

University of West Georgia
Psychology as a Human Science
PSYCH 2010 – E02 Spring 2020
Asynchronous Learning - Psychology Department
University of West Georgia

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Office Hours: By appointment only

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 as a researcher

*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
- learn about the discipline of General 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: 9781433823107)

You may find these resources at the [UWG Bookstore](#)

Grades

a. 3 quizzes	40 points each (120 points)
b. 7 discussion	20 points each (140 points)
c. Midterm Project	100 points
d. Final Project	100 points
Total points possible	460 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 items as listed above under grades. There are 3 quizzes and there are 7 discussions based on the above listed texts. Finally, there is a midterm and final project which will be addressed below.

Quizzes: Three quizzes will be scheduled for this semester. The quizzes cover all materials presented in the course. You are responsible for all materials covered in the text and other assignments regardless of whether the material is discussed or not. Quizzes will consist primarily of multiple-choice questions, but may include matching, true/false, and/or short answer/essay items.

Discussion Boards: Discussion Boards (DB) are used throughout the semester as a way to create collaboration and inspire independent thinking regarding the topics being studied. The DB space will be populated with topics from the readings and or articles posted in Course Den. You are expected to respond to the topics with analytical thinking and display intelligent construction thoughts in your response. Part of your grade also depends on your response/comment to your classmates. For this course,

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you are to respond to 3 of your classmates and follow the same protocol set above. DBs will be graded using the following rubric:

a. Sentence structure	6 points
b. Analytical thought(s)	4 points
c. Theoretical grounding	4 points
d. Response to classmates	6 points
TOTAL	20 points

Midterm Project: The midterm project is designed to help you answer the question, “Who am I”? This project gives you the opportunity to investigate and identify the personhood of your-‘self’ as you navigate coming into your who are and where you fit in the world around you. Here are the questions for the assignment:

1st Paragraph: “Past”

Please explain who you are in terms of your past: childhood and teenage years. You don’t have to include every detail- just the highlights. Introduce who you were and are.

Ideas to get the ball rolling: Who or what influenced you? What were your hobbies or dreams? How was life for you? Family traditions? Big moments?

2nd Paragraph: “Present”

Please explain who you are presently.

Ideas: What are your dreams and aspirations? Where do you work? Family life now? Classes you are taking?

3rd Paragraph: “Future”

Please explain what your future goals are, who you hope to be (and steps that you are taking to get there), and anything else that helps us know more of who you want to become, personally as well as professionally.

Please follow APA guidelines for this assignment: 12-point font, double spaced and Times Roman for the text. Be sure to include in the header (name, date, and class) and for the title of your paper, “Who Am I” along with your last name. You will upload your final document to the drop box in Course Den by the date listed on the syllabus.

Final Project: This project is broken up into two required parts, Part A and Part B.

Part A - Look for someone who is currently in your “dream job” and ask to interview them. I want this to be a face to face conversation. If that absolutely can’t happen, you may call them or Skype/Facetime them. No emailed conversations. Have a conversation about these 10 questions and free to add on more if you so wish:

1. How do you feel about being interviewed? What are you hoping that I will gain from our time together? Any hesitations?
2. What are your biggest accomplishments- whether personally or professionally?
3. What educational/professional steps did you take to arrive at the vocational place where you are today?
4. What is your drive/motive/value(s) in life?
5. What advice would give to someone who wanted to follow in your footsteps? Especially to college age students like me?
6. Now that you have a lot of experience in your chosen field, is there anything you would advise me to look for or be more aware of?

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7. Who was your role model growing up? What did you like best about them? How did they help/guide you?
8. How have you learned to love what you do as a _____? Any dislikes?
9. Does your vocation/ job/ career in any way relate to Psychology? If so, how?
10. Has your "vocation" changed you as a person? What do you notice now compared to before you started?
11. What/ Who keeps you going when days are hard or challenging?
12. If you couldn't be in this profession, what else would you choose to do and why?
13. Now that we have concluded this interview, how was it for you? Anything else you wish I would have asked or didn't know to ask that could be helpful?

You will write down their answers and after you have completed the interview you will answer your portion as seen below. If their answer is short, you may write it verbatim, otherwise just paraphrase what they say (**i.e., include the main points or the gist of what was shared**). The idea is to get to know them, their profession, and their wisdom. Don't rush through the questions but spend time with them. Be sure to thank them when they are done sharing with you. They are taking time out of their busy schedules to talk with you. My hope is that this conversation will give *you* insight and direction, that you otherwise may not receive any other way. Feel free to be creative if you wish on the assignment itself. (IE: have a pretty background color or images that enhance the interview assignment—word of caution: make sure you can still see the words you typed, and it is neat and organized)

Part B: Student Portion to complete after the interview: Be detailed and write about 5-7 sentences for each question.

- a) Why did you choose this specific person to interview?
- b) What did you notice about having a face to face conversation with the person you interviewed?
- c) What did you learn through your conversation with them?
- d) How did you feel about what they said? Anything surprise you?
- e) What was one important thing that they shared with you that was helpful?
- f) Was there anything you hoped they would talk about but didn't?
- g) What will you take from this assignment, that will help you personally and professionally?
- h) Anything else you wish to add about this experience?

Technical Directions: This project is to be completed using APA format - 12-point font, double spaced, 1 inch margins, and at least 2 full pages long, if not longer. Please type up the questions and submit your answers under each one or feel free to use the questions to copy and paste onto your own document. Part B is required and should be a reflection of your experience interviewing the person as well as your main take away from the interview. You will upload your final document to the drop box in Course Den by the date listed on the syllabus.

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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’.

Missed Assignments: If you miss an assignment, and prior arrangements have not been made, you may receive a grade of F on that particular assignment or paper and this may affect your final grade in the class. If you miss an assignment due to an emergency, please contact the Psychology office at [\(678\) 839-6510](tel:6788396510) or go to Melson Room 123 as soon as possible to complete the: “**Missed Final Exam: Verification of Emergency**” form. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

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 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.

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. Click [here](#) for more information.

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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](#)

Support

If you need technical assistance, please see [ITS](#) or [UWG ONLINE](#). 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 [click here for more information](#).

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

[Click here for information](#).

Important Information

Please click [here](#) for 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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Technology

Mobile devices are part of our culture and society today. While I am a huge fan of technology, during class time please abstain from using your devices to ‘stay connected’ to the rest of the world. The time we have together is part of an invitation to share dialogue and connect with one another that is different from the connection brought about by mobile devices. Please respect the classroom environment as a space to think and interact with each other.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:
You may also visit our [website](#) for help with USG [Guidance](#):

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.

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Proposed Course Outline

Week 1: 1/4 - Introductions and Syllabus Orientation - Please review course syllabus

Week 2: 1/13 -Major Paradigms in Psychology - Read article posted in Course Den/**Discussion Board 1**

Week 3: 1/20 - Human Research in Psychology (Qualitative Research) - Read article posted in Course Den/**Discussion Board 2**

Week 4: 1/27 - Applied Research in Psychology - Read article posted in Course Den/**Discussion Board 3**

Week 5: 2/3 - Career Paths in Psychology: Chapter 1 – Psychologists in University Departments of Psychology or Psychological Science

Week 6: 2/10 - Career Paths in Psychology: Chapter 8 – Clinical Psychologist in Independent Practice - **Complete Quiz 1**

Week 7: 2/17 - What You're Really Meant to Do: Chapter's 1 & 2/**Discussion Board 4**

Week 8: 2/24 What You're Really Meant to Do: Chapters 3 & 4/**Discussion Board 5**

Week 9: 3/2 - MIDTERM PROJECT due 3/8@1130PM

Week 10: 3/9 - Research for final project and set up interview for final project ([see instructions above](#))

Week 11: 3/16 - SPRING BREAK

Week 12: 3/23 - Career Paths in Psychology: Chapter 12 – Counseling Psychologists - **Complete Quiz 2**

Week 13 3/30 -Let Your Life Speak: Chapters I, II, & V - **Discussion Board 6**

Week 14: 4/6 - Career Paths in Psychology: Chapter 19 – Consulting and Organizational Psychologists/Work on final project

Week 15: 4/13 - Career Paths in Psychology: Chapter 29 – School Psychologists/**Discussion Board 7**

Week 16: 4/20 - Work on Final Project

Week 17: 4/27 - Work on Final Project

Week 18: 5/4 - Final Project Due 5/4@1130PM

Syllabus subject to change at the discretion of the instructor.