



Psychology as a Human Science
PSYCH 2010 - E01 Spring 2019
Asynchronous Learning - Psychology Department
University of West Georgia

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Course Description

This gateway course has four major parts:

1. Personal exploration and preparation
2. Career exploration and preparation
3. Professional reading and writing in Psychology
4. Exploration of the major philosophical and methodological alternatives to psychology a natural science

This course will serve as preparation for more advanced study in the Psychology major

Course Objectives

Students will:

- gain a firmer sense of career direction in Psychology
- take concrete steps in preparing for a career in Psychology
- learn more about self as it pertains to career, vocation, or other aspirations

Approaches to instruction

Instruction in this course is delivered online (asynchronously) through Course Den, D2L learning system. Approaches can include online teaching format, online class discussions, discussion groups and postings, readings, videos/DVDs, podcasts, guest lecturers as well as student developmental research. Additionally, students will work independently to cover the material outlined in the syllabus to ensure understanding of concepts in the course.

Learning Outcomes

You will:

- learn the major career areas in Psychology
- learn more about yourself personally and professionally
- articulate a career vision
- articulate a further plan of study and a career development plan
- learn concrete ways to gain field relevant experience as an undergraduate major
- learn how to read, analyze, and critique empirical and theoretical work in Psychology
- gain mastery of the history and theoretical underpinnings of psychology as a “human” science



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Required Materials

Kaplan, R., (2013). What You're Really Meant to Do: A roadmap for reaching your unique potential. Boston: Harvard Business Review Press. (ISBN: 9781422189900)

Palmer, P., (2000). Let Your Life Speak: Listening for the Voice of Vocation. San Francisco: Jossey-Bass (0-7879-4735-0)

Sternberg, R., (2017). Career Paths in Psychology: Where your degree can take you, third edition. Washington DC: APA. (ISBN: 978-1-59147-732-7)

You may find these resources at the UWG Bookstore: <http://www.bookstore.westga.edu/>

Grades

a. 6 quizzes	20 points each (120 points)
b. 5 discussion	20 points each (100 points)
c. Midterm Project	100 points
d. Final Project	100 points

Total points possible → 420 points

Grading Scale

Course grade is determined entirely by the total points a student earns:

- 90-100% → A
- 80-89% → B
- 70-79% → C
- 60-69% → D
- Below 60% → F

Course Requirements:

This course is designed with four major grading points as listed above under grades. There are 6 quizzes based on the Sternberg text, which is required reading. Additionally, there are 5 discussions based on the Kaplan and Palmer readings, which are posted in Course Den for you to respond to. Finally there is a midterm and final project which will be addressed as the course progresses.

Rounding up: As a general rule, I do not 'round up' grades. Please be certain that you will receive the grade you earned based on the percentage of points that you garner during the semester. So, for example, if you obtain 82.9% of the available points, then you will have earned a B. I understand that this may be counter to the prevailing *zeitgeist*, but with the prevalence of grade inflation and with the hope that you will want to put forth just that little bit more effort knowing the rules in advance, this is grading philosophy I believe in. Naturally, I reserve the right to raise students' grades if



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they *consistently* demonstrate their commitment to the course by *volunteering* thoughtful comments or questions in class. However, I will not “round up” grades as a routine procedure.

Policies

Communication & Engagement:

The best way to communicate with me is through email. On weekdays, I will attempt to respond to you within 24 hours and 48 hours on the weekends. If I am out of town or attending a conference, responding may take longer than normal. I would strongly suggest that you use the email system within Course Den to communicate with me. All course related communication will be done within Course Den. It is important that you log into Course Den regularly for any updates or additional information related to the course. It is also important to maintain a strong professional manner in communicating with me. Your emails should be structured as follows:

Subject: “Your Name” and “4884-Section #”

Body of email: (Dear/Hello) Professor/Dr. La Fleur

“The reason for your email” - Well constructed and professionally written!

“End with Thank you or an appropriate ending”.

If this format is not followed, this can/will affect your final grade!

One of the goals of this course is to get you ready for life ‘post grad’ and the way we communicate is an important of your transition. I urge you to be mindful of your email messages. I will not accept poor grammar and texting language in your emails to me. Being professional and having appropriate boundaries are critical to your engagement with the ‘real world’.

Academic Integrity

Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (please see your student handbook). Students caught engaged in any form of academic dishonesty will minimally be given a failing grade on the assignment or exam in question.

Accommodations

Students with special needs as determined by the [Counseling and Career Development Center](#) must submit a letter to the instructor within the first two weeks of class (or as soon as the needs have been determined) specifying the accommodations they require.

Equal Opportunity Statement

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

UWG Copyright Statement

[See statement](#)



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Support

If you need technical assistance, please see [ITS](#). For UWG ONLINE please seek help at the following link <http://uwgonline.westga.edu/students.php> If you are having academic difficulties, please seek assistance through [Center for Academic Success](#). If you are having other difficulties, please seek assistance through [UWG Cares](#) or https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Plagiarism

[See UWG policy](#)

Student Rights and Responsibilities

[See UWG policy](#)

Work Due Policy

All assignments are due at the times specified. There is a 3-day window where assignments will be accepted with a 10pt penalty per 24 hours that they are late. After 3 days, if your assignment is still not turned in, you will receive an automatic zero.

Network Usage Policy

[See policy](#)

Important Dates

<https://www.westga.edu/uwgonline/important-dates.php>

Important Information

Please carefully review the following link:

https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. These statements are updated as federal, state, university and accreditation standards change, and you should review these standards every semester.



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Stress and Well-Being

Taking a college course “should” be difficult, in the sense that it ought to challenge you to expand your way of thinking. However, stress can overwhelm students and reach an unhealthy level. For that reason, it is important to note that students’ ‘well-being’ has priority. This is not a convenient excuse for laziness or a lack of commitment to the difficult work involved in the course. Nevertheless, if you begin to feel overwhelmed, I ask that you please come see me as soon as possible. I can help connect you to resources that will aid you in establishing a healthy balance.

This syllabus is an evolutionary document; therefore, the dates of exams, projects, etc. may be revised as the semester progresses. Thus, the dates contained in this syllabus are NOT binding. Syllabus subject to change at professor’s discretion.



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Proposed Course Outline

Week	Topic	Assignments
Week 1: January 5	Introductions and Syllabus Orientation	Please review course syllabus
Week 2: January 14	Major Paradigms in Psychology	Psychoanalysis/Behaviorism
Week 3: January 21 (Martin Luther King Holiday)	Major Paradigms in Psychology	Humanistic
Week 4: February 4	Major Paradigms in Psychology	Cognitive/Neuroscience Discussion 1
Week 5: February 11	Career Paths in Psychology Chapter 1	Read Chapter 1 and complete Quiz 1.
Week 6: February 18	Career Paths in Psychology Chapter 3	Read Chapter 3 and complete Quiz 2
Week 7: February 25	What You're Really Meant To Do Chapter 1	Read chapter 1 Discussion 2
Week 8: March 4	Midterm Project	Midterm Project
Week 9: March 11	What You're Really Meant To Do Chapter 3	Read chapter 3 Discussion 3
Week 10: March 18 (Spring Break)	Spring Break	Spring Break
Week 11: March 25	What You're Really Meant To Do Chapter 4	Read Chapter 4 Discussion 4
Week 12: April 1	Career Paths in Psychology Chapter 8	Read Chapter 8 and complete Quiz 3
Week 13: April 8	Career Paths in Psychology Chapter 12	Read chapter 12 and complete Quiz 4



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Week 14: April 15	Let Your Life Speak Chapters I, II, & V	Read Chapters I, II & V Discussion 5
Week 15: April 22	Career Paths in Psychology Chapter 15	Read chapter 15 and complete Quiz 5
Week 16: April 29	Career Paths in Psychology Chapter 16	Read chapter 16 and complete Quiz 6
Week 17: May 1	Final Project	Final Project