

## COMMUNICATION ETHICS (COMM 325)

M, W, and F 9:00-9:55 AM

PROF. SUSAN RICHARDS

**Office Hours:** Wednesdays 11:00 AM-12:30 PM and by appointment Pedas Communication Center

**Email Hours:** Monday-Saturday, 9:00 AM-8:00 PM [srichard@thiel.edu](mailto:srichard@thiel.edu)

“This course is to develop students’ abilities to identify issues and reflect upon ethical dimensions of political, social and professional life, and to understand the ways in which they can exercise responsibility and practice professional civility. It examines the moral and ethical problems posed by communication practices.” (*Thiel College Catalog*)

**Course learning outcomes:** At the end of this semester, the student will:

- Identify basic principles of ethical decision-making
- Recognize ethical dilemmas and apply strategies for analyzing them
- Apply theories of ethics to real life situations

**Textbook:** Neher, W., and Sandin, P. (2007). *Communicating Ethically*. Boston: Pearson.

### ASSIGNMENTS - ASSESSMENT OF STUDENT LEARNING

**Class Participation - worth 20%:** A large part of this class is based on class discussion. Since class participation is very important, it will be graded. A good participation grade depends on each student attending all classes and being well prepared. This means students are responsible for reading **ALL** assignments on time. They must be prepared to discuss ethical ideas and be able to apply them. **In addition**, students will be placed in groups and each group will lead a discussion based on the chapter in the textbook they are assigned. Check dates below for when each group discussion takes place.

**Theory Test – worth 15%:** Understanding ethical theory is important to applying it. Therefore, a test on theory will be given at the end of Part 1.

**Quizzes (3) – each worth 5%:**

**Position Papers (2) - each worth 15%:** The movies *The Invention of Lying*, *The Social Network*, and *Too Big to Fail* will be viewed in class. Discuss the ethical issue(s) uncovered by the movie and apply the theories we learned to the issue(s). Discuss how the theorist might view the situation and how he/she would handle the situation based on his/her view of ethics. Then discuss whether you agree/disagree with the theorist and why. Check dates below for when each paper is due.

**Final Project & Class Presentation – worth 20%:** Chose one of the theories of ethics (and its theorist) we discussed in class and apply the theory to a situation (interpersonal, diversity, mass, organizational, political) you have faced or might face

**Grade Scale** A – 90-100, B – 80-89, C – 70-79, D – 60-69, F - 59 and below

**Writing Intensive (WIC) course** - This course is a writing intensive course. Therefore, you are graded on your grammar as well as the content of your papers. Each paper receives a grammar grade (25%) plus a content grade (75%). The average of these grades is your final grade on the project.

**This schedule is tentative and subject to change. The professor will notify of any changes.**

#### January

7 Introduction to course

9 What is ethics and what does it have to do with communication? Chpt 1

#### PART 1: THEORY

##### “GUIDELINES FOR MAKING ETHICAL DECISIONS”

12 Virtue – Aristotle & Plato Chpt. 2

14 Duties – Kant Chpt. 3

16 Duties – Habermas Chpt. 3

19 Consequences – Mill & Bentham Chpt. 4

21 Consequences - Rawls Chpt. 4

23 Contemporary Ethics – Modern vs. Postmodern Chpt 6 to page 117

26 Come to class prepared to discuss the ethical implications of what is in the news article posted on Moodle

#### Part 2: APPLICATION TO SITUATIONS

28 Group Discussion Leading; How To and Assignment

30 **Theory Test**

## **February**

2 Interpersonal – Buber & Rogers Chpt.5  
4 Interpersonal – Levinas & Etzioni Chpt.5  
6 Interpersonal - Bok Chpt. 7 plus Sissela Bok on “Lying and Moral Choice in Private and Public Life”

9 Interpersonal The Invention of Lying  
11 Interpersonal The Invention of Lying  
13 Diversity Chpt. 8 **Group One Discussion**

16 Diversity  
18 **Quiz 1**  
20 Mass Chpt. 10 **Group Two Discussion**

23 Mass  
25 Technology Chpt. 13 Group Three Discussion **Position Paper: “The Invention of Lying” Due**  
27 Technology The Social Network

## **March**

2 Technology The Social Network  
4 Technology The Social Network  
6 **Quiz 2**

## **7-15 Spring Break – No Classes**

16 Organizations Chpt. 12 **Group Four Discussion**  
18 Organizations Too Big to Fail  
20 Organizations Too Big to Fail

23 Paper Presentations; How To **Position Paper: “The Social Network” Due**  
25 Political Chpt 11. **Group Five Discussion**  
27 Political

30 Disabilities Chpt 9 **Group Six Discussion**

## **April**

1 Disabilities **Position Paper: “Too Big to Fail” Due**

## **2-6 Easter Break No Class**

8 **THE GAME**  
10 **Quiz 3**

13 Paper Presentations  
15 Paper Presentations  
17 Paper Presentations

20 Paper Presentations  
22 Make Up Day  
24 Make Up Day

**Tuesday, April 28 Final Paper Due 10:30 AM**

## **DESCRIPTION OF ASSIGNMENTS**

### **COMMUNICATION ETHICS POSITION PAPER (EACH WORTH 15%)**

You will write a position paper on **2** of the **3** movies you view. **You must view the movies in class (NOT ANYWHERE ELSE)**. So plan accordingly. See your syllabus for the dates each is due. In your paper, do the following,

- Describe the ethical issues(s) you see developing in the movie; **DO NOT GIVE ME A SUMMARY OF THE MOVIE – I ALREADY KNOW WHAT HAPPENS**
- Apply one of the theories we talked about in class to it
- Discuss how the theorist(s) might view the situation and how he/she would handle the situation based on his/her view ethics

- Discuss whether you agree or disagree with the theorist(s) and tell why

The paper is completed when you feel you have done your best. Additionally, there should be a cover page and a works cited page (if you use information from outside sources). These pages should be single spaced within a paragraph and double spaced between paragraphs (as this assignment sheet is). Margins should be one inch. The cover page should contain your name, the date, and the name of your paper. If you use outside sources (i.e., sources other than yourself), you should have a works cited page and it should be arranged APA style (see your English handbook or the Library page on "citing sources" for information on APA style). **Paper must be stapled together or I will not accept it.** Your grade is a combination of grammar skills and analytical skills. Be careful not to plagiarize. Many students are tempted to look on the internet for an analysis of the movie and use the info they find there. If you do, you MUST give credit in your paper and on your Works Cited page. Otherwise you are plagiarizing.

### GROUP DISCUSSION (WORTH 10%)

You will be assigned a group and a chapter in your textbook. Lead the class in a discussion on the ethical theories and their application to a particular communication situation (interpersonal, diversity, mass, etc.); each member of the group should be prepared to share in the leadership of the discussion.

- The group may use case studies, PowerPoint examples, or other creative methods to stimulate audience participation
- See discussion dates on syllabus

### FINAL PROJECT: PAPER & CLASS PRESENTATION (Worth 20%)

#### Paper

- Choose one or more of the following theories of ethics - Virtue, Duties, Consequences, or Relationship, and its theorist.
- Apply it to a situation (interpersonal, diversity, mass, organizational, or political) you have faced. Describe the situation and why you believe it presents an ethical dilemma for you.
- Then explain the theory(s) you have chosen and apply it to the situation you have chosen.
- Additionally, explain how you would ethically act in this situation using the theory you have chosen.

The paper should be worthy of college thinking and writing. The paper is completed when you feel you have done your best. It should single-spaced in paragraphs, and double spaced between paragraphs (like this assignment sheet); margins should be 1inch. Also, you need a cover sheet containing your name, paper name, and date.

**Paper must be stapled together or I will not accept it.** Use APA style of citing sources, if you use resources other than yourself. Your grade is a combination (average) of grammar skills and analytical skills. Therefore, if you have problems writing, it might be good to check with the writing lab. Hand paper in to me on Final Exam day; no emails.

#### Class Presentation

Prepare a 5-6 minute informative class presentation based on your paper. Make sure that you use the correct method of presenting your ideas (based on what you learned in public speaking & what we discuss in class). That is to say, your presentation should include,

- Introduction
- 3 main points
- Conclusion
- Parenthetical citing of sources (if you use outside sources)

Your presentation will be graded according to Public Speaking standards. If you choose to use PowerPoint as a visual aid, please put it on a "thumb drive." This assures that you will be able to access the computer. Treat this as a formal presentation and dress accordingly. Presentation is due on the date your professor assigns to you.

### OTHER REQUIREMENTS

**Laptop Computer & Cell Phone Policy** - You are encouraged to use your laptop computer in class for note taking purposes. Computers are NOT to be used to email other classmates or individuals outside of class. They are also NOT to be used to play games or for any other purpose than to take notes during class. ALL cell phones will be turned off during class. Ringing phones will be confiscated.

**Readings** - The assignment for each day is listed in the syllabus at the class session when the assignment is due and should be read BEFORE THE LECTURE WHICH DISCUSSES THEM. Students, who do this, will be able to take part in the class discussions and will not be lost.

**Word Process All Work & Staple Together** - All work must be word processed. Please make use of the dictionary if you are not familiar with the correct spelling of words. Also be sure to staple the sheets together before you hand it in. I do not carry a stapler with me so plan ahead.

**Tobacco Products** – use of any tobacco product in class is prohibited.

**ALL cell phones** will be turned off during class. **Ringling phones & those using phones will have the phone confiscated.**

**Group work is dependent upon you participating;** therefore credit will not be given for any group work you miss.

**Other than group work, credit for late work is as follows.** Late assignments take time away from regularly scheduled work and penalize all those who have managed to complete their work on time! Work must be completed on the day it is due (anything after the class period it is assigned is considered late). Credit for unexcused late assignments (see acceptable reasons for excused absences listed below) is as follows:

- One class period late – down one letter grade
- Two class periods late – down two letter grades
- Three class periods late – down three letter grades
- Four class periods late – down four letter grades
- Five class periods late – FORGET IT!

Example: If you hand in an “A” assignment two class periods late, your grade would be a “C”

### **Acceptable Reasons for Absence**

You are expected to be IN CLASS EVERY DAY. The only acceptable reasons for missing class are:

1. Illness for which a physician provides a written excuse
2. Death in the immediate family for which validation is provided
3. Participation in a college sponsored event for which a note from the faculty advisor is provided

A large part of this class is based on class discussion. This means students are responsible for reading **ALL** assignments on time. They must be prepared to discuss ethical ideas and be able to apply them. In addition, case studies are used to illustrate ethical dilemmas; students must be prepared to discuss these as well. Since class participation is very important, it will be graded. A good participation grade (which is 20% of grade) depends on each student attending all classes and being well prepared.

**A word on plagiarism:** Plagiarism is, “**presenting someone else’s work as your own.**” **Anyone doing this will be given an “F” for the course!** Therefore, be sure to cite your references in the paper and on a “works cited” page and in the paper and presentation.

### **Special Needs Statement**

It is the policy of Thiel College and its educational programs not to discriminate against qualified students with documented disabilities. Students desiring accommodation for a disability are responsible for providing evidence from a qualified professional confirming the disability and identifying appropriate interventions. This evidence should be taken to the Office for Students with Special Needs AC-126 as early as possible in the semester. The Coordinator of the Office for Students with Special Needs will develop a letter of accommodation to be sent to course instructors and other appropriate offices. If documentation is already on file, students with disabilities are responsible for visiting the Office for Students with Special Needs to set up accommodations for EACH semester. They are also responsible for talking to their professors about their needs during the first two weeks of classes EACH semester.

**KEEP THIS SYLLABUS FOR FUTURE REFERENCE**

DR. CHRIS MOINET

GH 304

HOURS: M-F: 1-2:30 P.M. OR BY APPT.

OFFICE PHONE: 724-589-2157

HOME PHONE: 724-588-1774

**CREATING CULTURE: ANCIENT, MEDIEVAL, MODERN**  
**HON 114 - 3 CREDIT HOURS – 9:00-9:55 AM AND 2:00-2:55 PM – GH 103**

**Purpose (Course Description)**

Students are introduced to highlights in the history, literature, art, music, philosophy, and religion of the history of western humanities. Greece and Rome are emphasized in the ancient period; civilization and thought of the Mediterranean area and Europe are stressed in the medieval period, culminating in the Renaissance; and the Reformation together with developments are underscored up until 1789 or the beginning of the French Revolution. Big ideas and major people are lifted up for each period, with connections being drawn from one period to the next.

**Student Learning Goals and Outcomes**

Student learning **goals** are for the student who has completed this course to gain:

1. *the general knowledge that makes one minimally culturally literate regarding the dominant culture of the western world.*
2. *historical perspective by way of knowing the broad contours of the 2,300-year narrative of western culture as it has unfolded from ancient Greece through the early modern era to 1789.*
3. *the joyful experience of integrating knowledge and understanding of western culture.*
4. *an intellectual framework for incorporating further knowledge and understanding obtained about western and con-western cultures.*

Student learning **outcomes** are for the student who has taken this course to be able to

*DHI Essential Learning Outcomes: 1, 2, 3, 4 5, 6, 9, 10 (See Appendix 1)*

1. *understand the meanings of and connections among the central ideas, myths, and master stories which grow out of and define major eras of western culture.*
2. *explain the broad contours of the 2,300-year narrative of western culture as it has unfolded from ancient Greece through Roman, European, and North American culture to 1789.*
3. *compare and contrast ideas and themes, people and movements of different eras of western culture.*
4. *demonstrate a basic understanding of the chronology of material and cultural history of western culture and of the cause-and-effect relationship between constitutive events of that history.*

**Texts**

The primary text is *Discovering the Humanities* (Upper Saddle River, NJ: Prentice hall, 2010) by Henry M. Sayre. *The Western Humanities*, vols. I and II, and *Readings in the Western Humanities*, vols. I and II, both by Roy T. Matthews and F. DeWitt Platt will also be made available to students for use as secondary texts.

Evaluation:	2 unit tests (100 pts. each)	200 pts.
	Final Exam	200 pts.
	Research Essay: 5 pages – 1500 words	100 pts.
	Presentation: 15 minutes	50 pts.
	Daily paragraphs, class attendance & participation	<u>150 pts.</u>
		700 pts.

**Attendance/Participation**

Regular class attendance and participation are expected. Any quiz, test, or presentation due to an unexcused absence will result in a grade of 0. An absence is excused only if I am notified before the class meeting. Each absence, excused or unexcused, after the fourth will result in a one letter grade deduction from your final grade.

### **Daily Paragraphs:**

In conjunction with each daily reading assignment, you will write a unified paragraph explaining what you found to be the most interesting aspect of the pages assigned. The paragraph should include at least one discussion question you would like to explore with the group. The paragraphs will serve as the basis for class discussion, will be collected daily, and occasionally will be scored on a 10-point scale.

### **The Essay and Presentation:**

During one unit of the class (Ancient World, Medieval World, and Early Modern World) you will write a five page research essay based on an historical figure mentioned in the text. You will submit the name of your chosen figure on January 13, so that dates of your presentation and paper submission can be scheduled in advance. The essays should include a general survey of the life, accomplishments, and significance of the individual in question, then focus on a single achievement, describing it, assessing its value to the world, and discussing its impact on you. The essay must cite **five (5)** secondary sources (at least 3 of them print sources) beyond your textbook using the M.L.A. documentation system, and should be double-spaced, using Times New Roman 12 font. You will be expected to give a 15 minute presentation of the essay, essentially “teaching” your topic to the class. You may use any presentation aids you wish (PowerPoint slides, recorded music, scientific experiments, discussions, etc.), but simply reading your essay or your slides is **not** acceptable. These presentations will be scheduled at appropriate times throughout the semester. The essays will be turned in on the day of the corresponding presentations.

### **Plagiarism**

Students in this course should be aware of the strong sanctions against plagiarism stated in the Academic Honor Code. If proven, a charge of plagiarism could result in an automatic "F" in the course and possible expulsion. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials and the works of others, be sure to consult the instructor. Proper citation procedures are provided in all standard writing manuals. For more information on this and other honor code violations, see the Academic Honor Code of Thiel College at [www.thiel.edu/curr\\_student/honor\\_code/honor\\_code\\_1.htm](http://www.thiel.edu/curr_student/honor_code/honor_code_1.htm).

### **Special Needs Statement**

The Thiel College Disability Resource Center recognizes disability as a valued aspect of diversity and fosters an inclusive environment for all of the Thiel College community through awareness, accessibility, and empowerment. The office is committed not only to ensuring access, but also to supporting success. The Disability Resource Center provides resources, support and accommodations for students with disabilities of all kinds: including physical, learning, psychological and temporary. If you anticipate or experience academic barriers based on disability, please contact Tami Micsky, the Coordinator of the Disability Resource Center at [Tmicsky@thiel.edu](mailto:Tmicsky@thiel.edu) to discuss your specific situation. The Disability Resource Center is located in the Thiel Learning Commons area of the Langenheim Library.

Students who have an established relationship with the Disability Resource Center must visit the office to evaluate necessary resources and accommodations each semester. Following a meeting, students will be provided a “Confidential Academic Accommodation Letter,” which will provide a

means of communicating with each professor. Students are encouraged to speak with their instructors to discuss their academic accommodations.

### Class Schedule

Date

Th Jan.	8	Introduction
T	13	Sayre, p. 1-16
Th	15	Sayre, p. 16-33
T	20	Sayre, p. 34-50
Th	22	Sayre, p. 50-66
T	27	Sayre, p. 66-77
Th	29	Sayre, p. 78-85
T Feb	3	Sayre, p. 85-97
Th	5	Sayre, p. 98-111
T	10	Make-up Day
Th	12	[Test on the Ancient World]
T	17	Sayre, p. 111-127
Th	19	Sayre, p. 128-142
T	24	Sayre, p. 142-155
Th	26	Sayre, p. 156-169
T Mar	3	Sayre, p. 170-185
Th	5	Sayre, p. 186-203
SPRING BREAK: MARCH 7-15		
T	17	Sayre, p. 203-225
Th	19	Make-Up Day
T	24	[Test on Middle Ages and Italian Renaissance]
Th	26	Sayre, p. 226-239
T	31	Sayre, p. 239-251
Th Apr	2	No Class
T	7	Sayre, p. 252-266
Th	9	Sayre, p. 266-281
T Apr	14	Sayre, p. 282-299
Th	16	Sayre, p. 299-308
T	21	Sayre, p. 308-319

Th	23	Make-Up Day
M	27	(1:00 p.m.) Final Exam



**Thiel College**  
**Department of Psychology**  
**PSY150: General Psychology**  
**Spring 2015**

**Instructor:** Dr. Shannon Deets Ph.D.

**email:** [sdeets@thiel.edu](mailto:sdeets@thiel.edu)

**Phone:** 724-589-2060 (x2060)

**Office:** AC-258

<b>Psy 150</b>	<b>Section 1</b>	<b>Section 2</b>
<b>Class Meets</b>	Monday/Wednesday/Friday 9am-9:55am	Monday/Wednesday/Friday 10am-10:55am
<b>Room</b>	S (Science) 200	S (Science) 200
<b>Final Exam</b>	Tuesday April 28, 2015(10:30am-12:30pm)	Wednesday April 29, 2015 (3:30pm-5:30pm)
<b>Credits</b>	3	3

<b>Office Hours</b>	
Monday Through Friday	8am-9am
Monday Through Friday	11am-12pm
Monday	1pm-4pm
Tuesday	1pm-2pm
Thursday	1pm-2pm
These are scheduled office hours throughout the semester but it is also <b>strongly suggested that you call ahead of time to make an appointment</b> due to potential scheduling conflicts. Other office hours can be added by appointment only.	

**Required Text:** D. L. Schacter, D.T. Gilbert, and D. M. Wegner (2015). *Introducing Psychology Special Update for DSM-5 (2<sup>nd</sup> Ed.)*. New York: Worth Publishers.

**PSY 150: General Psychology Course Content** An introduction to the scientific study of human behavior and cognitive processes including research methods, biological influences, sensation and perception, learning, memory, development, motivation and emotion, intelligence, personality, memory, development, motivation and emotion, intelligence, personality, stress and coping, abnormal behavior, and therapeutic approaches.

**COURSE OVERALL GOAL/ STUDENT LEARNING OUTCOMES** Psychology is the scientific study of the mind and behavior in humans and animals. There are many areas of specific interest within the discipline of psychology, such as counseling, cognitive, and social psychology. The psychology program at Thiel has five goals for students:

- 1) To develop a knowledge base in the field of psychology,
- 2) To foster scientific inquiry and critical thinking skills,
- 3) To promote ethical and social responsibility in a diverse world,
- 4) To demonstrate competence in oral, written, and interpersonal communication skills, and
- 5) To emphasize the application of psychology-specific content and skills in our students' professional development.

By meeting these goals, the psychology program at Thiel will meet the needs of students pursuing a liberal arts education and effectively prepare students for careers in education, social work, human services agencies, and other fields for which a background in psychology is desirable or necessary. Students will also be prepared to continue their education at the graduate level, either in psychology or a related discipline.

Departmental Goal	Learning Outcome	Assessment
1. Knowledge Base in Psychology	<ul style="list-style-type: none"> <li>• Describe key concepts, principles, and overarching themes in psychology</li> <li>• Develop a working knowledge of psychology's content domains</li> <li>• Describe applications of psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Student Opportunities to Demonstrate learning (Exams/ Quizzes)</li> <li>• Study Packets/ Review Items</li> </ul>
2. Scientific Inquiry and Critical Thinking	<ul style="list-style-type: none"> <li>• Use scientific reasoning to interpret psychological phenomena</li> <li>• Demonstrate psychology information literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Review Paper</li> </ul>
3. Ethical and Social Responsibility in a Diverse World	<ul style="list-style-type: none"> <li>• Adopt values that build community at local, national, and global levels</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Paper (Barriers for Diverse Pioneers)</li> </ul>
4. Communication	<ul style="list-style-type: none"> <li>• Demonstrate effective writing for different purposes</li> <li>• Exhibit effective presentation skills for different purposes</li> <li>• Interact effectively with others</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Review Paper</li> <li>• Reflection Paper (Barriers for Diverse Pioneers)</li> <li>• Pioneer Presentation</li> <li>• Peer evaluations and</li> </ul>

		reflection of pioneer presentation
5. Professional Development	<ul style="list-style-type: none"> <li>• Exhibit self-efficacy and self-regulation</li> <li>• Refine project-management skills</li> <li>• Enhance teamwork capacity</li> <li>• Develop meaningful professional direction for life after graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning, Midterm, and Course Final Student Assessments</li> <li>• Pioneer Presentation</li> <li>• Peer evaluations and reflection of pioneer presentation</li> </ul>

**Attendance Policy** There are no points given for attendance in this course. However, it is expected that you will attend every lecture. Research has shown that there is a positive correlation between the number of classes students attend and the grade students earn, therefore I strongly encourage you to attend every class. Students must gain permission from the instructor to make up an exam and the instructor may require a doctor's excuse in order to grant permission. Students are responsible for acquiring any notes they may be missing as a result of absences from class. **If you miss a class you are responsible for contacting me as soon as is possible to provide an explanation for the absence.** You may contact me via email or leave a message on my phone.

Three times during the semester, I will randomly give 5 bonus points to students who are in attendance that day.

**Class Behavior** Students are expected to behave in a respectful manner toward all members of the class at all times. Students are to adhere to all Thiel College policies. Plagiarism and cheating will not be tolerated and will result in a failing grade for the course as well as other potential disciplinary actions to be taken by the department and the university. Please keep private conversations to a minimum. If your talking becomes disruptive to other students in the class, you will be asked to leave class for the remainder of the lecture. Academic misconduct is a violation of the principles of the academic community and will not be tolerated at Thiel College. Academic misconduct is any conduct that detracts from the teaching and learning process of faculty and students. This includes but is not limited to, distractive or disorderly conduct in the classroom, misuse of or damage to classroom property, or conduct dangerous to self or others. In the classroom setting, the faculty member has the responsibility for proper classroom management. She can order the temporary removal or, in cases of repeat violations, exclusion of any student from the classroom if the student's behavior is judged inappropriate.

Students are permitted to bring food or drink into the classroom as long as it is not a disruption to other students.

**Students are not permitted to use tobacco products in the classroom.**

**ACADEMIC INTEGRITY POLICY** Students at Thiel College are expected to adhere to the

Academic Honor Code at all times. Dr. Deets will follow the procedures listed in your student handbook when addressing issues of academic dishonesty including plagiarism and/or cheating. It is the responsibility of students at Thiel to be familiar with and adhere to the Academic Honor Code.

### **Cell Phone and Electronics Policy**

**Cell Phones:** It is Dr. Deets' policy that cell phones are not permitted in class. If I see your phone out for any reason or your phone rings in class you will lose 1 point from your final grade for each occurrence. If the instructor deems your phone to be an interruption to the class you will be asked to leave the lecture for the day. If there is an emergency where a phone call is necessary you must inform the instructor at the beginning of class.

**Laptops:** I do permit students to use electronic devices to take notes during class. If you are found to be surfing the web or engaged in activities not required for this class you will be asked to leave the lecture that day and will not be permitted to use technology for note taking the remainder of the semester.

**Laptops for Exams:** Opportunities for students to demonstrate learning (Exams) will be taken through Moodle and therefore you must bring your laptop to class on each opportunity day. If you do not bring the laptop with you to class on opportunity days, you will have to return to your residence and retrieve the laptop. While you are gone from the classroom, you will be blocked from the exam until you return to the classroom with your laptop. Students will **not** be given extra time for exams if they have forgotten their laptops. Opportunities to demonstrate learning will be monitored and any student who is found to be anywhere but on the Moodle site during the classroom time dedicated to these opportunities will be failed for the opportunity and will be reported for their failure to adhere to the Academic Integrity Policy.

\* Students who use the Learning Commons for student opportunities to demonstrate learning will be given a paper copy at the Learning Commons and will not require their laptops for opportunity days.

**Diversity** It is the goal of Dr. Deets to respect all diversity including diversity in learning. Therefore, the instructor will strive to present class material in a variety of styles. Additionally, if a student has a learning need that requires accommodations please inform the instructor and she will assist you in obtaining the appropriate resources. Also the instructor will strive to bring multicultural issues into the materials presented as often as possible. The instructor encourages students to bring issues of diversity to class discussion often.

**Disability** It is the policy of Thiel College and its educational programs not to discriminate against qualified students with documented disabilities. Students desiring accommodation for a disability are responsible for providing evidence from a qualified professional confirming the disability and identifying appropriate interventions. This evidence should be taken to the Office for Disability Services in the Learning Commons as early as possible in the semester. The Coordinator of the Office for Disability Services will develop a letter of accommodation to be sent to course instructors and other appropriate offices.

If documentation is already on file, the students with disabilities are responsible for visiting the Office for Disability Services to set up accommodations for EACH semester. They are also

responsible for talking to their professors about their needs as early as possible for EACH semester.

### **Class Requirements**

**Reading:** You will have assigned readings from the text throughout the semester. It is expected that you read this material **prior to the lecture** accompanying that topic. Furthermore you will need to read the material, understand it, and consolidate the information into memory.

**Quiz:** To gage your ability to read and consolidate information, most chapters will include a moodle quiz. These quizzes are to be completed prior to lecture. The goals of these quizzes are to allow you to review the material you read and improve your recall. Quizzes will be found on Moodle. You may take each quiz up to three times and you will receive the averaged grade of all your attempts. You should prepare for these quizzes and use them to gage how well you know the material for that chapter. It is helpful to rehearse with the practice quizzes for each chapter but understand that opportunities for students to demonstrate their learning will cover more material that can be adequately covered in simple 10 question quizzes.

**Lecture:** The purpose of lecture is not to teach you the material. Lecture is used to clarify and add to the material presented in the text. You will be held responsible for knowing the material from the text and the material from lecture. My suggestion is that you make note cards immediately following lecture and use these cards to prepare for student opportunities to demonstrate learning. As the semester progresses you should continue to review the note cards from previous chapters as you add in more note cards from current chapters.

### **Studying:**

This course moves very quickly and includes a great deal of information. It is therefore imperative that you attend every class and keep up with reading and studying the material

### **Studying: Preparation for Student Opportunities to Demonstrate Learning**

This course moves very quickly and includes a great deal of information. It is therefore imperative that you attend every class and keep up with reading and studying the material. Dr. Deets has provided students with 4 opportunities throughout the semester to demonstrate their learning. There are three opportunities (Opportunity 1: Jan. 26, 2015; Opportunity 2: Feb. 18, 2015; Opportunity 3: March 6, 2015) and the final on (Section 1: April 28, 2015; Section 2: April 29, 2015). Dr. Deets refers to these as opportunities because they are completely within the control of the students to demonstrate how well they have learned the material. Please take advantage of these opportunities by giving it your very best attempt.

- Overall, Students should plan to spend a minimum of 7 hours a week outside of class time to effectively learn this material. This will include time spent in reading the chapters in making note cards, reviewing note cards (it is suggested you review note cards daily), and in consolidating information into memory. Please note that **7 hours is considered to be the minimum** amount of time and that students who expect to receive an A for the class should plan to devote more time. It is suggested that students should follow the SQ3R method of reading and note-taking. This method will be briefly explained during

the first class. Further explanation of the SQ3R method will also be discussed at the first optional workshop.

**Supplemental Materials** Supplemental materials can be found in Moodle as they are available. When available you will find practice exams, and other supplementary materials. Use these sources to improve your understanding of the material. In some chapters you will also find an “extra materials” folder. You are not held responsible for any of the extra materials but you may find them interesting. Also if you have an interest in a particular topic these extra materials may help to increase your knowledge of that topic.

**Workshops** Dr. Deets will host several workshops throughout the semester regarding a number of topics designed to improve your knowledge of psychology, ability to study psychology, and/or writing ability within psychology. These workshops are optional and are not required for students. Students who attend these workshops will earn extra credit for the course. Please refer to the chart below for dates/times/locations of these workshops.

Topic	Date	Time	Location
SQ3R Note Taking and Studying *Bring a copy of your notes from your course reading thus far	TBD		
How to Study for Exams	TBD		
APA Style-Basics	TBD		
APA Style- Advanced	TBD		

**Syllabus Question Review** This assignment will be handed out during the first class. It is due at the beginning of the second class period. You will have the opportunity to work with other students during the first class on this assignment. This assignment has two goals: 1) to help you review the syllabus and find specific information needed to complete the assignment, 2) to be able to assess how well you work with a variety of students in the class to assist you in choosing group members.

**Beginning of Course Student Evaluation** This assignment will be handed out the first day of class. Both sections of this assignment are due at the beginning of the second class period. This assignment includes two sections (A and B). Students will complete section A as a group work assignment during the first day of class. Section A has two goals 1) to help you complete an assessment of your expectations for general psychology and 2) to be able to assess how well you work with a variety of students in the class to assist you in choosing group members.

**Midterm Student Evaluation** This assignment is due March 2, 2015. To complete this assignment students must review their answers from the beginning of the course student evaluation and reflect on how they might answer the questions at the midterm of the semester. Students will complete both sections A and B independently (without a group) on the midterm student evaluation.

**Midterm Professor Evaluation** This assignment is due March 2, 2015. To complete this

assignment, students will answer questions evaluating the effectiveness of the professor.

**Final Student Evaluation** This assignment is due April 20, 2015. To complete this assignment students must review their answers to the beginning of the semester student evaluation and midterm student evaluation and reflect on how they would answer the questions at the end of the semester. Students will complete both sections A and B independently (without a group) on the final student evaluation.

**Reflection Paper: Barriers for diverse Pioneers** This assignment is a two to four page reflection about the life and experiences of a diverse pioneer in Psychology (pioneer other than a white male who lived/worked in psychology prior to 1970). Discuss the barriers you believe this individual would face and why. In this paper, also discuss the barriers and privileges that you (THE STUDENT) would face/receive in being a modern day professional in the field of psychology in 2015. If you feel you would face no barriers, discuss what privileges would benefit you and from where this privilege comes. Five points are given for choosing a non-white or non-male pioneer not discussed in chapter 1. Discuss a brief biography of the person (no more than ½ page) that includes their birth, death, and major contributions. Remember to cite resources! Do NOT Use WIKIPEDIA! Make sure to include the following information in your paper:

1. Date of Birth of Pioneer
2. Death date of Pioneer
3. Major Contributions of Pioneer
4. Barriers Pioneer faced and why
5. Barriers/Privileges of student

**Pioneer Presentation** Students will work in groups that they choose at the beginning of the semester to present information about the pioneers of psychology. Students will be assigned specific groups of pioneers (containing 5 to 6 pioneers) randomly. Students must provide the following information about their group of pioneers:

- 1) Date of Birth of Pioneer
- 2) Death date of Pioneer
- 3) Major Contributions of Pioneer
- 4) Barriers Pioneer faced and why
- 5) References used in researching pioneers

Presentations will include a verbal presentation and a visual aid (poster). Students must include information that is found in addition to the information found in chapter 1 of the text. Students will be graded on completeness of information, verbal presentation, and the visual aid.

Presentations are due February 4, 2015.

**In addition, to ensure that all group members complete their fair share of the work, students will complete assessments of the work completed by all members of the group. For every 2 “less than expected” ratings that students receive from their peers, those students will lose 10 points from the grade on the assignment**

**List of Group Members** Students will be able to choose their own groups for the pioneer

presentation. While it is not required, It is suggested that groups continue to meet throughout the semester to study for exams and potentially complete the creative project together. Students will work in a variety of groups during the first two days of class to become familiar with the other students and to conduct informal interviews. Students will choose group members following these activities and will then turn in to the professor the names of individuals in each group on Wednesday January 14, 2015. Groups should have at least one person to fulfill all of the following roles. Some individuals in groups may fulfill more than one role. Groups can be as large or as small as members decide as long as all the following roles are fulfilled.

Group Roles:
A person who would make a good leader
A person who is organized
A person who can summarize information easily
A person who brings up good counterpoints/ideas
A person who is good at resolving conflict

Note: You are interviewing to join a group and can be fired from your group at anytime if you do not contribute to the group in reciprocal manner. Groups who wish to fire a group member need to simply inform the professor that a group member has been fired (Obviously you have to inform the group member also, this is not the professor's responsibility). If you have been fired from your group, you will need to interview with and be hired by another group. Students who fail to secure "employment" with a group will have to complete all tasks on their own and will be responsible for completing the same amount of work that groups would be asked to complete.

**Literature Review Topic** Students must report to the professor what the topic of their Literature Review paper will be by February 9, 2015.

**Literature Review Paper Rough Draft** Students must hand in a rough draft of their literature review to the professor by February 27, 2015. PLEASE NOTE: DO NOT TURN IN A SLOPPY PAPER AS A ROUGH DRAFT! TURN IN SOMETHING YOU WOULD WANT GRADED! The literature review rough draft should follow the same guidelines listed below for the literature review final copy. Then when I give you feedback, your paper will only improve from there. I will become annoyed if it seems like you want me to write the paper for you or if you are just too uninspired to try to give me a decent rough

**Literature Review Final Copy** The literature review paper is designed to allow you to learn about a topic in psychology more in depth. The paper is designed to be a critical analysis of the scientific literature within your topic of psychology. Therefore, appropriate sources for the paper are only to include peer reviewed scholarly articles or books. The minimum number of sources for this paper is four; however, it is also acceptable (and advisable) to use more than four sources. You may choose any topic in psychology that you wish. Papers should be between 5-7 pages in length **not including the cover page, abstract, or references**. This paper is to include a cover page, abstract, introduction, discussion, and reference section. You do not need to



include a methods or results section. All papers must conform to all APA guidelines. An APA guideline checklist/ grading template is provided for you at the end of this syllabus.

**Please note there will be no extensions for papers. Papers are due on the assigned date by 11:55pm. Regardless of the excuse there will be no extensions! Papers submitted from 11:56pm on the due date or later will not receive a grade but students are welcome to submit them for extra credit.**

**Creative Project** In order to help students learn the material in this course from an interdisciplinary perspective, you are required to complete a creative project. You can choose any topic in psychology and present it within a creative medium. The medium is up to you and could include dance, music, art, crafts, cinema. Previous students have performed costumed and dramatic interpretations of various historical events in psychology, have used a dance to demonstrate and explain procedural memory, or have presented a complete and edited film about the life of Freud, among many other projects. This is to be a project that requires effort across the entire semester and is not acceptable at the level of a “book report poster”. **DO NOT BRING A POSTER!** Creative projects are due on April 22, 2015. Student names will be randomly drawn to determine the order of presentations on April 22, 2015 and April 24, 2015. If your name is drawn on April 22, 2015 and you are not prepared you will receive a zero and will not be permitted to present your project on April 24, 2015.

### Grades

Item	Points	Total
Quiz	10 per Quiz (10 Quizzes)	100 points
Opportunity to Demonstrate Student Learning	100 per Opportunity (3 Opportunities)	300 points
Pioneer Reflection Paper	50 points	50 points
Pioneer Presentation- Professor Evaluation	50 points	50 points
Literature Review Paper Topic	5 points	5 points
Literature Review Paper Rough Draft	50 points	50 points
Literature Review Paper Final Copy	100 points	100 points
Beginning of Course Student Evaluation	25 points	25 points
Midterm Student Evaluation	25 points	25 points
Final Student Evaluation	25 points	25 points
Syllabus Review Questions	10 points	10 points
SQ3R Worksheets	10 points	10 points
List of Group Members	5 points	5 points
Creative Project	100 points	100 points
Final (not cumulative) (Chapters 9, 10, 11, 13)	100 points	100 points (955)

**Letter Grades will be assigned as follows:** A+ (926-955 points)  
A (900-925 points)

- B+ (832-899 points)
- B (766-831 points)
- C+ (737-765 points)
- C (671-736 points)
- D (577-670 points)
- F (0-576 points)

**What do I do if I am not succeeding in this class?** Dr. Deets sincerely wants all students to do well in this course. If you are not doing well, make an appointment to see me ASAP. Do not wait! There are a number of ways I can help you, however as the semester progresses it will be more difficult to improve your grade.

**Student grade reports for sports, clubs, or Greek organizations** Students who need Dr. Deets to sign grade reports for sports, clubs, or Greek organizations must make an appointment during office hours.

Extra Credit opportunities

Item	Description	Points
Study Groups	Meet with your study group and study for this course. Complete the study group report.	5 per week
Attendance at Workshop	Attend one of the workshops presented by Dr. Deets throughout the semester.	5 points per workshop

**PLEASE NOTE: THE SYLLABUS IS SUBJECT TO CHANGE IF THE INSTRUCTOR DEEMS IT NECESSARY!**

Date	Topic	Assigned Reading	Assignment Due
Wed. Jan. 7, 2015	1) Introduction to the Course 2) *Beginning of Course Student Evaluation (Section A) 3) *Syllabus Review Question 4) *SQ3R Method of Reading the text  *These items are completed in groups to help students form presentation groups		
Fri. Jan. 9, 2015	1) *Continue SQ3R Method of Reading 2) *SQ3R Method of Note Taking 3) APA Style		1) Beginning of Course Student Evaluation (Section A and B) 2) Syllabus Review Questions

Syllabus General Psychology 11

	*These items are completed in groups to help students form presentation groups		
Mon. Jan. 12, 2015	1)Complete SQ3R activities and APA style 2) Chapter Two: Methods in Psychology	Text p.31-53	1) Quiz for Chapter 2 (Due by 8:59am on Mon. Jan. 12, 2015) <b>BEFORE CLASS</b>
Wed. Jan. 14, 2015	1)Complete Chapter Two: Methods in Psychology 2) Assignment of Pioneers to Groups		1) List of group members due to professor at start of class 2) SQ3R worksheets
Fri. Jan. 16, 2015	1)Chapter Three: Neuroscience and Behavior	Text p.57-87	1) Quiz for Chapter 3 (Due by 8:59am on Mon. Jan. 19, 2015) <b>BEFORE CLASS</b>
Mon. Jan. 19, 2015	Library Day		
Wed. Jan. 21, 2015	1)Continue Chapter Three		
Fri. Jan 23, 2015	1)Review for Opportunity 1 (Chapters 2-3)		
Mon. Jan. 26, 2015	1)Opportunity 1		1) Bring Laptop to Class
Wed. Jan. 28, 2015	1)Chapter Four: Sensation and Perception	Text p. 91-122	1) Quiz for Chapter 4 (Due by 8:59am on Wed. Jan. 28, 2015) <b>BEFORE CLASS</b>
Fri. Jan. 30, 2015	1)Continue Chapter 4		
Mon. Feb. 2, 2015	1)Complete Chapter 4		1)Pioneer Reflection Paper Due on Moodle by 11:55pm Feb. 2, 2015
Wed. Feb. 4, 2015	1)Pioneer Presentations		1)Pioneer Presentations due in class
Fri. Feb. 6, 2015	1)Chapter 5: Consciousness	Text p.131-161	1)Quiz for Chapter 5 (Due by 8:59am on Fri. Feb. 6, 2015) <b>BEFORE CLASS</b>
Mon. Feb. 9, 2015	1)Continue Chapter 5		1)Topic for Literature Review due to professor
Wed. Feb. 11, 2015	1)Chapter 6: Memory	Text p.165-195	1)Quiz for Chapter 6 (Due by 8:59am on Wed. Feb. 11, 2015) <b>BEFORE CLASS</b>
Fri. Feb. 13, 2015	1)Continue Chapter 6		
Mon. Feb. 16, 2015	1)Review for Opportunity 2 (Chapter 4-6)		
Wed. Feb. 18, 2015	1)Opportunity 2		1)Bring laptop to Class
Fri. Feb. 20, 2015	1)Chapter 7: Learning	Text p.199-231	1)Quiz for Chapter 7 (Due by 8:59am on Fri. Feb. 20, 2015) <b>BEFORE CLASS</b>
Mon. Feb. 23, 2015	1)Continue Chapter 7		
Wed. Feb. 25, 2015	1)Complete Chapter7		
Fri. Feb. 27, 2015	1)Chapter 8: Emotion	Text p.235-263	1)Rough draft of Literature

Syllabus General Psychology 12

	and Motivation		Review Due in Moodle by 11:55pm Fri. Feb. 27, 2015 2)There is no quiz for Chapter 8
Mon. March 2, 2015	1)Chapter 8 Continued		1)Midterm Student Evaluation 2)Midterm Professor Evaluation
Wed. March 4, 2015	1)Review for Opportunity 3 (Chapter 7-8)		
Fri. March 6, 2015	1)Opportunity 3		1)Bring laptop to Class
Mon. March 9, 2015	Spring Break		
Wed. March 11, 2015	Spring Break		
Fri. March 13, 2015	Spring Break		
Mon. March 16, 2015	Murder Mystery		Rough Drafts Returned by Professor (Students have nothing due today)
Wed. March 18, 2015	1)Chapter 9: Language, Thought, and Intelligence	Text p.267-303	1)Quiz for Chapter 9 (Due by 8:59am on Wed. March 18, 2015) <b>BEFORE CLASS</b>
Fri. March 20, 2015	1)Continue Chapter 9		
Mon. March 23, 2015	1)Complete Chapter 9		
Wed. March 25. 2015	1)Chapter 10: Development	Text p. 307-341	1)Quiz for Chapter 10 (Due by 8:59am on Wed. March 25, 2015) <b>BEFORE CLASS</b>
Fri. March 27, 2015	1)Continue Chapter 10		
Mon. March 30, 2015	1)Complete Chapter 10		1)Literature Review Final Paper Due
Wed. April 1, 2015	1)Chapter 11: Personality		1)Quiz for Chapter 11 (Due by 8:59am Wed. April 1, 2015) <b>BEFORE CLASS</b>
Fri. April 3, 2015	Easter Break		
Mon. April 6, 2015	Easter Break		
Wed. April 8, 2015	1)Continue Chapter 11		
Fri. April 10, 2015	1)Chapter 13: Psychological Disorders	Text p.405-431	1)Quiz for Chapter 13 (Due by 8:59am Fri. April 10, 2015) <b>BEFORE CLASS</b>
Mon. April 13, 2015	1)Continue Chapter 13		
Wed. April 15, 2015	1)Complete Chapter 13		
Fri. April 17, 2015	REVIEW for Final		
Mon. April 20, 2015	REVIEW for Final		1)Final Student Evaluations
Wed. April 22, 2015	Creative Projects Due		1)Creative Projects- names drawn at random
Fri. April 24, 2015 Final Day of Class	Creative Projects Due		1)Creative Projects-names drawn at random

**Pioneer Paper Matrix****Cover Page**

A1. The students followed formatting instructions: Typed, double-spaced, 1-inch margins, Times New Roman font	<u>    </u> /1
A2. Running head (header, flush left, correct formatting)	<u>    </u> /1
A3. Page number (header, flush right, correct formatting)	<u>    </u> /1
B. The students followed content instructions: Title, byline, and affiliation ending in upper half of page	<u>    </u> /3

**Introduction/Discussion**

<b>Did the students select appropriate sources as listed in the syllabus?</b> <b>If “yes” continue assess A-F. If “no” assess all but B (score of 0 for B).</b>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>
A. The students provided a general introduction to the topic chosen, including an explanation of any relevant terminology or necessary background information on the topic.	<u>    </u> /2
B. The introduction/basic demographics of the pioneer is no longer than ½ page	<u>    </u> /1
C. The body of the paper is 2-4 pages in length not including cover page or references	<u>    </u> /1
B1. The pioneer is a non-white male who was not covered in Chapter 1	<u>    </u> /5
B2. The students sufficiently/adequately answered each of the questions listed in the syllabus (4 points per question)	<u>    </u> /20
C. The students sufficiently/adequately defended his/her reasoning through supporting sentences (1 point per question listed in the syllabus)	<u>    </u> /8

**References**

A1. The student followed formatting instructions: Typed, double-spaced, 1-inch margins, TNR font	<u>    </u> /1
A2. Running head (header, flush left, correct formatting)	<u>    </u> /1
A3. Page number (header, flush right, correct formatting)	<u>    </u> /1
	<u>    </u> /4

A4.APA formatting(deduct 1pt per error, up to 4 points)	
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**Additional Deductions**

Proofreading (0.5 pt./occurrence, up to 10 points after two “freebies”; including misspellings, run-ons, incomplete sentences, and other grammatical errors)	
APA Formatting for within-text citations (0.5 pt./occurrence up to 5 points)	

**Total \_\_\_\_\_/50**

## Literature Review Paper Matrix

### Cover Page

A. The students followed formatting instructions: Typed, double-spaced, 1-inch margins, TNR font	_____/1
Running head (header, flush left, correct formatting)	_____/1
Page number (header, flush right, correct formatting)	_____/1
B. The students followed content instructions: Title, byline, and affiliation ending in upper half of page	_____/1

### Introduction/Discussion

<b>Did the students select primary scholarly articles? If “yes” continue assess A-F. If “no” assess all but B (score of 0 for B).</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
A. The students provided a general introduction to the topic chosen, including an explanation of any relevant terminology or necessary background information on the topic.	_____/4
B. The students sufficiently/adequately described <u>in their own words</u> , the main points of each article. Students identified where articles contradicted or complemented other articles (4pts per article). If students use more than the 4 minimal articles required this section will be assessed using their strongest 4 article analyses.	_____/16
C. The students sufficiently/adequately defended his/her reasoning for including each of the chosen articles (2 pt per article). If students use more than the 4 minimal articles required this section will be assessed using their strongest 4 article analyses.	_____/8
D. The student included the stated content sufficient to thoroughly explain their chosen topic in psychology to a novice.	_____/16
E. The students sufficiently/adequately defended his/her reasoning through supporting sentences	_____/16
F. The students described what the possible outcomes of their findings from the literature review <i>mean</i> . In other words, the students discuss the implications of the results, perhaps from an applied psychology perspective. Implications	_____/16

might indicate suggestions for ways psychology should adapt in the future.	
B. The students sufficiently discussed some limitations to the findings of their literature review, and possible way to correct them (if possible).	<u>    </u> /8
C. The students sufficiently described some future questions that could be asked.	<u>    </u> /5

**References**

A. The student followed formatting instructions: Typed, double-spaced, 1-inch margins, TNR font	<u>    </u> /1
Running head (header, flush left, correct formatting)	<u>    </u> /1
Page number (header, flush right, correct formatting)	<u>    </u> /1
APA formatting(deduct 1pt per error, up to 4 points)	<u>    </u> /4

Additional Deductions

Late submission (1 pt./minute, beginning after the midnight electronic submission deadline)	
Proofreading (0.5 pt./occurrence, up to 10 points after two “freebies”; including misspellings, run-ons, incomplete sentences, and other grammatical errors)	
APA Formatting for within-text citations (0.5 pt./occurrence up to 5 points)	
Missing supplemental materials to final document (5 points per item): Outline and Rough Draft	
The paper is not the correct length. (1 point per ½ page short or extended)	

Total \_\_\_\_\_100



### **Creative Project**

Utilizes some creative modality (art, dance, music, crafting, cinema) \_\_\_\_\_/25

The psychological concept is presented clearly in the creative presentation \_\_\_\_\_/25

The project is finished, polished, and clearly at the level of an intermediate student of psychology  
\_\_\_\_\_/25

There is evidence that the project has been developed over the semester and is not simply a “last  
minute” project thrown together \_\_\_\_\_/25

Total \_\_\_\_\_/100



## APA 6<sup>th</sup> Edition Formatting Checklist

### General Formatting

Font: Times New Roman, black, 12 pt	p. 228
Margins: 1" inch all around	p. 229
Pagination: Upper right hand corner, title page is 1	p. 229
Line Spacing: Double throughout, one space after final punctuation of a sentence	p. 229
Character Spacing: One space after final punctuation of a sentence	p. 88*

\*This page implies this rule as it contains an exception for draft manuscripts.

### Title Page

Alignment: centered	p. 23
Title: 12 words or less, not bold	p. 23
Running head: Only on title page, flush left, capital "R," lower case "h"	p. 229
Shortened title: On all pages, all caps, no more than 50 first characters of full title, including spaces	p. 229

### Abstract

Title: "Abstract" centered, not bold	p. 27
Paragraph: Not indented	p. 27
Word limit: 150 – 250 words	p. 27
Includes: Main points, important data, and findings (no opinions)	p. 25

### Body

Indent: ½" at beginning of each paragraph	p. 229
Headings: <u>Level 1</u> : bold, centered; <u>Level 2</u> : bold, flush left	p. 62

### Citations

Example of in-text citation from a book or journal, 1 author: (Last name, year, p. #)	p. 171
Example of in-text citation from a book or journal, 2 authors: (Last name 1 & Last name 2, year, p. #)	p. 171
And: In text: "and"; in citation and references: use symbol "&"	p. 175
Block quotes: (for direct quotes of 40 words +), indent ½" on left, no quotation marks, final punctuation goes before citation, 40 words +	p. 171
Punctuation for in-text citations: Preceding reference: "Place periods and commas . . ." (APA, 2009, p. 92).	p. 92

### Reference Page

Indent: Hanging, ½"	p. 37
Title: "References," centered, not bold	p. 37
Order: Alphabetical by author, use date if two works by one author	p. 181
Period: Period after books and periodicals, not after URL	p. 198
Italics: Titles of books and journals	p. 104
Bible: Does not appear on Reference page	p. 178

Regent University Writing Center

# The Pop Art Revolution

Dr. Lippert

ART 255

Spring 2015

Phone: x 2094

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Office AC-310

Office Hours: T 2:30-6

“Once you ‘got’ Pop, you could never see a sign the same way again. And once you thought Pop, you could never see America the same way again.”

Andy Warhol

“If you want to protest against society, the first person you should kick in the pants is yourself.”

Robert

Rauschenberg

## Summary

Pop Art contested the relevance of America’s highly regarded Abstract Expressionist movement and ridiculed the very foundations of the art world. In this course we will explore this “unholy assault on holy ground” through its precursors, emergence, philosophy and key figures in America and Britain. We will conclude with a consideration of Pop Art as it exists today and the popular culture that inspires it. This course will satisfy a WIC requirement. Class will meet every Tuesday and Thursday from 1:00 to 2:30 in to 10:55 in AC 127.

## Required texts:

Klosterman, Chuck. *Sex, Drugs and Coco Puffs: A Low Culture Manifesto*. 2004. Scribner.  
Madoff, Steven Henry. *Pop Art: A Critical History*. 1997. University of California Press.  
Marquis, Alice. *The Pop Revolution*. 2010. MFA Publications.

## Learning Outcomes:

Students will:

Identify key works of art within the Pop Style

Comprehend the social context in which Pop Art developed and emerged

Recognize the relationship between Pop Art and styles that preceded and followed

Demonstrate an understanding that Pop culture is something that has always existed as a significant component within human society

## Student Responsibilities

Your responsibility as a student includes class involvement and attendance. If you miss a class you will need to get notes and any materials handed out from a friend in the class. **I will not provide my notes or review a lecture. It is your responsibility to obtain anything you miss.** For this reason, I strongly suggest you get the name and number of at least two people on the first day.

Likewise, as this class relies heavily on class participation, it is your responsibility to come to class prepared to discuss the readings and artwork.

### **Disability Resource Center**

The Thiel College Disability Resource Center recognizes disability as a valued aspect of diversity and fosters an inclusive environment for all of the Thiel College community through awareness, accessibility, and empowerment. The office is committed not only to ensuring access, but also to supporting success. The Disability Resource Center provides resources, support and accommodations for students with disabilities of all kinds: including physical, learning, psychological and temporary. If you anticipate or experience academic barriers based on disability, please contact Tami Micsky, the Coordinator of the Disability Resource Center at [Tmicsky@thiel.edu](mailto:Tmicsky@thiel.edu) to discuss your specific situation. The Disability Resource Center is located in the Thiel Learning Commons area of the Langenheim Library.

Students who have an established relationship with the Disability Resource Center must visit the office to evaluate necessary resources and accommodations each semester. Following a meeting, students will be provided a “Confidential Academic Accommodation Letter,” which will provide a means of communicating with each professor. Students are encouraged to speak with their instructors to discuss their academic accommodations.

### **Grading**

Your grade will be based on:

Two exams @ 50 points each	= 100 points
One discussion lead	= 50 points
Five 1-page response papers @ 20 points each	= 100 points
Pop Art paper	= 100 points
Presentation on Pop Art paper	= 50 points
Class attendance and participation	= <u>100 points</u>
	500 points

*Exams* – both exams will consist of identification/interpretation of two images in two different essays (25 points each). To correctly identify the images you will need to provide artist and title. The interpretation will ask you to call upon the readings we have discussed in class up to that point as well as interpretive information garnered from lectures. For a thorough and well-thought out answer, the essays should be fairly lengthy, about 2-3 blue book pages, front and back.

*Discussion Lead* – each student, in groups of 2 or 3, will be responsible for leading one discussion on a Madoff reading. Leaders must prepare questions on the reading ahead of time and email them to the class **no later than 24 hours** prior to the class in which their reading will be discussed.

*Response Papers* – these papers will be one page in length and are your reaction to the designated reading(s). Please note that just because they are your opinion does not mean they should be treated casually. Grammar, structure, clarity, and knowledge of the subject will all be heavily considered when grading.

*Pop Art Paper* – this five page paper will define Pop Art, outline its origins and conclude with your educated opinion of Pop Art. It should include no less than six discussions of art works that we have covered in class and that support the points and arguments made in your paper.

*Presentation* – each student will deliver a 10-15 minute presentation summarizing the content of their final paper. This PowerPoint presentation should include illustrations of the six art works discussed in your final paper.

## The Time Before Pop

### Week 1

Jan. 8 Intro

### Week 2

Jan. 13 Discuss Madoff intro  
Pre-Pop: Imagery within Mass Culture and Abstract Expressionist Heroes  
Jan. 15 Pre- Pop: American prototypes.  
Discuss Madoff p. 1-2, 11-12, 19-24

### Week 3

Jan. 20 Discuss Marquis Ch. 1: Herald's of Change and Ch. 2: The Arts Take Center Stage

## The Pop Invasion

Jan. 22 Pop in England  
Response paper #1 on Madoff readings due

### Week 4

Jan. 27 American Pop 1960s  
Jan. 29 American Pop con't  
Discuss Madoff, p. 187-207, 241-263

### Week 5

Feb. 3 American Pop con't  
Feb. 5 Discuss Marquis Ch. 3: But Is It Art? and Madoff, p. 25-180 (split between two groups)

### Week 6

Feb. 10 **Exam I**  
Feb. 12 Andy Warhol  
Response paper #2 on Marquis Ch. 3 and Madoff p. 25-180 due

### Week 7

Feb. 17 Discuss Marquis Ch.4: An Unlikely American Hero  
Feb. 19 Andy Warhol con't

**Week 8**

Feb. 24 Discuss Marquis Ch. 7: Death and Transfiguration  
 Feb. 26 Discuss Marquis Ch. 5: Art For All and Ch. 6: The Molds are Breaking  
 Response Paper #3 on Warhol visit due

**Legacies of Pop****Week 9**

March 3 **Vist Warhol Museum**  
 March 5 British and American Pop: 1960s and After

**Week 10**

March 10 **Spring Break**  
 March 12 **Spring Break**

**Week 11**

March 17 British and American Pop 1960s and after, con't  
 March 19 British and American Pop 1960s and After con't  
 Discuss Madoff p. 354-397

**Week 12**

March 24 Ch. 10 Neo Pop in 1980s  
 March 26 Ch. 10 con't

**Week 13**

March 31 Exam #2  
 April 2 **No Class – Easter Recess**

**Week 14**

April 7 Discuss *Sex, Drugs, and Coco Puffs: A Low Culture Manifesto*  
 Response paper #4 on Neo-Pop due  
 April 9 *Sex, Drugs, and Coco Puffs: A Low Culture Manifesto*, con't

**Week 15**

April 14 Presentations  
 Response paper #5 on Klosterman book due  
 April 16 Presentations  
 April 21 Presentations  
 April 23 Final Paper Due