Summer 2017

Introduction to General Psychology (Augusta)

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Grants Collection
Augusta University

Georgina Hammock, Quentin Hartmann, Lauren Verlaque, Stephanie Northington, Li Ma

Introduction to General 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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Initial Proposal
Team Members (Name, Title, Department, Institutions if different, and email address for each. Include the applicant in this list.):

Quentin Hartmann, PhD, Associate Professor, jqh4artmann@gru.edu

Lauren Verlaque, MS, Lecturer, lverlaqu@gru.edu

Stephanie Northington, PhD, lecturer, snorthingtong@gru.edu

Winona Hatcher, instructional designer, whatcher@gru.edu

Li Ma, librarian, lima@gru.edu

Sponsor, (Name, Title, Department, Institution):

Sarah J. White, Authorized Institutional Signatory

Executive Director, Georgia Regents Research Institute, Inc

1120 15th Street, CJ 3302
Proposal Title: 221

Course Names, Course Numbers, and Semesters Offered:
Introduction to General Psychology, PSYC 1101
Offered every Fall and Spring

Final Semester of Instruction (This is your final semester of the project): Spring 2017

Average Number of Students per Course Section: 65

Number of Course Sections Affected by Implementation in Academic Year: 13

Total Number of Students Affected by Implementation in Academic Year: 845

List the original course materials for students (including title, whether optional or required, & cost for each item):
$84.91
They are all required texts.

Proposal Categories: OpenStax Textbooks

Requested Amount of Funding: $30,000

Original per Student Cost: $84.91 – 92.70

Post-Proposal Projected Student Cost: $0

Projected Per Student Savings: $88.81 (on average)

Plan for Hosting Materials: OpenStax CNX

Project Goals:
The goal of proposed project is to provide student’s enrolled in PSYC 1101, Introduction to General Psychology, with a low or no cost textbook option. To reach this goal we intend to engage in the following:

- Identify potential low/no cost options as the textbook for the Introduction to General Psychology course;
- Develop a course shell for the course that can be used by all instructors of the course;
- Develop instructional materials to supplement the materials chosen for use: including active learnings exercises, PowerPoint slides that could be used for modules or topics, and test items;
- Assess the impact of the new materials on student learning and engagement;
- Disseminate the findings at local and national conferences.

Statement of Transformation:

- The Department of Psychological Sciences recently redesigned the PSYC 1101, Introduction to General Psychology, course to focus more in depth on the subject matter presented rather than breadth (broad exposure). Our goal was to assure that sufficient time would be allowed for students to learn the foundational material thoroughly so that they would be better positioned for the rigor of the more complex material presented in higher level courses. In addition, we have implemented a common assignment across all sections that requires students to apply the materials learned to specific topics. Students write five papers across the semester. The goal is to facilitate better understanding of the content of psychology while also honing writing and research skills.

With that goal in mind, we proposed to reframe the material taught to consist of the 5 cornerstones of psychological science. This results in a reduction of material from 15 chapters in a standard textbook (one chapter a week) to 5 chapters (3 weeks per topic). As is readily apparent, this redesign means that approximately 35% of standard textbooks will be used in class. Asking students to purchase a standard introductory textbook will constitute a significant wasted cost to students. Further, it is unlikely that students will purchase the needed instructional materials since the students will quickly perceive that their investment in the textbook will be squandered. We are highly invested in the pedagogical change made to the course and want to be able to provide instructional materials of the highest caliber and most relevance to coincide with this shift. Therefore, the identification of a low or no cost option for the student is very important, particularly when 38% of the student body at our institution is Pell Grant eligible.

- Since PSYC 1101, Introduction to General Psychology, is a potential option for the core courses (Area E), any money devoted to this course will impact a large number of students (approximately 910 over the academic year). Textbooks previously chosen for the course
range from $85 to $92. Adopting a low/no cost option for a textbook will result in an average saving of $88 per student with an overall savings of $80,000 for all sections of the course in an academic year. An additional stakeholder for this course is the faculty who teach this course. The redesign of the course will put more emphasis on modules of information rather than entire chapters. The emphasis on readings aimed at the topics within modules will help faculty stay current about the material covered. Further, we hope to share active learning exercises more broadly with all faculty in the department. The extension of these activities to those teaching courses at a higher level will help those individuals integrate these academically impactful strategies throughout the curriculum.

**Transformation Action Plan:**

The plan is to complete the course revision with full adoption of the new textbook materials by Spring 2017.

Materials will be housed in a folder on Box or Desire2Learn that will be shared with all members of the department. The course shell will be created in Desire2Learn and shared with all instructors for the course.

The team responsible for the creation of the materials will include the following individuals:

- Dr. Georgina Hammock
  - Overseer of the project
  - Report writer
  - Developer of assessment materials
- Dr. Quentin Hartmann
  -Reviewer of potential course materials
  - Developer of supplemental instructional materials
  - Developer of learning outcomes for the course
- Lauren Verlaque
  - Developer and monitor of repository of active learning materials
  - Developer of modules
  - Developer of course design shell
  - Instructor for the partial rollout of the course
- Dr. Stephanie Northington
  - Developer of assessment materials
  - Analyzer of data
- Li Mia
  - Librarian
  - Help to identify potential open source materials for course
- Winona Hatcher
  - Instructional Designer
  - Consultant on Desire 2 Learn materials
• 2 Graduate Assistants
• Support for faculty members teaching the course
  • Help to identify potential materials
  • Development of modules

**Quantitative & Qualitative Measures:** Success of the program will be assessed in many ways. To assess student engagement in the course and its related materials, a survey of student attitudes about and usage of their textbook materials will be administered before and after implementation of the no/low cost resources. We also hope to gather data on their perceptions about the discipline as well. Grade distributions in the course before and after the development of the new materials will be analyzed as well with particularly emphasis on the numbers of Ds, Fs, Ws, and WFs in the courses. In addition, assessment materials directly related to success in meeting our learning outcomes will be developed and used to determine any differences between the traditional and no/low cost groups. Success will be defined in terms of higher grades (and fewer W and WF grades) along with equal or better results in achieving the learning outcomes and student report of material usage and assessments of the learning outcomes. In addition, we will gather data within a single semester (initial partial rollout) to look at the success of the plan using a finer grained analysis. Two sections of the course in this semester taught by the same instructor, one using the traditional and the other the low/no cost option, will be compared to determine student success on the measures mentioned above.

**Timeline:**
Spring 2016: (Hammock and Northington)

• Begin development of assessment materials;
• Survey students about their attitudes about and usage of textbook materials. In addition assess their perceptions of psychological sciences and their engagement with the course and materials used in the course; and
• Gather the learning outcomes presently written into course syllabi.
Summer 2016: (Hartmann and Verlaque)

- Identify materials for use/ Content creation;
- Develop and populate repository for supplemental materials including active learning; strategies, readings, and potential test items;
- Begin development of modules; and
- Develop course shell in the learning management system, Desire2Learn

Fall 2016: (Verlaque and Hammock)

- Partial Rollout;
- Further develop and refine module content and materials
- Conduct a research project that compares one class with new materials and one with old textbook; and
- Assess success in the courses.

Spring 2017 (Hammock and Northington)

- Full rollout;
- Revise materials based on data collected at the end of the previous semester; and
- Assess student engagement and perceptions
- Analyze assessment data
- Write final report

Fall 2017 (Hammock, Hartmann and Verlaque)

- Disseminate materials to entire Psychological Sciences faculty;
- Prepare abstracts for conferences; and
- Present results at first national conference (Atlanta, GA)

Spring 2018

- Present results at Georgia conference (USG Teaching and Learning Conference, Athens, GA)
- Present results at second national conference (Annual APS-STP Teaching Institute, San Francisco, CA)

Budget:
We are requesting a total of $30,000, distributed as follow:

$5,000: course release for Hammock

$5,000: course release for Hartmann

$5,000: course release for Verlaque

$5,000: course release for Northington

$4,800: Funding for 2 graduate assistants to help with various aspects of project (specify the period and amount how many hours per week during the academic year and summer at what rate)

$800: travel to kickoff meeting (for whom to where at what cost—hotel, air, per diem)

$4,400: travel to USG Teaching and Learning, ACT and APS to disseminate information more broadly

**Sustainability Plan:**

Materials developed (modules, syllabi, course shell, supplemental materials) will be maintained on Desire2Learn and Box. The course will be monitored to assure that needed revisions will be integrated into the course design. The department has recently instituted a mandatory meeting of all instructors of the course. The meeting serves as an opportunity to share materials and standardize learning outcomes. This meeting also will be used to train all instructors on the use of the low/no cost materials as well as making any modifications needed based on assessments used in the courses.
December 15, 2015

Affordable Learning Georgia

Dear Sir or Madam:

On behalf of the College of Science and Mathematics at Augusta University (formerly Georgia Regents University), I strongly support the proposal put forth by Dr. Georgina Hammock, Dr. Stephanie Northington, Dr. Quentin Hartmann and Ms. Lauren Verlaque to Affordable Learning Georgia. The College of Science and Mathematics at Augusta University recognizes the importance of student progression and retention, and we believe that the use of open-source and low-cost textbooks and educational resource can play an important role in student progression and retention.

This project will support the creation of low – or no-cost sections of PSYC 1101 (Introduction to General Psychology) at Augusta University (formerly Georgia Regents University). Approximately 910 students take the course each academic year, as it is a core area option for majors. The textbook currently used in PSYC 1101 retails for $90.00, and the proposed low-cost materials would reduce this figure to $30 or less. This equates to a potential cost savings of over $80,000 per year to the students.

We believe this project is very sustainable. If this proposal is funded, course releases for the involved team members will enable them to develop materials to run low-cost sections of PSYC 1101. Once the materials are developed, this will provide momentum for additional faculty to embrace the use of low- and no-cost materials. The office of the Dean will provide support to this project as indicated in the grant proposal, and we will work with the team members to ensure compliance with state and university guidelines should this proposal be funded.

Thank you for your consideration of this proposal, as the support of programs like Affordable Learning Georgia play a vital role in making this type of curricular innovation possible.

Best Regards,

Rickey P. Hicks, PhD
Dean
College of Science and Mathematics
NARRATIVE

1.1 PROJECT GOALS
The goal of proposed project is to provide students enrolled in PSYC 1101, Introduction to General Psychology, with a low or no cost textbook option. To reach this goal we intend to engage in the following:

* Identify potential low/no cost options as the textbook for the Introduction to General Psychology course;
* Develop a course shell for the course that can be used by all instructors of the course;
* Develop instructional materials to supplement the materials chosen for use: including active learnings exercises, PowerPoint slides that could be used for modules or topics, and test items;
* Assess the impact of the new materials on student learning and engagement;
* Disseminate the findings at local and national conferences.

1.2 STATEMENT OF TRANSFORMATION

* The Department of Psychological Sciences recently redesigned the PSYC 1101, Introduction to General Psychology, course to focus more in depth on the subject matter presented rather than breadth (broad exposure). Our goal was to assure that sufficient time would be allowed for students to learn the foundational material thoroughly so that they would be better positioned for the rigor of the more complex material presented in higher level courses. In addition, we have implemented a common assignment across all sections that requires students to apply the materials learned to specific topics. Students write five papers across the semester. The goal is to facilitate better understanding of the content of psychology while also honing writing and research skills.

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TRANSFORMATION ACTION PLAN

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The plan is to complete the course revision with full adoption of the new textbook materials by Spring 2017. Materials will be housed in a folder on Box or Desire2Learn that will be shared with all members of the department. The course shell will be created in Desire2Learn and shared with all instructors for the course. The team responsible for the creation of the materials will include the
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  o Overseer of the project
  o Report writer
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1.4 QUANTITATIVE AND QUALITATIVE MEASURES
* Success of the program will be assessed in many ways. To assess student engagement in the course and its related materials, a survey of student attitudes about and usage of their textbook materials will be administered before and after implementation of the no/low cost resources. We also hope to gather data on their perceptions about the discipline as well. Grade distributions in the course before and after the development of the new materials will be analyzed as well with particularly emphasis on the numbers of Ds, Fs, Ws, and WFs in the courses. In addition, assessment materials directly related to success in meeting our learning outcomes will be developed and used to determine any differences between the traditional and no/low cost groups. Success will be defined in terms of higher grades (and fewer W and WF grades) along with equal or better results in achieving the learning outcomes and student report of material usage and assessments of the learning outcomes.
* In addition, we will gather data within a single semester (initial partial rollout) to look at the success of the plan using a finer grained analysis. Two sections of the course in this semester taught by the same instructor, one using the traditional and the other the low/no cost option, will be compared to determine student success on the measures mentioned above.

1.5 TIMELINE
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* Begin development of assessment materials;
* Survey students about their attitudes about and usage of textbook materials.
  In addition assess their perceptions of psychological sciences and their engagement with the course and materials used in the course; and
* Gather the learning outcomes presently written into course syllabi.

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* Conduct a research project that compares one class with new materials and one with old textbook; and
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* Full rollout;
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Summer 2017 (Hammock and Northington)
* Analyze assessment data and
* Write final report

Fall 2017 (Hammock, Hartmann and Verlaque)
* Disseminate materials to entire Psychological Sciences faculty;
* Prepare abstracts for conferences; and
* Present results at first national conference (Atlanta, GA)

Spring 2018
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BUDGET

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1.7 SUSTAINABILITY PLAN
Materials developed (modules, syllabi, course shell, supplemental materials) will be maintained on Desire2Learn and Box. The course will be monitored to assure that needed revisions will be integrated into the course design. The department has recently instituted a mandatory meeting of all instructors of the course. The meeting serves as an opportunity to share materials and standardize learning outcomes. This meeting also will be used to train all instructors on the use of the low/no cost materials as well as making any modifications needed based on assessments used in the courses.

1.8 REFERENCES & ATTACHMENTS

[WSJ1] Are you familiar with InCommon licensing? You might want to reference it here also take a look at Connexions http://cnx.org/

[HG2R1] I am thinking of using Connexions (OpenStax) for finding materials.

[WSJ3] Would the word reframe be better?

[HG4] This is the amount mandated by the grant. Not a traditional stipend.
Syllabus
Introduction to General Psychology
PSYC 1101 D (CRN 23667)
Spring 2017

Instructor: Ric Topolski, PhD
Email: rtopolsk@augusta.edu
Class Time: Tu and Th 11:30 – 12:45
Office Hrs.: Tu and Th 10:15 – 11:15
Office: Science Hall, E1027
By Appt.

Contact:
Office hours and email are the best ways to contact me. I generally respond to emails within a few hours. However, if you email me on a weekend or evening, my response may take a little longer.

Graduate Asst.: Kat Covington (Office Hrs: Mon 10-11, Science Hall, E1043) kcovington@augusta.edu

Course Materials:
Your textbook for this class is available for free online either in web view or PDF. If you prefer, you can also get a print version at a very low cost. Psychology from OpenStax, ISBN 1938168356. www.openstax.org/details/psychology

Course Goals and Objectives (what the course is intended to teach in a broad sense):
• The course will introduce the fundamental influences (i.e., biological, social, developmental, individual differences, and learning) on behavior.
• The course will emphasize the importance of the scientific method in the study of the fundamental influences on behavior.
• The course will examine ethical issues associated with psychological science.
• The course will consider the diversity of humanity through the study of the fundamental influences on behavior.
• The course will introduce APA style formatting with an emphasis on proper citation.

Student Learning Outcomes - SLOs (what students should be able to do by the end of the course):
• Students will identify and explain the fundamental influences on behavior (i.e., biological, social, developmental, individual differences, and learning).
• Students will recognize and differentiate among basic types of research used in the study of behavior.
• Students will examine and discuss ethical issues associated with the study of behavior.
• Students will examine and discuss the diversity of humanity through the study of the fundamental influences on behavior.
• Students will employ APA-style formatting in written application assignments.
• Students will describe and explain biological bases of behavior.
• Students will describe and explain developmental bases of behavior.
• Students will describe and explain learned bases of behavior.
• Students will describe and explain social bases of behavior.
• Students will describe and explain individual bases of behavior.

Code of Conduct:
• Students are expected to do their own work at all times and to follow the university’s codes of conduct.
• Students are expected to conduct themselves in a professional manner—this involves handing assignments in on time and showing up for exams at the appointed time.
Grading:

- Student evaluation will be based on a point accumulation basis.
- Student achievement will be evaluated via exams, application papers, classroom performance, and research exposure assignments.
- I will not send grades by email or over the phone, if you would like to discuss your grade, please make an appointment

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (5)</td>
<td>750 points</td>
</tr>
<tr>
<td>Application papers (5)</td>
<td>125 points</td>
</tr>
<tr>
<td>Classroom performance</td>
<td>25 points</td>
</tr>
<tr>
<td>Research Exposure (4)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Exams:

**Testing parameters**

- There will be five exams offered during the semester
- The exam will be available for 36 hours, starting 7:00 am and ending at 7:00 pm
- Once you start the exam, you will have 1 hour to complete the exam.
- While it is strongly recommended you take an exam on a campus desktop computer, you make take the exam wherever you choose
- Since exams are taken outside of class, they are open notes and open book
- You can have two attempts at each exam, but are not required to use both attempts
- I use a very large test bank, so each attempt should be different than the one before (but sometimes questions do get repeated)
- Grades are immediately available after submitting, and it is your responsibility to make sure that your submission goes through
- Answers to each item will be available immediately after the exam period (7:01 pm)
- Make-up exams will not typically be granted, but are subject to the instructor’s discretion on a case-by-case basis
- Each test (including the final) is worth 150pts. (750pts. Total or 75% of your final grade).
- **NO TEST GRADES WILL BE DROPPED**

**Time limits**

- The exams are timed
- Once you start the exam, you will have 60 minutes to complete the exam
- Once the one hour time limit is reached, the exam will automatically be submitted

**Content**

- Each exam will contain 75 multiple-choice questions
- Questions will be drawn equally from the chapters covered
- Material may be from posted videos, video lectures, book, or other posted material
- I strongly encourage students to learn the material before the exam as you will not have enough time to look up all the answers

**Application papers:**

- All students will be required to complete five application papers outside of class that are at a maximum three pages in length
• There is no minimum length
• Papers are to have 1 inch margins and 10-12 point font
• Write in third person
• The graduate students grading your papers are Kim Johnson, Fredrick Baker, and Kayla Bales, their office is located in Science Hall, E1043
• Please see the attached handout

Classroom Performance:
• Class time will be a mixture of lecture and class activities/assignments
• Class activities/assignments will largely occur unannounced, but will occur with regularity throughout the semester
• Students who miss a class activity/assignment will typically not be allowed to make up the assignment

Research Exposure:
• Students will be asked to volunteer as participants in 4 research studies conducted in the Department of Psychology, or read and summarize 4 journal articles about psychological research (or some combination of both)
• The goal of this assignment is to illustrate what research in psychology is like, and what kind of research is currently being conducted by psychologists
• If students choose to participate as volunteers in a study, students should read Instructions below
• Students must be at least 18 years old in order to participate in the research studies
• If you are under 18 years old, you must fulfill the Research Exposure Requirement by reading and summarizing 4 journal articles about psychological research (Please schedule an appointment to discuss the details with your instructor)

Academic Dishonesty:
According to the school catalog, “academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others. In general, academic dishonesty [includes, but is not limited to]: Copying from another student's paper; collaboration with another student during an examination; buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or the use of any such material; bribery of any person to obtain examination information.”

“Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge” (Student Catalog, 2014-2015).

If a student engages in or is suspected of engaging in academic dishonesty or plagiarism, the instructor will discuss the matter with the student and possibly with other faculty members before deciding on how to further pursue the matter. For further information on this subject (e.g., possible consequences of academic dishonesty), check the Student Handbook.

I will do everything I can to create an atmosphere that is not conducive to cheating. If a student is caught cheating or engaging in academic dishonesty (or, giving the appearance of), I will be obligated to seek the
maximum penalty offered by the University. For further information on this subject (e.g., possible consequences of academic dishonesty), check the Student Handbook.

**Civility Statement:**
Students are expected to communicate in a civil manner in discussing academic matters, both in and out of the classroom. This means that interactions are to be carried out in a polite, courteous, and civil manner that is respectful and understanding toward both peers and professors. Failure to behave in a civil manner may result in disciplinary actions as described in the *Student Conduct Code*.

**Withdrawal:**
Initiating withdrawal prior to midterm is the student’s responsibility. Otherwise, you are still considered enrolled in the class, and you may receive an “F” or “WF” as a final grade.

**Accommodations:**
The GRU Office of Testing and Disabilities Services (tds@gru.edu) provides assistance to those with physical and/or learning disabilities. For details, you may contact them at 706-737-1469 (TTY 706-667-4684) or visit them in the Testing Center located in Galloway Hall.

Counseling services (www.gru.edu/counseling) are available for free to all GRU students for career, personal, and academic concerns. You can contact them at 706-737-1471 or visit them in Central Utilities Building Annex, 2nd floor. Accommodations can only be made for those students with institutional approval.
COURSE SCHEDULE

SECTION 1:  Introduction to Psychology: Chapter 1
             Psychological Research: Chapter 2
             Biopsychology: Chapter 3
             Biological Application Paper Due 1/26 11:30 pm
             Exam 1: 1/31 (Tu)

SECTION 2:  Sensation and Perception: Chapter 5
             Learning: Chapter 6
             Thinking and Intelligence: Chapter 7
             Learning Application Paper Due 2/16 11:30 pm
             Exam 2: 2/21 (Tu)

SECTION 3:  Memory: Chapter 8
             Life Span Development: Chapter 9
             Emotion and Motivation: Chapter 10
             Developmental Application Paper Due 3/8 11:30 pm
             Exam 3: 3/14 (Tu)

SECTION 4:  Personality: Chapter 11
             Social Psychology: Chapter 12
             Industrial-Organizational Psychology: Chapter 13
             Application Paper Due 3/23 11:30 pm
             Exam 4: 3/30 (THURSDAY)

SECTION 5:  Stress, Health: Chapter 14
             Psychological Disorders: Chapter 15
             Therapy and Treatment: Chapter 16
             Application Paper Due 4/20 11:30 pm
             Exam 5/Final: 5/3 (Wed)

Other important dates:
1/9: Last Day for Add/Drop
1/16: Martin Luther King Day; No classes
3/03: Midterm (last day to drop without academic penalty)
3/9-10: Spring Pause; No classes
3/13 Fall and summer Registration
4/3-7: Spring Break; No classes
5/1: Last Day of Classes

**NOTE**: This ENTIRE syllabus, including grades/assignments and course schedule, is tentative and subject to change at the instructor’s discretion. Changes will be announced online, and you are responsible for learning of any changes made.
**Research Exposure:**
You may have several opportunities during the semester to participate in studies or assessments being conducted by faculty and graduate students in the Department of Psychological Sciences. Your participation will typically involve answering surveys, completing tasks, or answering questions in an interview. Please keep in mind that some experiments may take several days or weeks to complete.

To sign up for studies you will need to login to SEMS, our online research management system. SEMS is located at [http://gru.sona-systems.com/](http://gru.sona-systems.com/). You will receive an email from SEMS with your Login ID and Password. You will note that your login ID is the same as your Georgia Regents email address. Your initial password is generated by SEMS. If you wish to change your password, go to “My Profile” from within your account. If you forget your password, you may retrieve it at any time using the password recovery tool on the login page.

The first time you login, you will be asked to read and accept ethics and privacy agreements. You may then begin signing up for studies under the “Study Sign-Up” tab. Review the brief descriptions of the studies and select the studies you wish to participate in. For each study, select an available date and time. SEMS will email you to remind you about studies you sign up for. Be sure to print out or write down the date, time, and room number, and please be on time for the study. SEMS keeps a record of all studies you have signed up for. Once you have participated in a study, credit will be issued to you. Your professor will review this information at midterm and the end of the semester. You can login at any time and review the studies you have participated in.

SEMS Administrator: Kimberly Hasson   khasson@augusta.edu   706-737-1694

Cancellation: Please note that if you cannot attend a study, you must login to SONA and cancel at least 24 hours in advance.

Your participation will count as one assignment when you complete a typed report in Microsoft Word with the following information. All reports should be emailed to kcovington@augusta.edu

You should answer each question in turn or use bullet points to respond to the following items.

- What is the purpose of the study or assessment?
- What did you do (i.e., the procedure of the study)?
- What do the researchers expect to find?
- Do they have a particular prediction or hypothesis?
- If they did not, what was their general research question?
- What was the experimental design of the study (e.g. correlational, quasi-experimental)?
- What were the independent/dependent variables?
- Can you identify any short comings or limitations with the research?
- What did you learn? -- a “personal” conclusion, summarizing what you learned from this research experience. [Note: This is the most important part of your report and your chance to demonstrate critical thinking and analysis. You should indicate what the experience has taught you about yourself, about other people, and/or about psychology.]
ACKNOWLEDGEMENT OF HAVING READ SYLLABUS

By signing below, you acknowledge that you have read and understand this syllabus and agree to adhere to all rules and expectations including but not limited to course objectives and requirements, grading, and expectations for behavior and participation. Please sign and return to the instructor if you choose to stay enrolled in this course.

Signature: _______________________________ Date: ____________________

Name (printed): _______________________________
Final Report
Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:
A. Your final report submission must include four separate component files:

1. Completed report form. Please complete per inline instructions. The italicized text is
   provided for your assistance; please delete the italicized text before submitting your
   report.
2. Course Outline document with links to the materials as used per day, week, or unit,
   organized chronologically. View Course Outline Example
   a. For each resource, give the title, author, Creative Commons licenses (if
      appropriate), and freely accessible URL to the material. Include all open-
      access links to all adopted, adapted, and newly created course materials.
3. Supporting data on the impact of your Textbook Transformation (survey, analyzed
   data collected, etc.)
4. A photograph of your team and/or your students for use in ALG website and
   materials.
   a. Photograph must be 800x600 pixels at minimum (length x height).
   b. Photograph must be taken together: individual team member photographs
      and website headshots not accepted.

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these
four components of your final report. Follow the instructions on the webpage for uploading
your documents. You will receive a confirmation email. Based on receipt of this report, ALG will
process the final payment for your grant. ALG may follow up with additional questions or to
request your participation in a publication, presentation, or other event.

Date: June 19, 2017

Grant Number: 221

Institution Name(s): Augusta University

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Department</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgina Hammock, PhD</td>
<td>Interim Chair</td>
<td>Department of Psychological Sciences</td>
<td><a href="mailto:ghammock@augusta.edu">ghammock@augusta.edu</a></td>
</tr>
<tr>
<td>Quentin Hartmann, PhD</td>
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<tr>
<td>Lauren Verlaque, MS</td>
<td>Lecturer</td>
<td>Department of Psychological Sciences</td>
<td><a href="mailto:lverlaqu@augusta.edu">lverlaqu@augusta.edu</a></td>
</tr>
<tr>
<td>Stephanie Northington, PhD</td>
<td>Lecturer</td>
<td>Department of Psychological Sciences</td>
<td><a href="mailto:snorthington@augusta.edu">snorthington@augusta.edu</a></td>
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<tr>
<td>Li Ma</td>
<td>Librarian</td>
<td>Reese Library</td>
<td><a href="mailto:lima@augusta.edu">lima@augusta.edu</a></td>
</tr>
</tbody>
</table>
Project Lead: Georgina Hammock, PhD

Course Name(s) and Course Numbers: PSYC 1101 Introduction to General Psychology

Semester Project Began: Spring 2016

Semester(s) of Implementation: Spring 2017

Average Number of Students Per Course Section: 61 (exclusive of honors sections)

Number of Course Sections Affected by Implementation: 7

Total Number of Students Affected by Implementation: 430

1. Narrative

   A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

   The overarching key outcomes of our project were neither positive nor negative. Students responded scored similarly in the course regardless of whether the textbook they were assigned was free or one they had to purchase. Students appeared to prefer printed texts to study from over electronic, though as just mentioned, the type of text used did not have an impact on their overall grades. When it came to free textbooks, students appeared to use both the electronic and printed equally in their study habits; however, when using purchased textbooks, the medium in which the book was purchased did matter with less studying occurring for those using electronic texts. This tells us that the medium in which textbook is presented, while not impacting overall grades, can impact how students study in our courses.

   One of the challenges we faced included the sheer scope of our endeavor, as we chose to implement this in a large course that is part of the core curriculum, the Introductory Psychology course. This course is taught by a wide variety of instructors, and the grant required a quick turnaround of implementation across the course. Because of the time constraint and time of year (summer) that we were planning the implementation, not all instructors of the course were consulted in the planning phase. Because of this, another challenge we faced was getting the instructors on board with the use of the new textbook (OpenStax). However, once the process and goals of the grant were explained, most faculty embraced the implementation whole-heartedly. The final challenge we faced with this implementation was the quality of the OpenStax textbook. Instructors were overall dissatisfied with the text, as it did not cover some key areas, and went too in-depth in others. The instructor resources for this text were cumbersome to use and not as extensive as the instructors were used to using. Future use of free texts will likely include the use of multiple sources to counteract these issues.
We had several accomplishments with our project, the first and foremost being that we accomplished our goal of full implementation across all sections of our Introductory Psychology course in spring 2017. The students were pleased with the money they were able to save on the textbook, and their grades were not negatively impacted by its use. Another major accomplishment was having three pairs of classes (each pair taught by the same instructor) using a free or purchased text in the fall of 2016. This required a major commitment by the 3 instructors, as they were using 2 completely different texts in their courses, but maintaining the same lectures and tests across both courses. This allowed for a much stronger design in testing the impact of type and medium of text.

This project had several transformative impacts on our instruction, though less so for our students. Our instructors found that they were more reflective in their teaching, as they had to synthesize more information from a variety of different resources into the same course. It also pushed our faculty to re-evaluate different portions of this course, and helped us to develop standardized Student Learning Outcomes across the Introductory Psychology course. While this project was transformative for our students’ in terms of cost, it did not impact their overall performance in the course. It appears that free textbooks are more often used for studying that electronic paid texts, though still not as often used as printed paid, so the impact on studying appears to be more interesting than transformative.

**B. Describe lessons learned, including any things you would do differently next time.**

We learned quite a bit from this project, both in terms of faculty interaction and instruction. We realized that getting buy-in from faculty on such a wide-ranging project is much better done incrementally and early, rather than all at once. Large projects like this can be wonderful for faculty morale if done correctly, and can provide multiple SoTL projects. However, blanket implementation like this can be met with some push-back, especially in regards to some instructors’ views on academic freedom. Earlier involvement of faculty (and associated buy-in) is key for proper implementation. Though it must be noted that all faculty did eventually embrace the project.

This project was a great boon to our department and our faculty, as we found it pushed us to do more in our classes. Having to integrate the information from two different texts into the same class was difficult, but ultimately provided our students with a more in-depth and well-rounded examination into the realm of Psychology. The use of the repository of in-class activities provided learning on multiple different levels for our students, and helped push us to think differently about how we impart information in our classes. The repository of exercises created as a function of the project has been so useful, we have expanded it to cover many other classes, and has been of great use to the department as a whole, not just the instructors of Introductory Psychology.

**2. Quotes**
• Provide three quotes from students evaluating their experience with the no-cost learning materials.

“[Free] electronic saves paper and money”

“[Free solves] money problems”

“If I did get the [paid] textbook, it would have been the same material [as the free online version]”

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: ___247_______

• Positive: __85____ % of _107____ number of respondents
• Neutral: __10____ % of ___107___ number of respondents
• Negative: __5____ % of ___107___ 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?

The ALG project afforded an opportunity to develop student learning outcomes for all sections of the PSYC 1101 Introduction to General Psychology course. Since the student learning outcomes varied by instructor before this implementation, comparison of the learning outcomes in prior semesters was not possible. As part of the project, we conducted a Scholarship of Teaching and Learning study in the fall semester. Half of the sections were provided with a paid textbook and half with a free textbook. Our analysis of the final grades in the course suggest no differences as a function of type of textbook. (More information will be given in section 3 below.) This data suggests that the implementation of the free textbook was neutral.

Overall the difference between passing grades (C or better) and non-passing grades (D or F) on required application papers was tallied for all 6 sections of 1101 in Fall 2016. On average, over 5 application paper assignments (N=1579 papers) those in the Free text course did slightly poorer (67% passing) on the papers than those in the Paid text classes (70% passing). This difference
was even smaller at the end of the term on the 5th paper (75% passing in Paid; 74% passing in Free). Thus the use of free textbooks was functionally no different for students than paid, thus our learning objectives were neither improved nor degraded by the use of the free textbooks.

Choose One:

- ___ 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:**

21 % of students, out of a total 247 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- ___ 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**

- *In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*
- *Include measures such as:*
  - Drop, fail, withdraw (DFW) delta rates
  - Course retention and completion rates
  - Average GPA
  - Pre-and post-transformation DFW comparison
  - Student success in learning objectives
  - Surveys, interviews, and other qualitative measures
- *Indicate any co-factors that might have influenced the outcomes for better or worse.*
When submitting your final report, as noted above, you will also need to provide the separate file of supporting data on the impact of your Textbook Transformation (surveys, analyzed data collected, etc.)

The current ALG team previously was tasked with re-examining the student learning objectives and incorporating empirically supported pedagogical methods into the instruction of the Introduction to Psychology (PSYC 1101) course. The ALG project afforded the opportunity for this team to continue developing objective student-learning outcomes for all sections of PSYC 1101, while allowing us the ability to conduct a Scholarship of Teaching and Learning (SoTL) project in the fall 2016 semester.

As part of our participation in the ALG and SoTL projects, half of the sections of PSYC 1101 were asked to purchase a textbook and half of the sections were provided with a free textbook. Students were allowed the option of choosing a print version or electronic version options from the paid/free version they were assigned. Multiple analyses were conducted examining outcomes for free versus paid versions of the text, as well as print versus electronic versions of the text assigned.

Analysis of the overall final grade in the course indicated no differences as a function of type of textbook assigned (i.e., free versus paid). This combined with the benefits of a free textbook is promising for incorporating use of free textbooks in the future for this and other courses.

While no difference in overall final grades was observed based on free versus paid textbook, further analysis of the data yielded a difference in format of the text. Frequency of use differed for students that were assigned the paid textbook; those that paid for the printed version of the textbook utilized their version of the textbook more frequently than those that paid for the electronic version of the textbook. This difference was not significant for the free version of the textbook. While this result requires further exploration, it provides additional support for the use of a free textbook. When the textbook is free, students are just as likely to utilize the print version as they are to utilize the electronic version.

Regardless of the version of the textbook assigned to the student, the students’ opinion regarding the materials used in the course was overwhelmingly positive. Eighty-five percent of the students surveyed at the end of the project indicated a positive and favorable opinion of course materials utilized, whereas a mere five percent of students indicated a negative opinion of the materials utilized in the course.

Drop, fail, and withdraw (DFW) rates also were examined over the duration of the project. Examining DFW rates in the final semester indicated a higher percentage of students with D/F/W when compared to previous semesters. Upon further examination, this negative impact was primarily due to two sections of the six sections in the final semester of implementation. One section, taught by a faculty member who also taught the course in the previous academic year, had twice the number of D grades in the final semester of implementation compared to
previous semesters. A faculty member who had not taught the course in approximately five years taught the second section of note; this section had three times more withdrawals in the final semester of implementation when compared to previous semesters.

**Student success in learning objective**

In regard to our learning Objectives; we desire that our students be able to describe and explain five fundamental influences on behavior (i.e., biological, social, developmental, individual differences, and learning) and apply these influences in real world contexts. The table below shows the differences in student papers earning C or better on the respective topics in the classrooms using Paid or Free textbooks.

<table>
<thead>
<tr>
<th></th>
<th>BIOLOGICAL</th>
<th>DEVELOPMENTAL</th>
<th>LEARNING</th>
<th>INDIVIDUAL BASES</th>
<th>SOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAID</td>
<td>58%</td>
<td>70%</td>
<td>70%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>FREE</td>
<td>49%</td>
<td>75%</td>
<td>60%</td>
<td>77%</td>
<td>74%</td>
</tr>
</tbody>
</table>

These data indicate that the areas where there was the most discrepancy (9-10 percentage points) in the written paper grades were Biological influences and Learning. Both of these topics tend to be more challenging to many students and also occur earlier in the semester. Perhaps the use of more supplemental materials in these areas may remove the difference in performance. In the other three areas the difference in passing scores were sometimes better for the aped classes (e.g., Social) and sometimes Free (e.g., Individual bases, developmental) though these differences were small.

One of the primary barriers regarding implementation was obtaining the agreement of all faculty members involved in the six sections impacted by this project. While all faculty members ultimately agreed to utilize a paid textbook in one section taught and a free textbook in the second section taught, there was considerable faculty concern regarding the quality of the free textbook utilized. All faculty expressed concerns regarding the free textbook used. While the quality of the textbook did not impact overall final grades, this is a possible factor that influenced the outcomes observed. The students noted the benefits of using a free textbook; however, results indicate that faculty members desire a better quality free textbook. Quality of textbook selected likely impacts the overall use of the textbook. Furthermore, if faculty members are more satisfied with the quality of the textbook, this likely impacts the quality of teaching, focus on materials utilized, and encouragement of the students by the faculty to utilize the textbook and additional course materials.

In summary, the type of textbook utilized did not impact the overall final grade obtained by the student in the course. Furthermore, students expressed an overall positive opinion of the course materials and textbook utilized in PSYC 1101. The type of textbook used (free vs. paid) did not significantly impact students’ ability to achieve one of the learning outcomes for the course. While many results require further examination, these initial results show promise regarding utilization of free textbooks in the future.
4. Sustainability Plan

- Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.

Over the course of the ALG project, we have generated a compilation of shared online resources held in over a dozen files organized by topic. Faculty who desire to use assignments, videos, surveys, handouts, and classroom activities that support common Introductory Psychology topics have 24 hour access to these teaching support tools. This department resource provides a ready made (though not necessarily complete; it can always be expanded) set of resources that may encourage faculty to move to low-cost options given the amount of learning tools we can provide with easy access. Any of our faculty are welcome to add to these resources and can even comment on the files (via BOX) as well. We therefore expect that the resource files will grow over time as faculty generate or find new activities that illuminate certain topics particularly well.

The OpenStax resources (slides, guidelines, etc.) specifically are available to all the faculty teaching the introductory psychology course in our department 24 hours per day. This will be made available to all faculty in the department in the coming year. Another extensive resource made in conjunction with the ALG project is a database of chapters from NOBA Project, Stangor’s text, as well as OpenStax. This database includes reviews of each chapter with comments on subtopics of chapters, research inclusion, and general strengths and weaknesses.

Furthermore, packages such as Pan Open and Junction that include low-cost texts are also under review which allow for continued sustainability and personalization of low cost solutions for education in psychology.

Another source of sustainability is the LibGuide prepared by our Librarian team member. This guide is mean to be a one-stop-shop for resources that will allow students to access the appropriate and approved resources for writing papers for the course. Easy access especially in the online environment was meant to work fluidly with students who are using online low cost texts and even those who are using traditional texts.

5. Future Plans

- Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.
- Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.

The ALG team has had numerous discussion about the impact the experience on our selection of learning materials, particularly for Introductory psychology course. Overall, we have learned that the fondness of printed texts (regardless of cost) is preferred by many
faculty at this time. Because of the in-depth experiences our faculty had with the OpenStax texts, we were able to determine that overall the faculty were not as comfortable with these texts as they were with the texts that they have chosen individually in the past. (Our department allows free choice of textbook by each faculty member.) Because our tradition is one of a strong sense of academic freedom, which for some includes the choice of textbook, it was clear that overall the department would likely not support a requirement that all of our introductory classes use the same text or one that is an open source text. However, over time and as the quality of the open source texts improves, we believe there is a group of faculty who are interested in keeping up with the evolution of open resources and are willing to seek low cost texts that are satisfactory in quality. Additionally we plan to encourage faculty to collaborate to share ‘best chapters’ and add to the reviews we have thus far of individual chapters across free resources.

While many of the open resources texts offer the ability to edit, add and/or modify content, likely it is the cost of time to correct and/or add to materials that contributes to a less than excited response to using open resources texts (necessarily).

At this time we have a large amount of data that was collected over the last year in conjunction with the ALG project. We therefore have plans to begin looking at a number of more detailed factors that may influence student success with the low/no-cost texts that were either printed or electronically accessed. Our plan is to review the possibilities for writing up the data for submission for publication and prioritize those manuscripts. We hope to have at least 2 presentations of the data in the next year or so at psychology teaching conferences or sessions or within the Faculty Development opportunities offered by our own institution. Our office of Faculty development and teaching excellence offer several specific programs to support faculty writing by going on retreat; depending on the resources and timing of the retreat in 2018, we hope to apply for this opportunity.

6. Description of Photograph

- List the names of the people in the separately uploaded photograph and their roles.

Left to Right: Stephanie Northington, Assessment Coordinator; Lauren Verlaque, Resource Coordinator and faculty participant; Quentin Davis, Online Text Coordinator; Gina Hammock, Team Lead and Data Coordinator; Li Ma (missing), Librarian.