented attendance and the instructor believes that there is a strong probability that the student can catch up in the class OR The instructor made an error, and the student was in attendance prior to being dropped.</p>
Computer Hardware & Software Requirements:	<p>One of the challenges many encounter with enrolling in and completing an online course is the accessibility to the required and recommended software and hardware. Different institutions, and even different courses within the same institution, have varying technology requirements. Check your hardware and software systems to determine its compatibility with the online course you have selected.</p>
Minimum Hardware Recommendations to take courses:	<p>D2L System Requirement</p> <p>Internet Connection:</p> <ul style="list-style-type: none"> · Ethernet Network Capability required · Wireless Network Capability required <p>Operating System Requirements</p> <ul style="list-style-type: none"> • PC: <ul style="list-style-type: none"> • Compatible Operating System: • Web Browser: Firefox, Chrome • Mac: <ul style="list-style-type: none"> • Compatible Operating System: • Web Browser: Firefox, Chrome, Safari <p>Hardware requirements:</p> <p>Minimum Technical Specifications for Hardware:</p> <ul style="list-style-type: none"> • A processor of 2GHz or faster • 4GB RAM or greater • 500 GB of Hard Drive space • Monitor and video card with a minimum resolution of 1024x768 • Keyboard and mouse <p>Minimum Technical Specifications for Computer Peripherals:</p> <ul style="list-style-type: none"> • Speakers • Headphones • Microphone • Webcam

	<p>Software requirements: Browser Requirements/Supported Browsers Compatible Browsers:</p> <ul style="list-style-type: none"> • Apple Safari - https://support.apple.com/downloads/safari (Mac) • Google Chrome - https://www.google.com/chrome/ (Mac or PC) • Mozilla Firefox - https://www.mozilla.org/en-US/firefox/new/ (Mac or PC) <p>Application Software</p> <ul style="list-style-type: none"> • Microsoft Office 2016 (Word, Excel, PowerPoint) (Mac or PC) • Adobe Reader - https://get.adobe.com/reader/ <p>Plug-ins</p> <ul style="list-style-type: none"> • Java - https://www.java.com/en/download/ • Adobe Flash Player - https://get.adobe.com/flashplayer/ • Windows Media Player - https://www.microsoft.com/en-us/download/details.aspx?id=20426 • Apple QuickTime - https://support.apple.com/downloads/%2523quicktime • Microsoft Silverlight - https://www.microsoft.com/getsilverlight/Get-Started/Install/Default <p><u>Accessibility:</u> Wi-Fi is also available for use in the campus parking lots.</p>
Tutoring Services	<p>Students improve their self-confidence and increase their chances of excelling in their courses when they utilize their college/university academic support services. The following tutoring services are available to AMSC students:</p> <ul style="list-style-type: none"> ❖ The AMSC Writing Center is open year-round to support students, staff, and faculty at AMSC. It offers virtual and in-person tutoring for various writing projects, assists at any stage of the writing process, and increases improvement in structure, use of sources, style, grammar, and more. The Writing Center is located in Building 100, Room 211. Students can walk in during hours of operation or schedule an appointment at https://calendly.com/amscwritingcenter/30min ❖ Tutor.com is a virtual space for students to access writing tutors outside of AMSC faculty. Access tutor.com in Brightspace by logging into your course. Next, click the ‘Free Tutoring’ tab and choose Tutor.com from the dropdown options. Students are granted five (5) hours per semester, and registration is not required. Contact the Center for Student Success and Advising at (404) 756-5690 for assistance. ❖ TutorOcean is a tutorial for students enrolled in STEM courses such as Biology, Chemistry, Mathematics, and Computer Science. Access TutorOcean and sign up at https://atlm.tutorocean.com
Americans with Disabilities Act (ADA) Statement	<p>Atlanta Metropolitan College is committed to providing support for all students and making their college experience an enriching opportunity. In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The Department/Office of Counseling and Accessibility Services, located in the Student Services & Success Center, building 650-Suite 252, oversees the coordination of services for students with documented</p>

	<p>disabilities. The Coordinator of Disability Services collaborates with faculty and staff to offer provisions for reasonable accommodation to students who meet the requirements.</p> <p>It is the policy and practice of AMSC to make all Web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the course materials for this class, please notify the instructor immediately.</p> <p>Accommodation cannot be provided until a reasonable accommodation plan is in place. To the greatest extent possible, all college representatives shall observe confidentiality.</p>
Office of Counseling and Accessibility Services	<p>The Office of Counseling and Accessibility Services operates under the Americans with Disabilities Act (ADA) laws in order to assist in leveling the playing field for students who have disabilities with those who do not.</p> <p>The amended ADA, otherwise known as ADA, defines “disability” as a physical or mental impairment that substantially limits one or more major life activities. If you feel that you have a disability or impairment that may limit your academic functioning, please contact Dr. Dorothy Williams, the Director of Counseling and Accessibility Services at 404-756-4016 or at</p> <p>https://www.atlm.edu/students/counseling-and-disability-services.aspx.</p> <p>The Coordinator of Counseling and Accessibility Services reviews all accommodation requests. In order to receive accommodation, the student’s illness or disability must be verified in writing by a physician, psychiatrist, or some other health care provider or specialist. Students choosing to access disability support services should contact the Coordinator as soon as possible after acceptance to AMSC. Please be aware that late notifications may result in complications for establishing accommodation in a timely fashion.</p>
Withdrawal	<p>Withdrawal from a course is solely the responsibility of the student. Instructors will not initiate student withdrawals. A student who wishes to withdraw from a course MUST submit a completed Withdrawal Form (Schedule Reductions Form) to the Registrar’s Office before mid-term in order to receive a grade of “W” for the course.</p> <p>A student who withdraws after the Midterm date receives a “WF” unless the Vice President for Academic Affairs determines that it is a hardship case, then a “W” will be recorded. The possibility that a student may fail the course will not be considered a hardship</p>

Incomplete Grade Policy	An incomplete may be awarded at the instructor's discretion for non-academic reasons which prevent the student from completing the course requirements. The student must be passing the course at the time that the Incomplete is awarded and must sign an "Awarding of Incomplete" agreement. Unless otherwise stated, the incomplete should be removed by the end of the following semester; otherwise, the instructor will change the grade to an "F" grade.
Time Commitment	To successfully complete this course it requires discipline, devoted time and commitment. A student must arrange his / her schedule to allow for the required time for this course. Expect to spend a minimum of seven (7) to ten (10) hours per week to thoroughly read each chapter and complete the required chapter assignments. Additional time most likely will be required to complete quizzes and exams.
Student Expectations	<p>Students are expected to be fully invested and engaged in their learning. The following guidelines are included to facilitate your course success.</p> <ul style="list-style-type: none"> • Participate in this course by following the guidelines of this syllabus and any additional information the instructor provides by email, telephone, discussion forums, etc. • Please speak with your instructor <u>in advance</u> if you have extenuating circumstances that prevent you from completing your assignments by the designated due dates. If a medical emergency occurs, you will need to provide a written medical / doctor's notice for the period in which you are unable to participate in class or complete any of the assignments (discussion, case studies, quizzes, exams, etc.). Without a medical / doctor's notice, all assignments missed will be scored as zero. • Sign-in to Brightspace D2L and / or Courseware to complete assignments regularly. • Read, study, and complete all assignments by the due dates. • Monitor Brightspace D2L course calendar. • Have access to a computer and the Internet. Make certain computer meets the technical requirements for computer course. • Be courteous, polite and respectful to faculty, staff and fellow students. <p>For online courses, the instructor will use Brightspace D2L email for all course related correspondence. Check <u>Brightspace D2L email</u> as well as <u>Ginger email daily</u> to stay abreast of what is going on in class.</p> <p>Please review the rubric and grading criteria posted in D2L for each assignment, discussion, and exam. Understanding these guidelines will help you clearly see how your work will be assessed and what is expected for successful completion. Ensure that you follow the criteria to achieve the best possible grade.</p>

<p>Online Discussion Protocol</p>	<p>Discussion Guidelines</p> <p>All discussion posts are due every Thursday of each week by 11:59 PM.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Create a New Thread: Start a new thread for your discussion post. 2. Complete the Post: Address the prompt provided and ensure your discussion is comprehensive. Conclude connecting one of the learning objectives to the discussion topic. 3. Citations: Incorporate APA-style citations for any references used. Include a properly formatted reference at the end of your post. 4. Respond to Peers: Respond to at least two other student's post by Saturday of each week by 11:59 PM. Responses should be thoughtful but do not require citations. <p>Video Discussion Disclaimer:</p> <p>For video discussions, it is mandatory to connect at least one learning objective from the course content to your response. However, citing sources is not required. It is still a requirement to respond to your peers with either a video or a written response. Please note that video replies are only acceptable for video posts—written responses are required for other discussion formats.</p> <p>Discussion Expectations:</p> <p>Please provide a thoughtful and detailed discussion, not just two or three opinion statements. All opinions must be supported by evidence from the course materials, research, or other credible sources (Wikipedia is not considered an academic source). Your responses should be professional, clear, and respectful. Please avoid using emojis, slang, or inappropriate language in your posts.</p> <p>Failure to adhere to these guidelines may affect the quality and evaluation of your submission.</p> <p>Failure to adhere to these guidelines may affect the quality and evaluation of your submission.</p>
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	<ul style="list-style-type: none"> • The purpose of the discussion forum is to have interactive online discussions with our class comm specific topics, assignments, or readings. • Be constructive and positive. You can challenge ideas and course content yet avoid becoming nega When you disagree respectfully and politely, you stimulate and encourage great discussion. • You are expected to conduct yourself in a mature, courteous, and mutually respectful manner. • Postings should be well written with proper punctuation, spelling and grammar. Avoid the use of a multiple punctuation elements (!!!???). • Check postings for responses from others and respond in kind. • Postings should be evenly distributed throughout the week. Avoid making only weekend postings. • Encourage further discussion by building on current threads. <p>The instructor may not respond to every post but will be monitoring each discussion. A response may be made to a discussion, clarify a situation or redirect the conversation.</p>
Degree Relevance and Enrollment Status	Students are ultimately responsible for ensuring that the course(s) in which they enroll are included in the approved degree plan and program map for their program of study. Students must periodically check their enrollment status in this course during the semester. The student is responsible for determining changes, if any in enrollment status and taking necessary steps (e.g. pursuing re-instatement in this course) following those outlined in the AMSC catalog
Abandoning a Course	Abandoning a course should be avoided at all cost. Abandoning a course instead of following official drop procedures will result in a grade of —F at the end of the course. It is the student’s responsibility to initiate and complete the withdrawal process.
Academic Honesty	<p>Only the epitome of professionalism is expected of each student. Cheating or the abetment of cheating is not tolerated.</p> <p>Per page 91-93 of the 2019-2020 Atlanta Metropolitan State College Catalogue the Penalties for Academic Misconduct states:</p> <ul style="list-style-type: none"> • In cases where a student is found guilty of cheating or exhibiting academic misconduct involving an instructor-generated assignment or examination, the instructor may impose a penalty.

	<ul style="list-style-type: none"> Types of penalties may include, but are not limited to, the instructor assigning a grade of “F” for the assignment, the instructor not accepting the work, the student being assigned additional work, or the student receiving a grade reduction for the assignment. <p>Plagiarism Disclaimer: All work submitted must be your own. If plagiarism is detected, the student may receive a zero for the assignment and be reported to the Office of Academic Affairs for further review and potential disciplinary action, in accordance with the institution’s academic integrity policy.</p> <p>The maximum penalty the instructor may impose is a grade of “F” for the course.</p>
Class Cancellation	<p>Procedure regarding long-term emergency closure of the college (attendance policy): In the event of an emergency that forces the college to close for an extended period, students MUST contact the instructor of this class within 48 hours using the contact information (e.g., email address in BrightSpace/D2L) on the syllabus to obtain directions for continuing the course. The instructor will provide directions for the transmission and submission of course assignments and course assessments, including due dates.</p> <p>The student is responsible for submitting valid, accurate contact information, including an active AMSC email address to the instructor by the end of the first week of the course. Students can obtain an Atlanta Metropolitan State College Student email address in the Academic Support Center on the third floor of the Library Building.</p> <p>If the instructor for the course cannot be reached within the specified period (within 48 hours), the Dean of the School responsible for the course can be reached at the email address posted on the college’s website</p>
Class Schedule	<p>Writing Prompt 1-Due 9/5 by midnight:</p> <p>Write a two-page essay discussing Maslow's Hierarchy of Needs and how it is applied to everyday life from a psychological perspective. Begin by listing the levels of the hierarchy, from the basic physiological needs to the highest level of self-actualization. Explain how each of these levels plays a role in human motivation and behavior. Use real-life examples to demonstrate how people prioritize these needs in their daily lives.</p>

In the conclusion, apply Maslow's overall concepts to one of the core values of **Atlanta Metropolitan State College (AMSC)**. How does Maslow's Hierarchy intersect with a core value such as "academic excellence," "inclusiveness," or "student-centered focus"? Use one additional scholarly source (aside from the textbook) to support your analysis. **Note:** Wikipedia is not an acceptable source.

Guideline for Structure:

1. Introduction:

- Brief introduction to Maslow's Hierarchy of Needs.
- Provide an overview of the essay's objective (to explain Maslow's model and its real-world application, particularly at AMSC).

2. Maslow's Hierarchy of Needs:

- **Physiological Needs** (Basic needs such as food, water, and shelter)
- **Safety Needs** (Physical safety, financial security, health)
- **Love and Belongingness Needs** (Social relationships, friendship, intimacy, family)
- **Esteem Needs** (Self-esteem, respect from others, recognition)
- **Self-Actualization** (Reaching full potential, personal growth, creativity)

3. Application to Everyday Life:

- Practical examples where individuals fulfill these needs daily.
- Exploration of how basic needs must be met before advancing to higher levels.

4. Applying Maslow's Concepts to AMSC Core Values:

- Choose a specific core value of AMSC (e.g., academic excellence, inclusiveness, or student-centered focus).

- Explain how Maslow's hierarchy supports or aligns with this core value

Writing Prompt 2: Due 10/3 by midnight

For this writing assignment, choose one type of intelligence discussed on pages 233-235 of your textbook. Thoroughly examine how the textbook discusses the chosen intelligence type, including the key characteristics, how it influences behavior, and any theories or research referenced. After summarizing the text's perspective, provide your own opinion about intelligence as a concept. Is intelligence a real, measurable thing in your view? How would you measure intelligence, and do you think it is sustainable over time or context?

As part of your essay, apply your chosen intelligence type to one of Atlanta Metropolitan State College's (AMSC) core values. How does the concept of intelligence align with or contribute to fostering that specific core value, and how might this understanding be practically applied in the educational or campus environment?

Your essay should be **three pages long** and include **two additional sources** beyond the assigned textbook. One source must be scholarly, and one may be a source of your choice. Remember, Wikipedia is not an acceptable source.

Guideline for Structure:

1. Introduction:

- Briefly introduce the concept of intelligence.
- State the chosen type of intelligence from pages 233-235 (e.g., logical-mathematical intelligence, emotional intelligence, etc.).

- Mention the core value you will apply the concept to in the conclusion.

2. Explanation of Chosen Type of Intelligence:

- Define the chosen type of intelligence based on textbook content.
- Discuss how the book explains its impact, its related behaviors, and examples of individuals who may excel in this area.
- Include reference to research or theories cited in the textbook.

3. Personal Opinion on Intelligence:

- Discuss your views on whether intelligence is real and measurable.
- Share your thoughts on the sustainability of intelligence – whether it can be sustained across a lifetime or altered over time.
- Offer your own approach to measuring intelligence, and support your argument with reasoning.

4. Application to AMSC Core Value:

- Choose one of AMSC's core values (e.g., "student-centered focus," "academic excellence," "community engagement").
- Show how your chosen intelligence type aligns with the chosen core value.
- Provide practical examples of how understanding and fostering this intelligence can help advance that core value within AMSC.
- Cite one scholarly article/book, preferably related to intelligence theories or psychology.
- Cite one additional source of your choice (this could be an article, video, website, etc.) that contributes to your perspective on intelligence.

Writing Prompt 3: Due 11/7 by midnight

	<p>In this writing assignment, you will explore the Big Five personality traits from the Five-Factor Model, as discussed on pages 420-421 of your textbook. The Big Five traits are openness, conscientiousness, extraversion, agreeableness, and neuroticism. Begin by providing a clear description of each of the five traits, explaining what they represent and how they can influence behavior and relationships.</p> <p>Next, reflect on your own personality. What do you think your primary personality trait is based on the Big Five model, and why? Use specific examples from your life to support your answer. Then, consider what others might say your dominant personality trait is and explain why they would categorize you that way. How do you think your trait influences your behavior and how others perceive you?</p> <p>Your essay should be three pages long and include two additional sources beyond the textbook. One of the sources must be a scholarly journal or academic article related to personality psychology, and the other can be any reputable source of your choice that adds value to your discussion. At the end of the paper, apply your chosen personality trait to one of the core values of Atlanta Metropolitan State College (AMSC) and explain how it aligns with or contributes to fostering that value.</p> <hr/> <p>Guideline for Structure:</p> <p>1. Introduction:</p> <ul style="list-style-type: none"> • Introduce the Five-Factor Model and its importance in understanding personality. • Mention the core value you will apply at the end. <p>2. Explanation of the Big Five Personality Traits:</p>
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- **Openness:** Reflects creativity, curiosity, and preference for novelty.
- **Conscientiousness:** Represents organization, dependability, and goal-oriented behavior.
- **Extraversion:** Characterized by sociability, enthusiasm, and assertiveness.
- **Agreeableness:** Involves compassion, cooperativeness, and a tendency to prioritize others' needs.
- **Neuroticism:** Associated with emotional instability, anxiety, and vulnerability to stress.
- Provide brief explanations of how each trait may influence a person's behavior, attitudes, and interactions with others.

3. Identifying Your Personality Trait:

- Reflect on your own personality based on the Big Five traits. Which one do you believe best describes you, and why?
- Use examples from your life (behaviors, experiences, or actions) to illustrate why this trait stands out for you.
- Address whether you think this trait has been consistent over time or may have changed.

4. Others' Perception of Your Personality:

- Consider how others (e.g., family, friends, or colleagues) would describe your dominant personality trait.
- Explain why others may view you this way, including specific instances or feedback you've received that could confirm this perception.
- Discuss how your personality trait affects your relationships and how people might respond to it.

5. Applying the Big Five Personality Trait to AMSC Core Values:

- Choose one of the core values of Atlanta Metropolitan State College.
- Cite one scholarly journal or article focused on personality psychology or the Five-Factor Model.

Writing Prompt 4: Due 12/5 by midnight

- For this assignment, write a reflective essay of **2-5 pages** discussing your experience with the course content and the topics that stood out to you the most. Specifically, identify your **3-4 favorite topics** from the course and explain why you found them interesting or meaningful. Include any personal experiences, insights, or connections that made these topics resonate with you.
- Additionally, reflect on your **least favorite topic** and explain why you felt it was challenging, uninteresting, or less relevant to you. Provide insight into why this topic did not engage you as much as the others.
- Lastly, reflect on which **core value** of Atlanta Metropolitan State College (AMSC) means the most to you. Describe how this core value has influenced your approach to learning, your academic goals, and your development as a student. Explain why this core value is significant to you on a personal and professional level.
- Your reflection essay should be a **2-5 page** paper, and the only source required is the **textbook**. In your reference section, be sure to cite the book as your sole reference.

Disclaimer:

Please note that the **cover page** and **reference page** are **not included** in the required page count for this assignment. The page count refers to the body of the essay only.

Discussions

Discussion Guidelines

All discussion posts are due **every Thursday** of each week by 11:59 PM.

Instructions:

1. **Create a New Thread:** Start a new thread for your discussion post.
2. **Complete the Post:** Address the prompt provided and ensure your discussion is comprehensive. Conclude your post by connecting one of the **learning objectives** to the discussion topic.
3. **Citations:** Incorporate APA-style citations for any references used. Include a properly formatted **reference list** at the end of your post.
4. **Respond to Peers:** Respond to **at least one other student's post** by **Saturday** of each week by 11:59 PM. Responses should be thoughtful but do not require citations.

Failure to adhere to these guidelines may affect the quality and evaluation of your submission.

Week 1 Due - Introduce yourself. For this discussion, please introduce yourself and share your understanding of what psychology is or describe how others have defined it to you.

Create a New Thread: Start a new thread for your discussion post.

Respond to Peers: Respond to at least one other student's post by Saturday of each week by 11:59 PM.

Week 2- In the case of Henry Molaison (HM) on page 91, do you think it was ethical to have parts of his mid-brain removed? Why or why not? What else should doctors have done to help him?

In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.

	<p>Week 3- For this discussion, you can post a video. Which do you think would be a more difficult situation for you: conductive deafness or total conductive hearing loss in your 20's? Why? (Reflection question pg. 169).</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 4- For this discussion, you can post a video. Did you know that heroin was made by Bayer pharmaceuticals and was marketed as a cough suppressant during the days of rampant tuberculosis? What are your thoughts on the origins of this drug of abuse? (Reflection question pg. 134).</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 5- How could shaping be applied to humans? For example, let's say you wanted to shape your roommate to clean up after themselves. How would you do this? (Reflection question pg. 201).</p>
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	<p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 6- What type of test would you rather have, an essay or multiple-choice test? Why? What do you think this says about your preferred method of retrieval? (Reflection question pg. 263).</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week7- What about a child's environment do you think is most important for them to achieve their full intellectual potential? (Reflection question pg. 245).</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p>
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	<p>Week 8- For this discussion, you can post a video. Have you ever considered what kind of things keep you motivated? Money? Success? Love? Do different things motivate you in different situations? (Reflection question pg. 339).</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 9- For this discussion, you can post a video. What stage of Erikson's theory are you in right now? How do you feel like you are progressing through it? (Reflection question pg. 297).</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 10- On page 398-400, Freud's psychodynamic perspective is discussed. Give an example of how the id, ego and super ego is applied to something in your life.</p>
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	<p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 11- In terms of Groupthink explained on pages 463-464, was there ever a time that you failed at a situation due to group think? If not, can you think of a time you watched someone else fall into the trap of groupthink? Explain what happened and how you may have dealt with the situation if you knew about the idea of groupthink.</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 12- For this discussion, you can post a video. Can you think of a scenario in which you might not feel stressed, but most other people would? How about a scenario you find particularly stressful that others might not? What do you think causes these reactions for you? (Reflection question pg. 535).</p>
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	<p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 13- For this discussion, you can post a video.</p> <p>Why do you think individuals of some races are more likely to commit suicide than others? (Reflection question pg. 632).</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p> <p>Week 14- For this discussion, you can post a video. Have you ever felt highly satisfied or dissatisfied with your job? How did it affect your thoughts, feelings, and motivation to perform? (Reflection question pg. 512).</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p>
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	<p>Week 15- For this discussion, you can post a video. As part of your discussion, please respond to the reflection question on page 684: Do you think biomedical therapies are preferable to psychotherapies? Why or why not?</p> <p>In each discussion, it is mandatory to apply at least one learning objective to your post, even if the format is a video submission. For video posts, citations and references are not required. All discussion posts are due by 11:59 PM on Thursdays, and responses to peers are due by 11:59 PM on Saturdays.</p>								
Grading Scale	<p style="text-align: center;"><u>COURSE EVALUATION</u></p> <table> <tr> <td>Discussions (15)</td><td>825 points</td></tr> <tr> <td>Essay Assignments (4)</td><td>140 points</td></tr> <tr> <td>Midterm</td><td><u>35 points</u></td></tr> <tr> <td></td><td>1000 points</td></tr> </table> <p style="text-align: center;"><u>GRADE CALCULATION</u></p> <p> 90 - 100 = A 80 - 89 = B 70 - 79 = C 60 - 69 = D 59 and below = F </p> <p> “D” is the lowest passing grade “F” is a failing grade </p>	Discussions (15)	825 points	Essay Assignments (4)	140 points	Midterm	<u>35 points</u>		1000 points
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Essay Assignments (4)	140 points								
Midterm	<u>35 points</u>								
	1000 points								

	Problems related to the grading policy for this course or other course management concerns should be first brought to the attention of the professor for the course. However, a resolution of unsettled problems or concerns may be pursued by following the grievance procedures outlined in the AMSC Student Handbook and the Academic Catalog.
Grade Distribution	Grade turnaround time: All discussions, assignments and assessment will be graded within one week's time. The professor will provide comments along with grade as necessary for feedback.
Grade Appeals and Student Complaint Policy and Process	Please follow the Grade Appeals Process outlined in the AMSC Student Catalog, Pages 61/62. You can also refer to the Grade Appeal brochure at: https://www.atlm.edu/downloads/advisement/CAAS%20Grade%20Appeal%20Brochure.pdf For student complaint policy and process, refer to AMSC student catalog pages 51/52.
Frequently Asked Questions and Helpful Links	
I need:	
What is Brightspace (D2L) and how can I access it?	Brightspace(D2L) is the virtual space where students access their online courses and some Face2Face class resources, quizzes, assignments, etc. You can access Brightspace (D2L) from https://atlm.view.usg.edu/ You can also access Brightspace (D2L) from the College's webpage and click on Brightspace (D2L) on top.
Who is my Advisor? Where can I receive Advisement and Tutoring assistance?	Center for Academic Advising and Success (CAAS)

What do I do if I face technical issues while taking a quiz or turning in an assignment in Brightspace	<p>https://d2lhelp.view.usg.edu/ You can reach the GaView Helpdesk 24/7/365 days at 18557724423</p> <p>If you are unable to submit a quiz or assignment or face a technical glitch, please contact the University System of Georgia's GaView Helpdesk at 1855 772 4423. The Helpdesk is open 24/7 all 365 days. If your issue cannot be resolved right away, the Helpdesk will issue a ticket to your Atlm Ginger email address. That ticket needs to be forwarded to your instructor to prove that you faced a technical issue that forced you to miss a deadline.</p>
I can't download Respondus Lockdown Browser. What do I do?	<p>If you are unable to download Respondus to your computer, please email the Office of Testing at Testing@atlm.edu at least 24 hours in advance requesting a testing appointment at the Testing Lab.</p> <p>For Respondus issues, please contact https://web.respondus.com/contact/.</p>
Where do I go for ADA Accommodations	<p>https://www.atlm.edu/students/counseling-and-disability-services.aspx</p>
I have a complaint. Where do I go?	<p>Fill out and submit the Student Complaint form</p>
I have an issue with my grade. How may I appeal my grade.	<p>Read the brochure and follow the instructions to appeal your grade.</p>
How do I Withdraw from a Course	<p>Follow the Course Withdrawal Process here</p>
I have a Hardship. How do I do a Hardship Withdrawal?	<p>Follow the Hardship Withdrawal Process here</p>
To Know the Campus Carry/HB 280 Policy	<p>House Bill 280 Guidelines</p>
Disclaimer	<p><i>Information contained in this syllabus and schedule was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. This syllabus should be considered only a guide for instructor and students, not a formal contract between Atlanta Metropolitan State College and any student. The</i></p>

	<i>instructor reserves the right, acting within the policies and procedures of AMSC, to make changes in course content or instructional techniques.</i>
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