Fall 2015

Introduction to Psychology (Georgia Southwestern State University)

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See next page for additional authors

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Authors
Charles Huffman, Joseph Comeau, Gary Fisk, Judy Orton Grisett, Jamie MacLennan, Courtney McDonald, and LaVerne Worthy

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Grants Collection
Georgia Southwestern State University

Charles Huffman, Joseph Comeau, Gary Fisk, Judy Orton Grissett, Jamie MacLennan, Courtney McDonald, LaVerne Worthy

Introduction to Psychology
Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team’s selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project’s aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.

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Syllabus
PSYC 1101—Introduction to Psychology, Fall 2015, CRN 8122

Contact Information

Instructor: Charles M. Huffman, Ph.D.

Course Description

A basic science oriented course dealing with the systematic and experimental approach to the understanding of behavior and mental processes. Topics will include: neurobiology, learning, memory, cognition, development, personality, social influences, and abnormality. Prerequisites: None.

Learning Outcomes

Upon completion of this course, the student will be able to:

1. Understand the definition and methods of psychology, and apply related critical reasoning skills in evaluating psychological information.
2. Explain how the brain and nervous system are related to neuropsychological explanations of human behavior.
3. Articulate the major concepts of learning, memory, perception, and cognition in human experience.
4. Understand human behavior in a social context.
5. Become acquainted with the dynamics of personality development and abnormal behavior.

Textbook

Psychology. Your text is available for viewing or download, free of charge at the course page in GeorgiaView. Or, https://openstaxcollege.org/textbooks/psychology

Activities & Experiences

Students should do the following to maximize success:

1. Participate actively in class discussions and activities based on the text, lectures, and other supplemental materials.
2. Read and review assigned chapters prior to the lecture.
3. Complete all exams as scheduled.
4. Be attentive to the course requirements and ask questions if in doubt.
## Course Outline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>8/20,25</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>8/27, 9/1</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>9/3,8</td>
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<tr>
<td>Writing Assignment #1 Due</td>
<td>9/8</td>
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<tr>
<td>Exam 1 (Chapters 1-3)</td>
<td>9/10</td>
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<tr>
<td>Chapter 4</td>
<td>9/15,17</td>
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<tr>
<td>Chapter 6</td>
<td>9/22,24</td>
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<tr>
<td>Chapter 8</td>
<td>9/29, 10/1</td>
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<tr>
<td>Exam 2 (Chapters 4, 6, &amp; 8)</td>
<td>10/6</td>
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<tr>
<td>Fall Break, No class</td>
<td>10/8</td>
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<tr>
<td>Writing Assignment #2 Due</td>
<td>10/11</td>
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<tr>
<td>Chapter 9</td>
<td>10/13,15</td>
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<tr>
<td>Chapter 11</td>
<td>10/20,22</td>
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<td>Chapter 12</td>
<td>10/27,29</td>
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<tr>
<td>Writing Assignment #3</td>
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<td>Exam 3 (Chapters 9, 11, &amp; 12)</td>
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<td>Chapter 14</td>
<td>11/5,10</td>
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<td>Chapter 15</td>
<td>11/12,17</td>
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<tr>
<td>Chapter 16</td>
<td>11/19</td>
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<td>Writing Assignment #4 Due</td>
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<td>Thanksgiving Break, No class</td>
<td>11/24,26</td>
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<tr>
<td>Chapter 16</td>
<td>11/30</td>
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<tr>
<td>Make-up Exams or Free Day</td>
<td>12/3</td>
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</table>

**Final Exam (Exam 4) Chapters 14-16**  
10:30 a.m. to 12:30 p.m.  
12/10

## Attendance Policy

The official GSW attendance policy states that “Students are expected to attend all classes.” Attendance is related to strong academic achievement. Tardiness is detrimental to academic success, and it distracts others. Students who have excessive absences (7) or tardiness (6) may be subject to administrative withdrawal. This means you will be removed from the class and receive a failing grade. You should come to class.

## Exams

There will be four exams with a point value of 100 points each (each exam is 20% of final grade). Each exam will cover the chapters listed on the course calendar and anything discussed in class. The exams are not cumulative; they only cover the assigned chapters.
Make-up Exams

A make-up exam, for Exam 1-3, may be given for absences due to official, university-sanctioned events or in case of a serious illness. In the case of serious illness, an official medical excuse from a doctor is necessary and the must be submitted after you return to class. All make up exams will be given on the final day of class, 12/3.

Writing Assignments

You will complete four writing assignments during the course. Each writing assignment has a point value of 25 points (5% of total grade), for a total of 100 points (20% of final grade). The assignments are posted on GAView, along with the due date for each assignment. There is a Drop Box where you will submit each assignment. Assignments turned in late will not receive credit.
Affordable Learning Georgia Textbook Transformation Grants
Round 2
Summer 2015, Fall 2015, Spring 2016
Proposal Form and Narrative

<table>
<thead>
<tr>
<th>Institution Name(s)</th>
<th>Georgia Southwestern State University</th>
</tr>
</thead>
</table>
| Team Members (Name, Title, Department, Institutions if different, and email address for each) | Charles M. Huffman, Ph.D., Chair-Dept. of Psychology & Sociology, Charles.Huffman@gsu.edu  
Joseph Comeau, Ph.D. Asst. Professor of Sociology, joseph.comeau@gsu.edu  
Gary Fisk, Ph.D., Professor of Psychology, gary.fisk@gsu.edu  
Judy Orton Grissett, Assistant Professor of Psychology, judy.grissett@gsu.edu  
Jamie MacLennan, Ph.D., Associate Professor of Sociology, Jamie.maclennan@gsu.edu  
Courtney McDonald, Ph.D., Assistant Professor of Sociology, Courtney.mcdonald@gsu.edu  
LaVerne Worthy, Ph.D., Professor of Psychology, Laverne.worthy@gsu.edu  
New Assistant Professor of Psychology to be hired in Spring 2015 (this faculty will use the same materials as the rest of the faculty) |
| Sponsor, Title, Department, Institution | Brian U. Adler, Ph.D., Vice President for Academic Affairs  
Georgia Southwestern State University |
| Course Names, Course Numbers and Semesters Offered (Summer 2015, Fall 2015, or Spring 2016) | Introduction to Psychology, PSYC 1101, 6 sections of 45 students, Fall 2015  
Introduction to Sociology, SOCI 1101, 5 sections of 45 students, Fall 2015 |
<table>
<thead>
<tr>
<th>Average Number of Students Per Course Section</th>
<th>45</th>
<th>Number of Course Sections Affected by Implementation in Academic Year 2016</th>
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<th>Total Number of Students Affected by Implementation in Academic Year 2016</th>
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<tr>
<td>Award Category (pick one)</td>
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<td>No-Cost-to-Students Learning Materials</td>
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<td>OpenStax Textbooks</td>
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<td>OpenStax Textbooks</td>
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<td>Course Pack Pilots</td>
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<td>Transformations-at-Scale</td>
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<td>OpenStax CNX</td>
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<td>D2L</td>
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<td>LibGuides</td>
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<td></td>
<td></td>
<td>Other __Departmental website</td>
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<tr>
<td>Projected Per Student Cost</td>
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<td>Projected Per Student Savings (%)</td>
<td>100%</td>
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</table>

Total Cost $65,070
1. PROJECT GOALS

We intend to offer free, OpenStax textbooks to all students at Georgia Southwestern State University (GSW) who take both Introduction to Psychology, PSYC 1101, and Introduction to Sociology, SOCI 1101, in the fall 2015 semester. There are typically 270 students taking PSYC 1101 and 225 students taking SOCI 1101 in the fall semesters. Following the successful transition in the fall 2015 semester we intend to continue to provide free, OpenStax textbooks in these courses on a permanent basis. This goal will save GSW students approximately $120,000 per year in textbook costs.

1.1 STATEMENT OF TRANSFORMATION

- Conversion of purchased textbooks to free textbooks in all introductory courses in psychology and sociology at GSW.
- Students, parents, faculty, and GSW
- The financial impact (savings) to students/parents in the fall 2015 semester will be approximately $65,070 in reduced textbook costs. We do not project any decline in course success.
- We perceive the adoption of free, OpenStax textbooks in all of our introductory courses as the initiation of a department-wide process to develop or identify cost-free materials for more advanced courses in our curricula, whenever possible. We believe that student perception of our programs and department will be enhanced through the use of no-cost materials in the introductory courses.

1.2 TRANSFORMATION ACTION PLAN

- The Introductory textbook for Sociology is already available through OpenStax. The Introductory textbook for Psychology is scheduled to be released in December 2014, but no later than March 2015 (personal conversation with OpenStax representative).
- The updating of course syllabi and in-class presentation materials will occur in the summer of 2015. All of our faculty use the Desire to Learn (D2L) learning management system and revisions there will be made in the summer of 2015.
- Each individual faculty member will be responsible for revising their own materials. As such, each individual faculty member is a subject matter expert and instructor of record for at least one section of an Introduction to Psychology or Introduction to Sociology course. Several faculty teach more than one section of an introductory course.
- Open access to the new materials will be accomplished by OpenStax with links on our departmental website and via D2L, which all students can access.
1.3 QUANTITATIVE AND QUALITATIVE MEASURES

- The department-wide adoption of the OpenStax textbooks for the introductory courses will prevent us from making direct comparisons to sections of introductory courses that use publisher textbooks in the fall 2015 semester. However, we will have access to course outcomes from spring 2015 semester, such as learning objective success, DFW data, and student surveys. It is appropriate to make comparisons between the spring 2015 and fall 2015 data for evaluative purposes. Dr. Charles M. Huffman will oversee all data collection and analysis.

1.4 TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 7, 2015</td>
<td>All course syllabi and course materials prepared. Links posted on departmental website and in D2L</td>
</tr>
<tr>
<td>December 17, 2015</td>
<td>Course outcomes, DFW data, and student surveys compiled. Final report submitted.</td>
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1.5 BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Faculty Salary Compensation</td>
<td>$23,091.52</td>
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<tr>
<td>Departmental Needs--- for mobile and classroom access to course materials</td>
<td>$6,108.48 iPads (x 8)</td>
</tr>
<tr>
<td>Travel</td>
<td>$800</td>
</tr>
<tr>
<td>Total</td>
<td>$30,000</td>
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</table>

1.6 SUSTAINABILITY PLAN

After fall 2015, the no-cost textbook introductory courses will be offered permanently.

1.7 REFERENCES & ATTACHMENTS

Letter of support from Dr. Brian U. Adler, VPAA at GSW is attached

PROPOSAL SUBMISSION: ALL PROPOSAL DOCUMENTS, REFERENCES, AND ATTACHMENTS MUST BE SUBMITTED IN A SINGLE EMAIL TO ALG@GATECH.EDU.

DEADLINE FOR CATEGORIES 1-3: 5:00 PM, NOVEMBER 30, 2014

DEADLINE FOR CATEGORY 4: 5:00 PM, DECEMBER 8, 2014
December 3, 2014

Dr. Michael S. Rogers  
Assistant Vice-Chancellor  
Academic Affairs  
Board of Regents  
270 Washington St. SW  
Atlanta, GA 30334

Dear Dr. Rogers and the ALG Textbook Transformation Grant Committee:

I am writing in support of the ALG Textbook Transformation Grant, Round Two, being proposed by Dr. Judy Orton Grissett, Assistant Professor of Psychology; Dr. Joseph Comeau, Assistant Professor of Sociology; Dr. Gary Fisk, Professor of Psychology; Dr. Jamie MacLennan, Associate Professor of Sociology; Dr. Courtney McDonald, Assistant Professor of Sociology; Dr. LaVerne Worthy, Professor of Psychology, and by Dr. Charles Huffman, Professor of Psychology and Department Chair of the Psychology and Sociology department.

Their proposal involves the creation of No-Cost-to-Students learning materials for two Area E core courses, Psychology 1101, Introduction to Psychology, and Sociology 1101, Introduction to Sociology. Psychology is our largest major within the College of Arts and Science, and even if this were not the case, PSYC 1101 is an extremely popular core offering as well as an essential course for our Education majors. Thus, approximately half of our students will take this course. In terms of popularity and numbers of students affected, SOCI 1101 is not far behind the psychology course. The savings for students would be considerable on an individual level and will be quite large on an institutional level. A strength of this particular proposal is the assessment methodology which will be used to gauge the effectiveness of the open source materials as well as to extend the theory behind the open source movement.

The team mentioned above are highly trained researchers with good scholarly records, so they stand a very strong likelihood of achieving success with their project. Dr. Orton Grissett is also one of our Campus Champions for the Affordable Learning Georgia Initiative. Georgia Southwestern State University and the Office of Academic Affairs endorses and supports this project, which we see being easily scalable to the entire University System of Georgia. Thank you for your consideration.

Sincerely,

[Signature]

Vice President for Academic Affairs
Affordable Learning Georgia Textbook Transformation Grants
Final Report

Date: 12/17/2015

Grant Number: 102

Institution Name(s): Georgia Southwestern State University

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Charles M. Huffman, Ph.D., Chair, Dept. of Psychology and Sociology
Charles.huffman@gsu.edu

Joseph Comeau, Ph.D., Asst. Professor of Sociology
Joseph.comeau@gsu.edu

Gary Fisk, Ph.D., Professor of Psychology
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Jamie.maclennan@gsu.edu

Courtney McDonald, Ph.D., Assoc. Professor of Sociology
Courtney.mcdonald@gsu.edu

LaVerne Worthy, Ph.D., Professor of Psychology
LaVerne.worthy@gsu.edu

Project Lead: Charles M. Huffman, Ph.D.

Course Name(s) and Course Numbers:

Introduction to Psychology, PSYC 1101
Introduction to Sociology, SOCI 1101

Semester Project Began: Summer 2015
Semester(s) of Implementation: Fall 2015
Average Number of Students Per Course Section: 37.1
Number of Course Sections Affected by Implementation: 10
Total Number of Students Affected by Implementation: 371

1. Narrative

A. The key outcomes differ between the Introduction to Psychology and the Introduction to Sociology courses. In psychology, a comparison of spring 2015 grades to fall 2015 (implementation of OER text) reveal a substantial increase in fall grades (Spring= 75%; Fall=81%). This is a significant and rather dramatic increase in final grades, a positive outcome. In sociology, the differences in final grades for spring vs. fall were not significant (Spring=77.23%;Fall=77.04%). However, we interpret that as a positive because final grades did not decrease. In addition, in both disciplines the DWF rates were lower in each category in the fall semester than they were in the spring.

The use of an online, digital text required some changes in classroom management. For example, students need a laptop, tablet, or smartphone to access their text during class time. Instructors had to learn to use the online text too. It was easily adapted by being able to show specific pages of the text using a digital projector. Describe the key outcomes, whether positive, negative, or interesting, of your project.

The impact on students differed according to discipline. The psychology students had higher grades while the sociology students stayed the same. Overall, the student comments about the use of an online, digital text were positive.

B. We underestimated the number of students who wanted a physical copy of the textbook. We used the recommendation of OpenStax and targeted about 8% but in psychology the number of students who wanted a paper copy was about 12%. For most students, it was their first time using a digital textbook. We would offer a workshop providing students with some hands-on demonstrations of how to best use a digital textbook.

2. Quotes

- 1. “It was awesome that we didn’t have to buy a textbook.”
- 2. “Thank you to the department for using a free textbook. I like being able to read the text on my iPad. Good job!”
- 3. “At first I didn’t like the book being online. Once I figured out how to use it, I think it’s pretty cool.”

3. Quantitative and Qualitative Measures
3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: ___371_____

- Positive: ___93____ % of ___371____ number of respondents
- Neutral: ____5____ % of ___371____ number of respondents
- Negative: ___2____ % of ___371____ number of respondents
Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Choose One:
- _X_ Positive: Higher performance outcomes measured over previous semester(s)
- ___ Neutral: Same performance outcomes over previous semester(s)
- ___ Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:
17.2% of students, out of a total 371 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:
- _X_ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- ___ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- ___ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

- We have submitted midterm and final grades for 196 students from the spring 2015 semester (using publisher’s text) and 371 students from the fall 2015 semester (using OpenStax texts). Our primary interest was comparing differences in DFW rates and final grades. In addition, we administered a short student satisfaction survey to ascertain student attitudes about using an OER textbook.
  - DFW rates, Spring 2015:
    - Psychology
    - D=11.7%
    - W=9.6%
    - F=17%
    - Sociology
As you can see from the DWF rates, the percentages decreased in every category from spring 2015 to fall 2015. A very positive outcome.

Course retention and completion rates increased. A positive outcome.

Final grades in Introduction to Psychology increased by 6% from spring 2015 to fall 2015. A positive outcome. Final grades in Introduction to Sociology did not differ. We interpret no difference in sociology as a positive outcome.

Students overwhelmingly liked the use of the open-source text (93% agreed or strongly agreed).

It is difficult to make a direct comparison between final grades from the spring 2015 semester to final grades from the fall 2015 semester. We do not have data to illustrate that the characteristics of the two groups are similar.

4. Sustainability Plan

- We intend to continue to offer the OpenStax texts for both psychology and sociology.

5. Future Plans

- We will continue to offer the OpenStax texts in our Introductory courses. As a result of our experience with this project, the department is adopting No-Cost-To-Students texts in five other courses.
- Charles M. Huffman will be presenting some of the results of this project at the Annual Meeting of the Southeastern Psychological Association in March 2016.

6. Description of Photograph

- L-R: LaVerne Worthy, Subject Matter Expert and Instructor; Joseph Comeau, Subject Matter Expert and Instructor; Judy Orton Grissett, Subject Matter Expert and Instructor; Linda Singleton, Administrative Assistant; Charles M. Huffman, Team Leader, Subject Matter Expert and Instructor; Courtney McDonald, Subject Matter Expert and
Instructor; Ellen Cotter (non-team member); Jamie MacLennan, Subject Matter Expert and Instructor; Gary Fisk, Subject Matter Expert and Instructor.