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/translation 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.

Unless otherwise indicated, all Grants Collection materials are licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).
Initial Proposal
### Application Details

**Manage Application: Textbook Transformation Grants: Round Ten**

<table>
<thead>
<tr>
<th><strong>Award Cycle</strong></th>
<th>Round 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Submission Deadline</strong></td>
<td>Friday, September 29, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Application Title</strong></th>
<th>332</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application ID</strong></td>
<td>001885</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Submitter First Name</strong></th>
<th>Travis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submitter Last Name</strong></td>
<td>McKie-Voerste</td>
</tr>
<tr>
<td><strong>Submitter Title</strong></td>
<td>Lecturer in Psychology</td>
</tr>
<tr>
<td><strong>Submitter Email Address</strong></td>
<td><a href="mailto:tmckie@daltonstate.edu">tmckie@daltonstate.edu</a></td>
</tr>
<tr>
<td><strong>Submitter Phone Number</strong></td>
<td>706-272-2695</td>
</tr>
<tr>
<td><strong>Submitter Campus Role</strong></td>
<td>Proposal Investigator (Primary or additional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Applicant First Name</strong></th>
<th>Travis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicant Last Name</strong></td>
<td>McKie-Voerste</td>
</tr>
<tr>
<td><strong>Co-Applicant Name(s)</strong></td>
<td>Catherine Clinard</td>
</tr>
<tr>
<td><strong>Applicant Email Address</strong></td>
<td><a href="mailto:tmckie@daltonstate.edu">tmckie@daltonstate.edu</a></td>
</tr>
<tr>
<td><strong>Applicant Phone Number</strong></td>
<td>706-272-2695</td>
</tr>
<tr>
<td><strong>Primary Appointment Title</strong></td>
<td>Lecturer in Psychology</td>
</tr>
<tr>
<td><strong>Institution Name(s)</strong></td>
<td>Dalton State College</td>
</tr>
<tr>
<td><strong>Submission Date</strong></td>
<td>Monday, October 2, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Proposal Title</strong></th>
<th>332</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Category</strong></td>
<td>No-Cost-to-Students Learning Materials</td>
</tr>
<tr>
<td><strong>Are you using an OpenStax textbook?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Final Semester of Instruction</strong></td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

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

Catherine Clinard, Assistant Professor of Psychology, Department of Social Sciences
cclinard@daltonstate.edu
Travis McKie-Voerste, Lecturer in Psychology, Department of Social Sciences

tmckie@daltonstate.edu

Sponsor, (Name, Title, Department, Institution):
Dr. Michael Hoff, Chair - Department of Social Sciences, Dalton State College
Dr. Patricia Chute - Vice President and Provost, Academic Affairs, Dalton State College

Course Names, Course Numbers and Semesters Offered:
Introduction to Psychology, PSYC 1101, Spring, Summer, and Fall semesters.

List the original course materials for students (including title, whether optional or required, & cost for each item):

Clicker 2 (required) for 6 of the sections $41.99 from campus bookstore
Launch Pad - Exploring Psychology Companion Site (optional) in 6 sections - $54.00

Average Number of Students per Course Section: 38
Number of Course Sections Affected by Implementation in Academic Year: 13

Average Number of Course Sections Per Semester:
Fall - 6
Spring - 6
Summer - 1

Total Number of Students Affected by Implementation in Academic Year: 494

Requested Amount of Funding: $10,800

Original per Student Cost: $179.95 - $233.95
Project Goals:

The goal of the project is to locate no-cost-to-student resources (NCTSR) for all sections of Introduction to Psychology courses taught by the grantees. The primary objective is to ease cost of attendance to students, most of which are drawn from the surrounding 10 counties in the northwest Georgia. The median household income in Whitfield County, in which the college is located, is $41,832, where 19% of the population lives below the poverty level (U.S. Census, 2013). Seventy-eight percent of the College's students are eligible for federal financial aid, and more than 11 million dollars in federal Pell Grants were disbursed during the 2013-2014 academic year. Dalton State also operates a satellite campus in Gilmer County where we teach three section of introduction to Psychology course per year. Eighty-two percent of students at this location qualify to receive federal financial aid. These statistics reflect the need to make educational materials more affordable for our students. The textbook transformation has the potential to impact 494 students per year in Introduction to Psychology classes and save our students between $88,895 and $115,571, it could have a larger impact if NCTSR are expanded to our other psychology courses.

Dalton State College is ranked one of the most affordable public four-year colleges in the nation according to the U.S. department of education. This is reflected in our colleges' mission statement, "Dalton State College provides a diverse population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates to reach their personal and professional goals." The promise of affordability is contradictory when students have to pay up to $1000 per semester for required learning materials. Our intent for this project is to reduce the cost of course materials to be more reflective of our mission.

We will assess student performance and satisfaction of using no-cost-to-student materials compared to the current, more expensive, textbooks. Student performance will be measured using exam grades, quiz grades, and in-class assessment. Student satisfaction will be measured utilizing an electronic survey emailed to students utilizing both NCTSR as well as current, expensive textbooks. If NCTSR are comparable or exceed current textbooks in performance and satisfaction, we will continue to utilize these resources.

In addition to textbook transformation we will be exploring low or no-cost alternatives to the iClicker, and seek a classroom response system that engages students in an affordable and interactive manner.

<table>
<thead>
<tr>
<th>Project Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of the project is to locate no-cost-to-student resources (NCTSR) for all sections of Introduction to Psychology courses taught by the grantees. The primary objective is to ease cost of attendance to students, most of which are drawn from the surrounding 10 counties in the northwest Georgia. The median household income in Whitfield County, in which the college is located, is $41,832, where 19% of the population lives below the poverty level (U.S. Census, 2013). Seventy-eight percent of the College's students are eligible for federal financial aid, and more than 11 million dollars in federal Pell Grants were disbursed during the 2013-2014 academic year. Dalton State also operates a satellite campus in Gilmer County where we teach three section of introduction to Psychology course per year. Eighty-two percent of students at this location qualify to receive federal financial aid. These statistics reflect the need to make educational materials more affordable for our students. The textbook transformation has the potential to impact 494 students per year in Introduction to Psychology classes and save our students between $88,895 and $115,571, it could have a larger impact if NCTSR are expanded to our other psychology courses. Dalton State College is ranked one of the most affordable public four-year colleges in the nation according to the U.S. department of education. This is reflected in our colleges' mission statement, &quot;Dalton State College provides a diverse population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates to reach their personal and professional goals.&quot; The promise of affordability is contradictory when students have to pay up to $1000 per semester for required learning materials. Our intent for this project is to reduce the cost of course materials to be more reflective of our mission. We will assess student performance and satisfaction of using no-cost-to-student materials compared to the current, more expensive, textbooks. Student performance will be measured using exam grades, quiz grades, and in-class assessment. Student satisfaction will be measured utilizing an electronic survey emailed to students utilizing both NCTSR as well as current, expensive textbooks. If NCTSR are comparable or exceed current textbooks in performance and satisfaction, we will continue to utilize these resources. In addition to textbook transformation we will be exploring low or no-cost alternatives to the iClicker, and seek a classroom response system that engages students in an affordable and interactive manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Proposal Projected Student Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Per Student Savings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to $233.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Total Annual Student Savings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$88,895.30 to $115,571.30</td>
</tr>
</tbody>
</table>

3 of 22
Statement of Transformation:

We will replace expensive textbooks with NCTSR in approximately 13 Introduction to Psychology sections each year.

Stakeholder includes students and their families who will be most financially impacted.

The college/state will save on course materials provided at no cost to 380 dual enrolled students each semester.

Stakeholders including students, parents, faculty, department of social sciences, as well as the college in general will be impacted through improved engagement, improved retention, and student success.

Given our current textbook cost of $179.95 (current new price from campus bookstore), the savings we would see by offering no-cost to student textbooks would be up to $88,895 per academic year.

There could be additional savings by finding no-cost to student alternatives to iClicker which would save another $9,573.

Given that many of our students fall in the lowest level of socioeconomic status, they often are forced to choose between purchasing course materials or other life necessities. Students who cannot purchase course materials inevitably are disadvantaged compared to their affluent peers. We aim to remove this barrier.

Transformation Action Plan:

Identify and review NCTSR available for Introduction to Psychology courses.
Revise or customize resources to align with course learning objectives.
Revise course syllabus and lectures based on newly selected materials.
Revise quizzes, exams, and in-class activities to align with new course goals.
Create survey to assess student satisfaction with new NCTSR.
Implement materials and collect data starting Summer and Fall 2018
Analyze data relevant to proposed project
Prepare final report.
Each team member will contribute to the above activities and teach multiple sections of Introduction to Psychology courses in Summer and Fall 2018.
Access will be provided through D2L course management system.
Quantitative & Qualitative Measures: Quantitative measures will include a comparison of students utilizing traditional course materials to no-cost student materials. Dalton State currently completes course evaluations for every course offered. We will analyze one of these questions to determine the students satisfaction of course materials. We will also develop a separate survey targeted to impacted Introduction to Psychology sections to assess usage and quality of course materials between traditional textbooks and newly chosen NCTSR. Additional assessment comparing student learning outcomes will include performance on common test questions administered to all Introduction to Psychology sections. Furthermore, we will compare DWF (Drop, withdraw or F's) rates, and include a comparison of exam, quiz and in class activity grades between the sections utilizing traditional expensive textbooks, and the sections utilizing NCTSR. Qualitative measures will include survey questions that will be developed to assesses the students impression of the course materials. Students will be given open-ended questions to compare satisfaction of course materials. The goal of assessment is to ensure that course materials are high quality as well as no-cost.

Timeline:

November 6, 2017

In person training (Kickoff meeting)

January - March 2018 -

Conduct literature review for proposed research project
Write IRB protocol
Begin reviewing available NCTSR for introduction to psychology
Develop surveys to assess current student satisfaction with course materials
Submit IRB application for approval
Administer survey to Spring 2018 introduction to psychology courses using traditional course materials.

April - May 2018 -

Revise and customize chosen course materials to match course objectives.
Modify syllabus, lectures, assessments, and activities.
Finalize selection of learning materials.
Upload content to desire to learn learning management system.

June - July 2018

Implement no-cost to student materials for summer introduction to psychology sections.
Evaluate performance outcomes and administer student satisfaction survey.
Modify classes based on student feedback
Complete project status report for summer semester.

August - December 2018

Implement no-cost to student materials for fall semester introduction to psychology sections.
Evaluate performance outcomes and administer student satisfaction survey.
Modify classes based on student feedback
Aggregate and compare quantitative and qualitative measures of student performance and satisfaction between Spring 2018 traditional learning material sections, and NCTSR sections taught during Summer and Fall 2018.
Complete project status report for Fall semester.

Budget:

For personnel expenses we request $10,000

$5000 per team member will be used for salary to cover costs of course redesign creation of surveys, implementation of course materials, data analysis, data collection, and writing of the final report.

$800 travel

Travel expenses to cover the cost for team members to attend required training sessions, professional development, and consultation.

Sustainability Plan:

After collecting data, if it is found that NCTSR are at least as effective as the currently utilized textbook, we will continue to use these materials going forward in our introduction to psychology course.
Outcomes about the project may be shared with faculty across our campus, and we will serve as a resource for faculty considering implementation of NCTSR. As more faculty become aware of the benefits of NCTSR, the number of students that will benefit will increase.
Both team members also teach upper division courses, and will consider implementing
NCTSR in these classes as well. As NCTSR are implemented in classes taught across campus more students will be relieved from the financial burden of attending college. We will continue to monitor newly developed NCTSR, keeping our sources up to date, and relevant to the course.
Sept. 25, 2017

Dr. Catie Clinard  
Mr. Travis McKie-Voerste  
Dalton State College  
650 College Dr.  
Dalton, GA 30720

Dear Dr. Clinard and Mr. McKie-Voerste

I am very pleased that you are applying for a grant for Round 10 of the “Affordable Learning Georgia Textbook Transformation Grants” initiative.

I understand that you are proposing evaluating and choosing Open Educational Resource (OER) learning materials for the DSC Psychology 1101 classes and that this OER material will be available to students at no cost. This is a substantial financial benefit to our students, potentially saving students more than $150,000 per year in textbook costs for Psychology 1101.

Your plan involves the identification and review of OER materials for Psychology 1101, and then engaging in a complete redo of the class (revising resources, assignments, activities and assessments). Further, you propose to assess student usage of the materials and make comparisons concerning student persistence and success in the OER vs. traditional textbook sections of the class. This project will involve a substantial amount of work beyond your assigned responsibilities as you identify and evaluate the OER materials and engage in the range of course revisions as detailed above. I understand that you intend to continue using the OER materials in your classes for the future, demonstrating the sustainability of the grant.
I fully support your proposal and will do whatever I can to facilitate your ability to complete the project. I think this is a great benefit to our students and I’m grateful that you are willing to undertake this additional work for the benefit of our students.

Sincerely,

[Signature]

Michael P. Hoff Ph.D.
Chair, Dept. of Social Sciences
Dalton State College
650 College Dr.
Dalton, GA 30720
mhoff@daltonstate.edu
MH/mph
September 8, 2017

Re: ALG Proposal, Dr. Catherine Clinard and Mr. Travis McKie-Voerste

Dear Committee Member:

I am writing in support of the application for grant funds by Dr. Catherine Clinard, Assistant Professor in Psychology and Mr. Travis McKie-Voerste, Lecturer at Dalton State College (DSC). Over the past two semesters, Dr. Clinard and Mr. McKie-Voerste have taught 13 sections of Introduction to Psychology and presently use a textbook which retails for $179.95 at the college bookstore. When additional course materials are included, the potential student outlay of dollars could be as high as $233.95 each semester. This grant would permit students in this course to save a substantial amount of money and over the course of the two semesters would equate to a total of $115,572 in saving to our students each year.

The number of students who declare Psychology as a major has traditionally been one of increasing volume through the years. It behooves faculty, programs and colleges to develop methods of effective teaching along with passing on substantial savings in areas that often require sizable investments of precious dollars to ensure access to curriculum. Psychology courses, especially the introductory course, form the basis of knowledge that allows students to move into fields such as mental health counseling and neuropsychology. The Introduction to Psychology course is offered each semester to a broad range of students across the campus. Since Dalton State is now the first Hispanic Serving Institution in the University System it becomes even more important that we address this group of student learners as they represent both first generation college students and lower socioeconomic households.

Both faculty members are committed to maintaining the high quality teaching along for which they are known with assessment of student learning outcomes to support this initiative. The request for funding by Dr. Clinard and Mr. McKie-Voerste is one that should be considered as part of the mission that supports these grants. The populations served in Dalton as well as the emphasis on fields that are part of the national picture make this application an extremely strong one. I support it with great enthusiasm. If you have any questions, please feel free to contact me at 706-241-2491.

Sincerely,

Patricia M. Chute, Ed.D.
Provost and Vice President for Academic Affairs
Affordable Learning Georgia Textbook Transformation Grants
Round Ten

Proposal Form and Narrative

<table>
<thead>
<tr>
<th>Submitter Name</th>
<th>Travis McKie-Voerste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitter Title</td>
<td>Lecturer in Psychology</td>
</tr>
<tr>
<td>Submitter Email</td>
<td><a href="mailto:tmckie@daltonstate.edu">tmckie@daltonstate.edu</a></td>
</tr>
<tr>
<td>Submitter Phone Number</td>
<td>706-272-2695</td>
</tr>
<tr>
<td>Submitter Campus Role</td>
<td>Proposal Investigator</td>
</tr>
<tr>
<td>Applicant Name</td>
<td>Travis McKie-Voerste</td>
</tr>
<tr>
<td>Applicant Email</td>
<td><a href="mailto:tmckie@daltonstate.edu">tmckie@daltonstate.edu</a></td>
</tr>
<tr>
<td>Applicant Phone Number</td>
<td>706-272-2695</td>
</tr>
<tr>
<td>Primary Appointment Title</td>
<td>Lecturer in Psychology</td>
</tr>
<tr>
<td>Institution Name(s)</td>
<td>Dalton State College</td>
</tr>
</tbody>
</table>
| Team Members | Catherine Clinard, Assistant Professor of Psychology, Department of Social Sciences
cclinard@daltonstate.edu
Travis McKie-Voerste, Lecturer in Psychology, Department of Social Sciences |
<table>
<thead>
<tr>
<th>Sponsor, Title, Department, Institution</th>
<th><a href="mailto:tmckie@daltonstate.edu">tmckie@daltonstate.edu</a></th>
</tr>
</thead>
</table>
| Dr. Michael Hoff, Chair - Department of Social Sciences, Dalton State College  
Dr. Patricia Chute - Vice President and Provost, Academic Affairs, Dalton State College |
| Proposal Title | Affordable Psychology |
| Course Names, Course Numbers and Semesters Offered | Introduction to Psychology, PSYC 1101, Spring, Summer, and Fall semesters. |
| Final Semester of Instruction | Fall 2018 |
| Average Number of Students Per Course Section | 38 |
| Number of Course Sections Affected by Implementation in Academic Year | 13 |
| Total Number of Students Affected by Implementation in Academic Year | 494 |
| Average Number of Course Sections Per Semester | Fall – 6  
Spring – 6  
Summer - 1 |
| Award Category (pick one) | ☒ No-or-Low-Cost-to-Students Learning Materials  
☐ Specific Core Curriculum Courses |
| Are you planning on using an OpenStax | ☒ Yes  
☐ No |
iClicker 2 (required) for 6 of the sections $41.99  
Launch Pad - Exploring Psychology Companion Site (optional) in 6 sections - $54.00 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested Amount of Funding</td>
<td>$10,800</td>
</tr>
<tr>
<td>Original Per Student Cost</td>
<td>$179.95 - $233.95</td>
</tr>
<tr>
<td>Post-Proposal Projected Per Student Cost</td>
<td>$0</td>
</tr>
<tr>
<td>Projected Per Student Savings</td>
<td>up to $233.95</td>
</tr>
<tr>
<td>Projected Total Annual Student Savings</td>
<td>$88,895.30 to $115,571.30</td>
</tr>
</tbody>
</table>
1.1 PROJECT GOALS

- The goal of the project is to locate no-cost-to-student resources (NCTSR) for all sections of Introduction to Psychology courses taught by the grantees. The primary objective is to ease cost of attendance to students, most of which are drawn from the surrounding 10 counties in the northwest Georgia. The median household income in Whitfield County, in which the college is located, is $41,832, where 19% of the population lives below the poverty level (U.S. Census, 2013). Seventy-eight percent of the College's students are eligible for federal financial aid, and more than 11 million dollars in federal Pell Grants were disbursed during the 2013-2014 academic year. Dalton State also operates a satellite campus in Gilmer County where we teach three section of introduction to Psychology course per year. Eighty-two percent of students at this location qualify to receive federal financial aid. These statistics reflect the need to make educational materials more affordable for our students. The textbook transformation has the potential to impact 494 students per year in Introduction to Psychology classes and save our students between $88,895 and $115,571, it could have a larger impact if NCTSR are expanded to our other psychology courses.

- Dalton State College is ranked one of the most affordable public four-year colleges in the nation according to the U.S. department of education. This is reflected in our colleges' mission statement, "Dalton State College provides a diverse population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates to reach their personal and professional goals." The promise of affordability is contradictory when students have to pay up to $1000 per semester for required learning materials. Our intent for this project is to reduce the cost of course materials to be more reflective of our mission.

- We will assess student performance and satisfaction of using no-cost-to-student materials compared to the current, more expensive, textbooks. Student performance will be measured using exam grades, quiz grades, and in-class assessment. Student satisfaction will be measured utilizing an electronic survey emailed to students utilizing both NCTSR as well as current, expensive textbooks. If NCTSR are comparable or exceed current textbooks in performance and satisfaction, we will continue to utilize these resources.

- In addition to textbook transformation we will be exploring low or no-cost alternatives to the iClicker, and seek a classroom response system that engages students in an affordable and interactive manner.
1.2 STATEMENT OF TRANSFORMATION

- We will replace expensive textbooks with NCTSR in approximately 13 Introduction to Psychology sections each year.
- Stakeholder includes students and their families who will be most financially impacted.
- The college/state will save on course materials provided at no cost to 380 dual enrolled students each semester.
- Stakeholders including students, parents, faculty, department of social sciences, as well as the college in general will be impacted through improved engagement, improved retention, and student success.
- Given our current textbook cost of $179.95 (current new price from campus bookstore), the savings we would see by offering no-cost to student textbooks would be up to $88,895 per academic year.
- There could be additional savings by finding no-cost to student alternatives to iClicker which would save another $9,573.
- Given that many of our students fall in the lowest level of socioeconomic status, they often are forced to choose between purchasing course materials or other life necessities. Students who cannot purchase course materials inevitably are disadvantaged compared to their affluent peers. We aim to remove this barrier.
1.3 TRANSFORMATION ACTION PLAN

- Identify and review NCTSR available for Introduction to Psychology courses.
- Revise or customize resources to align with course learning objectives.
- Revise course syllabus and lectures based on newly selected materials.
- Revise quizzes, exams, and in-class activities to align with new course goals.
- Create survey to assess student satisfaction with new NCTSR.
- Implement materials and collect data starting Summer and Fall 2018
- Analyze data relevant to proposed project
- Prepare final report.
- Each team member will contribute to the above activities and teach multiple sections of Introduction to Psychology courses in Summer and Fall 2018.
- Access will be provided through D2L course management system.
1.4 QUANTITATIVE AND QUALITATIVE MEASURES

- Quantitative measures will include a comparison of students utilizing traditional course materials to no-cost student materials. Dalton State currently completes course evaluations for every course offered. We will analyze one of these questions to determine the students satisfaction of course materials. We will also develop a separate survey targeted to impacted Introduction to Psychology sections to assess usage and quality of course materials between traditional textbooks and newly chosen NCTSR. Additional assessment comparing student learning outcomes will include performance on common test questions administered to all Introduction to Psychology sections. Furthermore, we will compare DWF (Drop, withdraw or F’s) rates, and include a comparison of exam, quiz and in class activity grades between the sections utilizing traditional expensive textbooks, and the sections utilizing NCTSR.

- Qualitative measures will include survey questions that will be developed to assesses the students impression of the course materials. Students will be given open-ended questions to compare satisfaction of course materials.

- The goal of assessment is to ensure that course materials are high quality as well as no-cost.
1.5 **TIMELINE**

November 6, 2017
- In person training (Kickoff meeting)

January - March 2018 -
- Conduct literature review for proposed research project
- Write IRB protocol
- Begin reviewing available NCTSR for introduction to psychology
- Develop surveys to assess current student satisfaction with course materials
- Submit IRB application for approval
- Administer survey to Spring 2018 introduction to psychology courses using traditional course materials.

April - May 2018 -
- Revise and customize chosen course materials to match course objectives.
- Modify syllabus, lectures, assessments, and activities.
- Finalize selection of learning materials.
- Upload content to desire to learn learning management system.

June - July 2018
- Implement no-cost to student materials for summer introduction to psychology sections.
- Evaluate performance outcomes and administer student satisfaction survey.
- Modify classes based on student feedback
- Complete project status report for summer semester.

August - December 2018
- Implement no-cost to student materials for fall semester introduction to psychology sections.
- Evaluate performance outcomes and administer student satisfaction survey.
- Modify classes based on student feedback
- Aggregate and compare quantitative and qualitative measures of student performance and satisfaction between Spring 2018 traditional learning material sections, and NCTSR sections taught during Summer and Fall 2018.
- Complete project status report for Fall semester.
1.6 BUDGET

For personnel expenses we request $10,000
$5000 per team member will be used for salary to cover costs of course redesign
creation of surveys, implementation of course materials, data analysis, data collection,
and writing of the final report.

$800 travel

Travel expenses to cover the cost for team members to attend required training
sessions, professional development, and consultation.
1.7 SUSTAINABILITY PLAN

- After collecting data, if it is found that NCTSR are at least as effective as the currently utilized textbook, we will continue to use these materials going forward in our introduction to psychology course.

- Outcomes about the project may be shared with faculty across our campus, and we will serve as a resource for faculty considering implementation of NCTSR. As more faculty become aware of the benefits of NCTSR, the number of students that will benefit will increase.

- Both team members also teach upper division courses, and will consider implementing NCTSR in these classes as well.

- As NCTSR are implemented in classes taught across campus more students will be relieved from the financial burden of attending college.

- We will continue to monitor newly developed NCTSR, keeping our sources up to date, and relevant to the course.
1.8 REFERENCES & ATTACHMENTS

Letters of Support are attached from:

Dr. Michael Hoff, Chair - Department of Social Sciences, Dalton State College

Dr. Patricia Chute - Vice President and Provost, Academic Affairs, Dalton State College
Syllabus
INTRODUCTION TO PSYCHOLOGY SYLLABUS

PSY 1101, Fall 2018, 3 credit hours, August 14th – November 29th

Class meets Tuesday and Thursday 12:15pm to 1:30pm in Liberal Arts Room 113.

Hyperlinks for accessibility are provided throughout this document with full URLs noted in the footnote.

INSTRUCTOR INFORMATION
Catherine Clinard, Liberal Arts, 243, Phone (706) 272-2543 or email cclinard@daltonstate.edu
My office hours are on Mondays(s), 9:50am – 10:50am; 12:10 – 1:40pm; 3:00 – 3:45pm.

Tuesday(s), 9:50am – 10:50am.

Wednesday(s), 9:50am – 10:50am, 12:10pm – 1:40pm.

Thursday(s), 11:00am – 12:15pm and by appointment throughout the week.

REQUIRED TEXT AND MATERIALS
Textbook: Openstax Psychology, Spielman, R., 2014, ISBN# 1-947172-07-7, PDF is free or hardcopy may be purchased.

CATALOG INFORMATION
PSYC 1101 introduces the study of psychology as a quantitative science and as an aid to the understanding of self and others. This course includes consideration of learning principles, personality, conflict and adjustment, tests and measurements, biological bases of behavior and group phenomena. Prerequisite: READ 0098, unless exempt

COURSE OBJECTIVES
This course is designed to provide a broad overview of the many topics that contribute to the umbrella term "Psychology." It is a fascinating array of topics, and I hope that you will learn a great deal about yourself as well as psychology by taking this class. One important theme that will be seen throughout the semester is the reliance on the scientific method and empirical study. A second important theme is that the brain is of key importance to everything that we experience. You should leave this class with knowledge that you can apply to your life.
**STUDENT LEARNING OUTCOMES**

- Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

- Students will demonstrate an understanding of the major concepts and theoretical perspectives in psychology.

- Students will demonstrate an understanding of the historical trends in psychology.

- Students will demonstrate an understanding of the basic research methods in psychology, including research design, data analysis, and interpretation.

**COURSE WEBSITE**

This class will use the Desire2Learn (D2L), aka GeorgiaView system for posting grades and announcements, and discussing course material (outside of class). Familiarity with the GeorgiaView software system is the responsibility of you, the student.

**LECTURES**

Lecture outlines will be posted to GeorgiaView following class. Please take advantage of this resource as we have a lot of material to cover in this class, and studying these slides will benefit you on the exams. In addition, it is expected that you prepare for class by reading the assigned materials prior to the class session in which the topic will be covered in order to maximize the benefit of lectures and allow for productive class participation. Lectures are not a substitute for reading the materials.

**EVALUATION**

Your grade will be calculated based on your effort on four exams, 10 reading guides and participation in class activities. What constitutes each of these is described below.

4 Exams at 120 points each, 10 chapter reading guides at 10 points each, and 10 in class activities at 10 points each. This is a total of 680 points for the course. If you earn between 609 and 680 points you will receive an A. If you earn between 540 and 608 points, you will receive a B. If you earn between 473 and 539 points you will receive a C. If you earn between 405 and 472 points you will receive a D. And if you earn 404 points or less you will receive a F. THESE CUTOFFS ARE REAL. Although a 472 is only one point below 473, it is still a D and not a C. Please do not ask for a point to receive a higher grade. Doing such would not be fair to everyone else in the course because if I gave you a point, I would have to give everyone a point. And doing that would render the scoring system useless.

Syllabus, PSY 1101, Clinard, Fall 2018
ASSIGNMENTS

In Class Activities

This class will not be straight lecture; as such, there will be many types of activities that will be included in this aspect of your grade, including short essays/discussions and participation in activities related to the course material. In general, these activities will be graded on a completion basis, and your grade will be based on how many days you are present and participate in activities (which will depend on your class attendance—see below). For example, if you complete all activities, you will receive 100 points; if you complete 75% of the activities, you will receive 75 points, etc. If you miss class, you may make up the points if you can provide documentation of a college-excused and Liberal Arts excused absence (e.g., illness, death of family member, participating in an athletic event, etc.). It is strongly recommended that you attend all classes, and if you have to miss several classes, you may want to consider dropping the course.

Chapter Reading Guides

Reading guides (multiple choice, true/false, short answer or fill in the blank format) will be assigned for 10 chapters. These handouts will be posted online through GeorgiaView and students are responsible for printing them out. All reading guides must be completed BEFORE class begins on the days that we start a new chapter. Students must bring their completed reading guide to class, you will have the first 5 minutes of class to get in your assigned groups and check each other’s answers, and discuss which is the best answer. After discussing, you will be required to turn in one member’s reading guide to represent your entire group. I will grade each group for accuracy. Each reading guide will be worth 10 points. You will use your textbook to complete these handouts. The purpose of these reading guides is to reinforce your reading and to aid in preparing for class discussions and studying for exams.

Exams

There will be 4 multiple-choice exams given throughout the semester. The exams evaluate your understanding of material presented in lectures, videos, class activities, and readings. Exam items will assess knowledge of terms, theories, and frameworks related to the field, but will also include applications of this knowledge to assess conceptual understanding. Content may include lecture material not covered by the book AND book material not covered in class. There will be up to 50 multiple choice questions. On exam days, you will first take the exam as an individual and have 45 minutes to complete. Once everyone has turned in their exam, you get in your assigned groups and retake the exam as a group during the remaining class time. Your individual exam is worth 100 pts and the group exam (although it is the same amount of questions) is worth 20 pts. Your total grade will incorporate both your individual and group grade for a total of 120 possible points. Students who miss exam day, will not be able to participate in the group exam, and their individual exam will be adjusted to account for the entire 120 pts.

The final exam is not cumulative and will only cover the material discussed after the third test.
EXAM POLICIES

1. All make-up exams must be taken within one week of the original exam date. Make-up exams are only given for excused absences. You should notify me by email me within 24 hours of the original exam time to schedule a make-up time.

2. If you are so late for an exam that another student has completed the exam and left the classroom, you will not be permitted to start the exam, unless you are late because of extenuating circumstances.

3. Finally, cheating will not be tolerated in this class. Any person found cheating will receive an “F” for the course as well as be reported to the Vice President for Enrollment Services and Student Affairs for further action. Put all technology away during exams; if you have it out, I will assume you are planning to cheat, and you will be reported.

ATTENDANCE

It is very important that you attend every class period. You will be responsible for material discussed in class, which will not always be identical to the textbook. Attendance will be assessed by participation in in-class activities, as described above. Each class period I will pass around a roll sheet to record who is present at the time of activities. Thus, if you are not in class during the time activities are handed out, then you will be counted as absent—this applies even if you are late to class. I also plan to memorize every student’s name, and at that point I will be able to quickly take roll without passing around a roll sheet. Please notify me as soon as possible (or in advance) if you will be missing class or need to leave early. If your absence is excused you will be offered a make-up assignment to complete within a reasonable amount of time, to account for your missed participation points.

EXTRA CREDIT

Extra credit opportunities will be announced in class, so if you are not present when an opportunity is announced, you may miss out on it. Please note that there will be no extra credit given on an individual basis, so please do NOT ask!

COMMUNICATION

The best way to get in touch with me is to come up after class and see me. This is also the best way to make an appointment with me. In addition, I hope each of you will visit me at least once during my office hours this semester. When emailing, please adhere to these two basic policies: First, use my DSC email address, NOT GeorgiaView/D2L. I don’t want to have to keep track of email from different places, so if
you email me through D2L, I will not respond. Additionally, be sure to use GOOD EMAIL ETIQUETTE, and give me at least 24hrs to respond. Therefore, do not email at midnight the night before and exam with a question about the material and expect a reply. I am a wife and mother, and I spend my evenings in those roles.

Aside from in class announcements, there are times I will need to distribute information to all students. Emails are not sent out for entertainment. It is very important that you read all emails from me.

**OTHER SPECIFIC COURSE RELATED POLICIES**

- Complete assigned readings as scheduled. The majority of reading in this course will come from the textbook; however, I may occasionally provide you with supplemental reading material.

- I expect participation in class activities and discussions. I welcome appropriate comments and questions. However, disrespect for others’ opinions and ideas will not be tolerated.

- If you are having difficulty with any aspects of the course, see me as soon as possible. Students can come to office hours, set up an appointment, or email me.

- If you miss class, you are still responsible for the material covered that day in class and assignments/activities given out that day. When you miss class, it is up to you to get the notes and handouts from another student. I will not go over my lectures for individual students.

- You are expected to arrive on time for class. If you are late, enter the classroom quietly and find a seat quickly. If you must leave class early, please find a seat close to an exit so that you may leave without disturbing the class.

- Technology: You will learn more in class if you give it your fullest attention—research on divided attention shows that we learn more when we don’t multi-task! When you are in class, please make sure that your phones are muted or turned off, and keep them in your bag/pocket. If I notice repeated instances of texting or looking at phones during class time, you may be asked to leave the class that day.

- You are expected to conduct yourself in an appropriate manner, respecting the rights of your professor and fellow students. Disruptions are not conducive to the learning process of your fellow classmates, and they impede my ability to cover the material in an efficient manner.

- All blatant actions of disrespect will lead to the individual responsible being asked to leave the classroom. Please be respectful of your fellow students.

- Some of the topics we discuss in this class are sensitive by nature, so please be respectful of any comments or discussions brought up by fellow classmates.
• Counseling Services: This is an academic class and not meant as a substitute for therapy. Students who are seeking personal psychological help may contact the Dalton State Counseling Services through the following link: http://libguides.daltonstate.edu/Counseling

EMERGENCY INSTRUCTIONAL PLAN
In the event campus is closed due to inclement weather, and this class is canceled, please check your emails. I will email the class with instructions for an appropriate assignment to make up for the missed class time. You are responsible for being to able to check your email and log in to GeorgiaView to complete any make up work I may assign.

COURSE CALENDAR

WEEK 1, AUGUST 14TH & AUGUST 16TH
August 14th, Course Syllabus
August 16th, Intro to Psychology, Chapter 1

WEEK 2, AUGUST 21ST & AUGUST 23RD
August 21st, Intro to Psychology, Chapter 1, Reading Guide Due
August 23rd, Psychological Research, Chapter 2, Reading Guide Due

WEEK 3, AUGUST 28TH & 30TH
August 28th, Psychological Research, Chapter 2
August 30th, Memory, Chapter 8, Reading Guide Due

WEEK 4, SEPTEMBER 4TH & SEPTEMBER 6TH
September 4th, Memory, Chapter 8
September 6th, Sleep, Chapter 4

WEEK 5, SEPTEMBER 11TH & SEPTEMBER 13TH
September 11th, EXAM DAY, Chapters 1, 2, 8 & 4
September 13th, Biopsychology, Chapter 3, Reading Guide Due

WEEK 6, SEPTEMBER 18TH & SEPTEMBER 20TH
September 18th, Biopsychology, Chapter 3
September 20th, Biopsychology, Chapter 3

WEEK 7, SEPTEMBER 25TH & SEPTEMBER 27TH
Syllabus, PSY 1101, Clinard, Fall 2018
September 25th, Sensation and Perception, Chapter 5, *Reading Guide Due*

September 27th, Sensation and Perception, Chapter 5

**WEEK 8, OCTOBER 2ND & OCTOBER 4TH**
October 2nd, Sensation and Perception, Chapter 5

October 4th, Motivation, Chapter 10, *Reading Guide Due*

**WEEK 9, OCTOBER 9TH & OCTOBER 11TH**
October 8th, NO CLASS, FALL BREAK

October 10th, EXAM DAY, Chapters 3, 5 & 10

**WEEK 10, OCTOBER 16TH & OCTOBER 18TH**
October 16th, Development, Chapter 9, *Reading Guide Due*

October 18th, Development, Chapter 9

**WEEK 11, OCTOBER 23RD & OCTOBER 25TH**
October 23rd, Development, Chapter 9

October 25th, Learning, Chapter 6, *Reading Guide Due*

**WEEK 12, OCTOBER 30TH & NOVEMBER 1ST**
October 29th, Learning, Chapter 6

November 1st, Stress, Chapter 14

**WEEK 13, NOVEMBER 6TH & NOVEMBER 8TH**
November 6th, EXAM DAY, Chapters 9, 6 & 14

November 8th, Personality, Chapter 11, *Reading Guide Due*

**WEEK 14, NOVEMBER 13TH & NOVEMBER 15TH**
November 13th, Personality, Chapter 11

November 15th, Psychological Disorders, Chapter 15, *Reading Guide Due*

**WEEK 15, NOVEMBER 20TH & NOVEMBER 22ND**
November 20th, Psychological Disorders, Chapter 15

November 22nd, NO CLASS, Thanksgiving Break

**WEEK 16, NOVEMBER 27TH & NOVEMBER 29TH**
November 27th, Psychological Disorders, Chapter 15

Syllabus, PSY 1101, Clinard, Fall 2018
November 29th, Therapy, Chapter 16

DATE AND TIME OF FINAL EXAM
December 4th at 10:30 am, Exam 4, Chapters 11, 15 and 16

CAMPUS POLICIES AND PROCEDURES

CARE Team
(Last Modified May 2018)

The Campus Assessment, Response, and Evaluation Team, also known as CARE, at Dalton State College engages in proactive and collaborative approaches to identify, assess, and mitigate potential risks associated with members of the campus who exhibit concerning or unusual behaviors. Report a concern through the CARE Reporting Form. Should you have questions, contact the Dean of Students’ Office at 706.272.4428.

Disability Access
(From Disability Access website)

Students with disabilities or special needs are encouraged to contact Disability Access. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Access Library Guide or contact the Disability Access office.

Contact information
Andrea Roberson, Associate Director of Disability Access and Student Support Services
Pope Student Center, upper level
706-272-2524
aroiberson@daltonstate.edu

Ethical Conduct
(Last Modified May 2018)

Academic Dishonesty Cheating and plagiarism are a part of the Dalton State Student Code of Conduct, which can be found in its most updated form at Dalton State Student Code of Conduct. ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. Using another students’ work or collaborating on an assignment not designated as collaborative is unacceptable. Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable unless it has been authorized by your instructor. For more details on what Dalton State considers to be Academic Dishonesty, please review the Student Code of Conduct. Instructors will
assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process.

*Classroom Behavior* Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit [Roadrunner Respect](#). “I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them.”

**COURSE WITHDRAWAL STATEMENT**
(Last Modified May 2018)

The last day to drop this class without penalty (a W or a required signature) is October 19th, 2018. If you complete the proper paperwork to drop the course by this date, you will be assigned a grade of W. After this date, withdrawal without penalty is permitted only in cases of [Extreme Hardship](#) as determined by the Vice President for Academic Affairs; otherwise a grade of WF will be issued. Students who fail to complete the official drop/withdrawal procedure will receive the grade of F. Withdrawal from class is a student responsibility. The grade of W counts as hours attempted for the purposes of financial aid.

**FULL WITHDRAWAL STATEMENT**
(Last Modified May 2018)

The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date ([Academic Campus Calendar](#)) is the [Schedule Adjustment Form](#). All students must meet with a staff member at the Dean of Students office in the upper-level of the Pope Student Center to initiate the withdrawal process and complete an exit interview. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.

**GRADE APPEALS**
(Last Modified May 2018)

A student may file a formal challenge to a grade if there is unequivocal evidence that one or more of the following applies:

- a) It was a direct result of arbitrary and capricious conduct on the part of the instructor;
- b) The instructor discriminated against the student on the basis of a protected classification as the term is defined by Federal Law, Georgia State Law, or the Administrative Code of the City of Dalton;
- c) The grade was incorrectly calculated;
- d) A clerical error occurred in recording the grade; or
- e) A mitigating circumstance prevented the student from completing a final assignment or attending the final exam.
To appeal a grade, the student must notify the instructor in writing no later than two days after the posting of final grades. See Grade Changes and Appeals ix for the complete documentation.

**ACADEMIC PROGRESSION**

(Last Modified May 2018)

To remain in academically good standing, students must maintain an institutional GPA of 2.0 or higher. Students who do not maintain a 2.0 move through a sequence of statuses ranging from Academic Warning to Academic Probation to Academic Suspension to Academic Dismissal. See Academic Progress x for the complete documentation.

**TITLE IX INFORMATION**

Student Sexual Misconduct Policy xi

(Last Modified May 2018)

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

Please visit the Title IX at Dalton State web page xii for additional information on the policy xiii, How to Report xiv, Resources xv, and Campus Programs xvi.

**House Bill 280**

(Last Modified May 2018)

House Bill 280 xvii commonly known as the “campus carry” legislation, is effective as of July 1, 2017.

**OFFICIALLY APPROVED DSC GROUPS AND ACTIVITIES**

(Last Modified May 2018)

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

Syllabus, PSY 1101, Clinard, Fall 2018
• notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);

• estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly, if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and

• contact information for the person or organization sponsoring/authorizing the student’s participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. scheduled on that date.

**COLLEGE OF LIBERAL ARTS ATTENDANCE POLICY**

(Last modified August 2018)

The School of Liberal Arts allows for excused absences beyond the college-mandated excused absences (for class activities, sports, and RSO activities), including: medical issues and emergencies, court activities, and military activities. Faculty members are encouraged to use discretion in documentation requirements and allow, for example, a limited number of self-documentations from a student before requiring a specific medical excuse. It is up to students to provide the appropriate documentation to the faculty member. That documentation might be a sports schedule, an email from an instructor that there is a class field trip, an email from the student that he/she is taking care of a sick child, an email from a student that he/she is sick enough to stay home but not sick enough to see a doctor, or a note from a medical professional that the student needed to miss class for medical reasons, etc. The faculty member will decide the appropriate time frame to allow missed work to be made up following an excused absence; this time frame must be at least 1 week after the student returns to class.
FULL URL LINKS

i  CARE Reporting Form:  https://cm.maxient.com/reportingform.php?DaltonStateCollege&layout_id=1

ii  Disability Access:  http://libguides.daltonstate.edu/c.php?g=24716&p=149667


v  Roadrunner Respect:  https://www.daltonstate.edu/campus_life/respect-photo-gallery.cms


vii  Academic Campus Calendar:  https://www.daltonstate.edu/about/calendars.cms


ix  Grade Appeals:  https://libguides.daltonstate.edu/ld.php?content_id=42740257

x  Academic Progression:  https://libguides.daltonstate.edu/ld.php?content_id=42740270


xii  Title IX at Dalton State web page:  https://www.daltonstate.edu/about/title-ix.cms

xiii  Title IX Policy:  https://www.daltonstate.edu/about/title-iv-policy.cms

xiv  Title IX How to Report:  https://www.daltonstate.edu/about/title-ix-report.cms

xv  Title IX Resources:  https://www.daltonstate.edu/about/title-ix-campus-community-resources.cms

xvi  Title IX Campus Programs:  https://www.daltonstate.edu/about/title-ix-campus-community-resources.cms

xvii  House Bill 280:  http://www.usg.edu/hb280
Course Instructor:
Travis McKie-Voerste, Ed.S., LPC
Dalton State College
650 College Drive, Dalton, GA 30720

Office: Liberal Arts Building – 245
Phone Number: (706) 272-2695
E-mail address: tmckie@daltonstate.edu

Office hours:
Mondays: 8:25am – 9:25am  10:40am-11:40am
Tuesdays:  10:40am – 1:40pm
Thursdays: 10:40am -1:40pm

During office hours, you can find me in the Liberal Arts Building Room 245 – or as posted on my office door should this change during the semester. You can also reach me during office hours at the above phone number.

Response Time: Unless notified otherwise, I will work to respond to all student questions and emails within one business day.

Welcome!
I am looking forward to working with you this semester and hope that you will find this course as interesting as I did when I first had this class. This course is an overview of the topic of Psychology that students find interesting and challenging. I hope to make this course relevant to your life and studies but will rely on you to share your thoughts, ideas, and questions related to the topic. In addition to participating in classroom discussion and asking questions in class, I am available during office hours. Should you have any remaining questions after class, would like to discuss a related topic further, or need help with studying techniques, please stop by.

Email Communication:
When writing emails to me I expect that you use a professional communication style. I teach several sections of this class; please include either the section or the class meeting time in the subject line of the email. Be aware that E-mail communication that lacks these elements may not get a response. Also, please utilize your resources to see if you need to ask the question, often the information you seek is in this syllabus, Georgia View, or on the Dalton State website. If there is conflicting information, do not hesitate to contact me to clarify.
Course Description

PSYC 1101. Introduction to Psychology. 3-0-3 Units.
Introduces the study of psychology as a quantitative science and as an aid to the understanding of self and others. The course includes consideration of learning principles, personality, conflict and adjustment, tests and measurements, biological bases of behavior, and group phenomena. Prerequisites: READ 0098, unless exempt.

Learning outcomes
After completing this course, you will be able to:

- Apply course content to everyday life - making better decisions; enhancing relationships; increasing self-understanding.
- Recognize that human experience & behavior vary as a function of context, culture & situation.
- Identify, understand & contrast fundamental psychology perspectives within a historical context including past, present & future trajectory.
- Describe the advantages and disadvantages of the primary methods of scientific inquiry.
- Understand the relations among mind, body, consciousness, and behavior.
- Relate the importance of objectivity in scientific inquiry to the inherently subjective nature of human experience.

Course Resources

Required Textbook:
Openstax – Psychology, This is a free textbook available online, and is built into the course.

Additional resources:
iClicker – This will be used throughout the course. Please bring no later than the second class period.

Course Website:
The class will use the Desire2Learn (D2L) aka GeorgiaView system for posting grades and announcements. Familiarity with the D2L software is part of your responsibility.

Grade Scale
Grades are earned and based on student performance and capability. Only turning in all the assignments does not guarantee that the student will receive a "good grade." To get a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires varying levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Individual contribution to grade</th>
<th>Overall contribution to grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter quizzes</td>
<td></td>
<td>10 %</td>
</tr>
<tr>
<td>In-class response/participation</td>
<td></td>
<td>20 %</td>
</tr>
<tr>
<td>4 In-Class Exams</td>
<td>Exam 1 12.5%</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td>Exam 2 12.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 3 12.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 4 12.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam replaces the lowest grade</td>
<td></td>
</tr>
<tr>
<td>Research Design Paper</td>
<td></td>
<td>10 %</td>
</tr>
<tr>
<td>Critical Review</td>
<td></td>
<td>10 %</td>
</tr>
</tbody>
</table>

**Quizzes:**

Chapter quizzes must be completed online before indicated due date and time – please check this carefully. I recommend that you read the associated chapter and take the quiz before the lecture for this content.

**Paper:**

You will write a paper based on a topic of your interest within the field of psychology. In this assignment, you get to research a topic of interest in current psychological literature. You will need to have a minimum of 3 resources from psychology related journals, as well as one popular media citation. You will use APA paper format (no abstract), and the length is expected to be between 3-5 pages, not including a cover page and references. I strongly recommend using on-campus resources including the library for research and citation help, and the writing lab for writing help.

**Exams:**

Exams will be 50 multiple choice questions and cover the new material. As review I recommend looking over your class notes as well as the chapter review in your text Appendix D. Exam questions may refer to the covered chapters of the textbook, classroom lectures/activities, or other assigned learning/reading. In addition to recalling some facts, you will need to apply this knowledge to specific scenarios that involve critical thinking.

**Final Exam:**

The final exam will be comprehensive and will replace your lowest exam grade.

**In-class participation:**

Students are expected to come to class prepared by having read the course material, completed the associated quiz. Students are encouraged to ask questions based on their readings or what is presented during lecture. Class time will include lecture, discussion, and group activities. In-class activities may be part of your participation grade.
Additional activities:

There may be opportunities for additional points during the course; this may include participating in student research, or other assignments. These will be announced in class or posted on GaView.

Attendance policy

Attendance is required to do well in the course and participation is tracked daily. Participation points cannot be made up.

Emergency Class Schedule:

In the event of the closure of the college due to weather or other unforeseeable circumstances, check Georgia View for alternate assignments to make up lost class time.

CARE Team

(Last Modified May 2018)

The Campus Assessment, Response, and Evaluation Team, also known as CARE, at Dalton State College engages in proactive and collaborative approaches to identify, assess, and mitigate potential risks associated with members of the campus who exhibit concerning or unusual behaviors. Report a concern through the CARE Reporting Form. Should you have questions, contact the Dean of Students’ Office at 706.272.4428.

Disability Access

(From Disability Access website)

Students with disabilities or special needs are encouraged to contact Disability Access. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Access Library Guide or contact the Disability Access office.

Contact information

Andrea Roberson, Associate Director of Disability Access and Student Support Services
Pope Student Center, upper level
706-272-2524
aroberman@daltonstate.edu

Ethical Conduct

(Last Modified May 2018)

Academic Dishonesty Cheating and plagiarism are a part of the Dalton State Student Code of Conduct, which can be found in its most updated form at Dalton State Student Code of Conduct. ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. Using another students’ work or collaborating on an assignment not designated as collaborative is unacceptable. Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable unless it has been authorized by your instructor. For more details on what Dalton State considers to be Academic Dishonesty, please review the Student Code of Conduct.
Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process.

*Classroom Behavior* Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit [Roadrunner Respect](#). “I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them.”

**Course Withdrawal Statement**

(Last Modified May 2018)

The last day to drop this class without penalty (a W or a required signature) is **August 17, 2018**. If you complete the proper paperwork to drop the course by this date, you will be assigned a grade of W. After this date, withdrawal without penalty is permitted only in cases of **Extreme Hardship** as determined by the Vice President for Academic Affairs; otherwise a grade of WF will be issued. Students who fail to complete the official drop/withdrawal procedure will receive the grade of F. Withdrawal from class is a student responsibility. The grade of W counts as hours attempted for the purposes of financial aid.

**Full Withdrawal Statement**

(Last Modified May 2018)

The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date ([Academic Campus Calendar](#)) is the **Schedule Adjustment Form**. All students must meet with a staff member at the Dean of Students office in the upper-level of the Pope Student Center to initiate the withdrawal process and complete an exit interview. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.

**Grade Appeals**

(Last Modified May 2018)

A student may file a formal challenge to a grade if there is unequivocal evidence that one or more of the following applies:

a) It was a direct result of arbitrary and capricious conduct on the part of the instructor;

b) The instructor discriminated against the student on the basis of a protected classification as the term is defined by Federal Law, Georgia State Law, or the Administrative Code of the City of Dalton;

c) The grade was incorrectly calculated;

d) A clerical error occurred in recording the grade; or

e) A mitigating circumstance prevented the student from completing a final assignment or attending the final exam.

To appeal a grade, the student must notify the instructor in writing no later than two days after the posting of final grades. See [Grade Changes and Appeals](#) for the complete documentation.
Academic Progression

To remain in academically good standing, students must maintain an institutional GPA of 2.0 or higher. Students who do not maintain a 2.0 move through a sequence of statuses ranging from Academic Warning to Academic Probation to Academic Suspension to Academic Dismissal. See Academic Progress for the complete documentation.

Title IX Information

Student Sexual Misconduct Policy

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

Please visit the Title IX at Dalton State web page for additional information on the policy, How to Report, Resources, and Campus Programs.

House Bill 280

House Bill 280, commonly known as the “campus carry” legislation, is effective as of July 1, 2017.

Officially Approved DSC Groups and Activities

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly, if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
• contact information for the person or organization sponsoring/authorizing the student’s participation in the event

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. scheduled on that date.

**Changes to the syllabus**

I reserve the right to modify this syllabus should I deem it necessary during the semester. Students will be notified of the changes, and a new syllabus will be posted on GeorgiaView.
<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-Aug</td>
<td>Intro to class</td>
<td>Syllabus/Assignments/Opening Activity</td>
</tr>
<tr>
<td>16-Aug</td>
<td>Chapter 1</td>
<td>History of Psychology/What is Psychology</td>
</tr>
<tr>
<td>21-Aug</td>
<td>Chapter 1</td>
<td>Contemporary Psychology/Careers</td>
</tr>
<tr>
<td>23-Aug</td>
<td>Chapter 2</td>
<td>Introduction to research</td>
</tr>
<tr>
<td>28-Aug</td>
<td>Chapter 2</td>
<td>Approaches/Analysis</td>
</tr>
<tr>
<td>30-Aug</td>
<td>Chapter 2</td>
<td>Ethics</td>
</tr>
<tr>
<td>4-Sep</td>
<td>Exam 1</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>6-Sep</td>
<td>Chapter 3</td>
<td>Biopsychology Intro/Genetics</td>
</tr>
<tr>
<td>11-Sep</td>
<td>Chapter 3</td>
<td>Cells/Nervous System</td>
</tr>
<tr>
<td>13-Sep</td>
<td>Chapter 3</td>
<td>Brain/Endocrine System</td>
</tr>
<tr>
<td>18-Sep</td>
<td>Chapter 6</td>
<td>Introduction to Learning</td>
</tr>
<tr>
<td>20-Sep</td>
<td>Chapter 6</td>
<td>Classical Conditioning</td>
</tr>
<tr>
<td>25-Sep</td>
<td>Chapter 6</td>
<td>Operant Conditioning</td>
</tr>
<tr>
<td>27-Sep</td>
<td>Chapter 8</td>
<td>Intro to Memory</td>
</tr>
<tr>
<td>2-Oct</td>
<td>Chapter 8</td>
<td>Memory and the Brain/Problems</td>
</tr>
<tr>
<td>4-Oct</td>
<td>Exam 2</td>
<td>Chapters 3, 6, 8</td>
</tr>
<tr>
<td>9-Oct</td>
<td>No Class</td>
<td>Fall Break</td>
</tr>
<tr>
<td>11-Oct</td>
<td>No Class</td>
<td>Online Assignment</td>
</tr>
<tr>
<td>16-Oct</td>
<td>Chapter 9</td>
<td>Lifespan Development/Theories</td>
</tr>
<tr>
<td>18-Oct</td>
<td>Chapter 9</td>
<td>Developmental stages</td>
</tr>
<tr>
<td>23-Oct</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>25-Oct</td>
<td>Chapter 10</td>
<td>Motivation/Emotion</td>
</tr>
<tr>
<td>30-Oct</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>1-Nov</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>6-Nov</td>
<td>Exam 3</td>
<td>Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>8-Nov</td>
<td>Chapter 11</td>
<td>Personality</td>
</tr>
<tr>
<td>13-Nov</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>15-Nov</td>
<td>Chapter 13</td>
<td>Psychological Disorders</td>
</tr>
<tr>
<td>20-Nov</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>22-Nov</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>27-Nov</td>
<td>Chapter 14</td>
<td>Catch up</td>
</tr>
<tr>
<td>29-Nov</td>
<td>Exam 4</td>
<td>Review</td>
</tr>
<tr>
<td>4-10 Dec</td>
<td>Finals</td>
<td></td>
</tr>
</tbody>
</table>
### Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>A (9-10)</th>
<th>B (8.5)</th>
<th>C (7.5)</th>
<th>D (6.5)</th>
<th>F (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Provides thorough summary of topic presented including the relevant sources to provide the reader with a broad understanding of the topic and related issues.</td>
<td>An adequate summary provides a good overview of the topic.</td>
<td>Summary was provided, but lacked detail to provide reader with sufficient understanding of the topic.</td>
<td>Summary was mostly lacking or was difficult to understand.</td>
<td>Missing or incomprehensible</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Includes all required sources including a popular media source and three peer reviewed sources.</td>
<td>Is missing one of the required sources.</td>
<td>Missing two of the required sources.</td>
<td>Lacked most of the required resources.</td>
<td>No sources cited or significantly lacking.</td>
</tr>
<tr>
<td><strong>Critique</strong></td>
<td>A detailed critique of cited articles is provided that may assess methodology, conclusions, or overall content of the articles.</td>
<td>A fair critique of the articles, could have used a bit more detail.</td>
<td>Critique was provided, but lacked details or reasoning was difficult to follow.</td>
<td>Critique was lacking significantly in detail.</td>
<td>Mostly absent or missing completely.</td>
</tr>
<tr>
<td><strong>APA</strong></td>
<td>Paper includes all elements of an APA style paper including properly formatted cover page, correct use of in-text citations, and properly formatted reference page.</td>
<td>A good attempt at APA format, includes all required elements, but a few APA style errors were noted.</td>
<td>Lacked some elements of APA, or had 4 or more APA errors.</td>
<td>Significant APA errors or missing elements such as cover page, reference page, in-text citations.</td>
<td>APA style was not followed.</td>
</tr>
</tbody>
</table>
Final Report
1. Narrative

**Summary of transformation experience.** Two professors were involved in this project to search and adapt a free textbook for Introduction to Psychology courses at Dalton State College. Data was collected prior to implementation of the free textbook to collect pre and post data on outcomes and student satisfaction. Implementation challenges include the requirement of course redesign to accommodate the differences in content of the new textbooks, requiring redesign of in class PowerPoints, online content, quizzes, and exams. This challenge also provided the instructors with the opportunity to examine which aspects of the course are most important. Student responses to offering a free textbook were overwhelmingly positive, especially to students who are financially more disadvantaged, and are a target student population for Dalton State College.
**Transformative impacts on instruction.** The instruction was impacted through knowledge that the access to free online textbooks removed any worry that students would not have access to the text, including when traveling, as long as they had internet access. The textbook that was used came in electronic format, which made embedding content into the accompanying online portion of the course easy for instructors and thereby easy for students.

**Transformative impacts on students and their performance.** Students performance over the course was comparable overall to pre implementation. Individual students who may have had difficulty with access to the textbook may have the greatest impact, though this was not statistically evaluated.

B. Key Outcomes

No significant differences between the use of the textbook existed between students who utilized traditional textbooks vs. the no-cost textbook (p=.19). The methodology did not allow to measure the impact on individual students.

Students overall showed some preference for the free textbook and rated it higher in all dimensions of quality surveyed.

The previous textbook cost at the Dalton State Bookstore was $179.95 new. Given the new price of the textbook, this saved students a total of $41,748.40 during the implementation period.

2. Quotes

In response to the question “What aspects of this course contributed most to your learning experience?” some example student responses.

“Online and free textbook readings outside of class, in class notes, and clicker quizzes.”

“The reading material assigned helped extremely.”

“The reading sections are individually split, and the textbook is easy to follow along.”

3. Quantitative and Qualitative Measures

3a. Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

**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: 232

- Positive: 98.10 % of 83 number of respondents
- Neutral: 4.85 % of 83 number of respondents
- Negative: 0.69 % of 83 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:
- ___ Positive: Higher performance outcomes measured over previous semester(s)
- X 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:
Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.

14.47% of students, out of a total 232 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)
- X 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. Measures Narrative
Student outcomes were measured by tracking grades, DFW rates prior to implementation, and after implementation of new free textbooks. No significant differences were found between pre and post implementation on these measures. Qualitative reports showed no negative experiences in regard to the free textbook, and some students noted that the text was well organized and helped them in the course. When comparing the evaluation of the textbook, as well as frequency of textbook use, no significant difference was found between the traditional textbook, and the free textbook offered.

- DFW rates had a slight increase of 3% pre and post implementation.
- Pre-implementation 97% of students stated that they used the text, compared to 94% who reported using the free textbook, indicating no significant difference in textbook use.
- Satisfaction with the free textbook was higher than the paid textbook in all aspects surveyed.
- There was no change in GPA. 2.775 both pre and post implementation.
- Co-factors include that one course was taught at a Satellite location during pre-implementation, but not post-implementation

4. Sustainability Plan
- The team will continue to use the Openstax textbook in future courses. Openstax textbooks are going through constant revision and updates, and these will also be implemented in the course. Other faculty in the department will utilize the project team as a resource for implementing free textbooks in their courses if desired. The main effort of finding and implementing the free textbook has been completed during the project timeline, updating the course going forward will require similar efforts as courses taught using traditional textbooks.

5. Future Plans
- One project member has utilized low cost student textbook in two upper division courses, each costing about $40 new, which is significantly less than the traditional options. The low cost textbooks are complemented by other free resources such as journal access through the library.
- No specific papers or presentations are planned at this point, but may be planned in the future.

6. Description of Photograph
- Dr. Catie Clinard (center front) with students from Fall 2018 Introduction to Psychology Course at Dalton State College.