



Oglala Lakota College
Humanities and Social Science Department
Course Syllabus
Spring 2017

Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Course Number and Name: Psy 103 General Psychology

Credit Hours: 3

Class Section: 10

Class Location: Pejuta Haka College Center

Day/Time of Class: Monday 5:00 – 8:00

Instructor: Liliias Jarding

Phone/Text: 605-787-2872

Office Hours: Monday 4:00 – 5:00 and
by appointment

E-mail: ljarding@olc.edu

Required Text(s) and Materials: Myers, D. G. & DeWall, C. N. (2014). *Psychology in everyday life* (3rd ed.). New York, NY: Worth Publishers. Free online companion site with quizzes, flashcards and tutorials: <http://bcs.worthpublishers.com/pel3e>.

Prerequisite: Engl 103

Humanities and Social Science Department Vision Statement:

To produce graduates who will become leaders in their chosen field and help rebuild the Lakota nation through education.

Humanities and Social Science Department Mission Statement:

The mission of the Humanities and Social Science Department is to provide programs ensuring students have the opportunity to learn key workplace skills while integrating cultural aspects of Wolakolkiciyapi. Our programs equip students with:

- verbal, written, and visual communications skills,
- the background necessary for competent and ethical government administration,
- the ability to think critically, and
- a general knowledge in humanities and social science content areas.

Course Description:

This course introduces students to psychology, the study of human thought and behavior. While psychology is most often associated with clinical issues (e.g., mental disorders and therapies), this makes up only a small portion of the field. Other topics discussed include motivation and emotion, learning and memory, perception, and how we are influenced by others.

Course Goal:

Students receive an overview of the various psychological sub-disciplines including their contributions to understanding human thought and behavior.

Course Rationale:

This is a survey course of the broad field of psychology, the study of human thought and behavior. It will provide you with a basis of knowledge that you can apply in diverse areas, such as knowledge about how our memory works and how children’s thinking abilities develop, and skills like critical thinking and use of scholarly materials that you can apply in diverse areas. This course is a general education requirement for various degree programs and can be used as social science elective.

Outcome Alignment:

This section shows you what you will be able to do at the end of this course (Course Learning Outcomes CLOs) and how this course will help you reach OLC’s General Education Outcomes (GEOs), which describe the skills and knowledge that OLC would like all graduates regardless of their major to have acquired, as well as the Program Learning Outcomes (PLOs) of the BA in Social Science program.

Course Student Learning Outcomes (CLOs)	GEOs	PLOs
CLO 1: Compare the major theoretical perspectives in psychology	GEO 5	PLO 2, 7
CLO 2: Explain and apply major concepts and research findings of the study of human thought and behavior	GEOs 5, 7	PLO 1, 2, 7
CLO 3: Evaluate information on human thought and behavior using critical thinking	GEO 6	PLOs 1, 2, 7
CLO 4: Relate the acquired knowledge to your own experience, culture and values (Wolakolkiciyapi)	GEOs 1, 10	PLO 1, 2, 7

Oglala Lakota College General Education Outcomes (GEOs):

- GEO 1: Apply cultural values in a learning atmosphere.
- GEO 2: Communicate effectively in writing using both Lakota and English.
- GEO 3: Demonstrate oral communication skills in both Lakota and English.
- GEO 4: Apply quantitative analytical skills.
- GEO 5: Examine concepts and theories across multiple contexts and disciplines.
- GEO 6: Critically review resource material.
- GEO 7: Develop ideas to address contemporary issues.
- GEO 8: Critically examine sovereignty.
- GEO 9: Demonstrate proficiency in the use of standard computer technologies.
- GEO 10: Examine the importance of diversity.
- GEO 11: Examine the contexts of Lakota social organizations, communities and global networks.

BA in Leadership and Communications – Social Science Emphasis Learning Outcomes (PLOs):

Students who complete this degree will be able to:

- PLO 1: Use the interpersonal, engagement, and organizational skills necessary to be effective leaders in harmony with Wolakota
- PLO 2: Interpret the historical, intercultural, and international contexts of diverse human experience, with a focus on impacts on tribal governance
- PLO 3: Develop and evaluate policies and programs, with an emphasis on sovereignty and nation building
- PLO 4: Interpret organizational processes and interactions, and their influences on communities
- PLO 5: Conduct research using a variety of social science methodologies
- PLO 6: Articulate the ethical implications of government leadership
- PLO 7: Demonstrate effective written and oral communication skills at the professional level in ways that are appropriate to Lakota culture

Instructional Methodology:

You will reach the course learning outcomes by participating in class and by completing short papers and examinations.

Lakota Perspective:

This course stresses **Wolakolkiciyapi** of “learning Lakota ways of life in the community.” This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude – wowalitake) and willingness to

learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery – woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.

Homework:

Oglala Lakota College follows the Carnegie model for required out of class work requirements. This means that for this 3-credit course, you should expect spending approximately six hours per week working on assignments outside the classroom.

Assessment:

I will assess whether you have reached the course learning outcomes in the final examination. More importantly, I will assess whether you are on track of reaching the outcomes by the worksheets, short assignments, class participation, one-minute papers, and midterm examination. This will allow me to adjust the course if needed.

Assignments:

Description of Assignment – What?	Rationale – Why?	Weight of Assignment
<p><i>In-Class Participation</i> It is expected that you actively participate in this course by asking questions, contributing to discussions, responding to my questions and participating in group activities.</p> <p>Texting, talking to your neighbor, walking in and out of class while we are in session, or not being present for the whole class are some examples of behaviors that will lead to a reduction in your grade.</p>	<p>Students learn better when they are actively involved in the class instead of just listening passively to lectures:</p> <ul style="list-style-type: none"> - Asking questions when something is unclear will help you understand the material better and it will also help your classmates who might have the same question. - Applying the course content to your own life will not only help you gain deeper understanding, it will also help you memorize the information (this is called self-reference effect and will be covered when we talk about memory). <p>Course Learning Outcome (CLO) alignment: 1, 2, 3, 4 General Education Outcome (GEO) alignment: 3, 5, 7, 10 Program Learning Outcome (PLO) alignment: 2, 4</p>	<p>There will be four class participation grades throughout the semester. Each class participation grade is worth 25 points.</p> <p>TOTAL: 100 points (20%)</p>
<p><i>Worksheets</i> Each week you will receive a worksheet on the reading assignment for the following week. Complete the worksheet while you read the chapter and have it ready <u>at the beginning</u> of class (later submissions are not graded).</p>	<p>Completing the worksheets will help you understand and memorize the content better, and they are an excellent preparation for in-class participation as well as for the quizzes and exams. In addition, you will be allowed to use the worksheets during the essay parts of the exams.</p> <p>CLO alignment: 1, 2, 4 GEO alignment: 5, 6, 7 PLO alignment: 2, 4</p>	<p>Each of the worksheets is worth 10 points.</p> <p>TOTAL: 130 points (26%)</p>
<p><i>One-Minute Papers</i> At the end of each lesson, respond to two questions: 1. What was the most interesting topic today? 2. What was the most unclear topic today?</p> <p>Each absence or incomplete attendance leads to a loss of the points for this assignment.</p>	<p>Your responses to the first question allow me to gear the remaining classes toward your interests. The answers to the second question will let me know which topics I need to go over again.</p>	<p>Each paper is worth 5 points.</p> <p>TOTAL: 60 points (12%)</p>
<p><i>Short Assignments</i> You will be asked to complete 4 short assignments:</p> <ul style="list-style-type: none"> - Library Databases Exercise – due Week 4 - Article Review – due Week 6 - Life Skills Exercise – due Week 10 - Video Report – due Week 13 	<p>These assignments are meant to give you experience in tasks that you will have to complete for other courses in the future and to give you an opportunity to use psychology to help you be successful.</p> <p>CLO alignment: 2, 3, 4 GEO alignment: 1, 2, 5, 6, 7, 9 PLO alignment: 2, 4</p>	<p>Each of the four assignments is worth 25 points.</p> <p>TOTAL: 100 points (20%)</p>

<p>Midterm Exam (Week 8) The midterm will consist of multiple choice and short answer questions and essay tasks. You will not be allowed to use your book but you may use your notes and worksheets for the essay tasks. The midterm exam covers the content of weeks 1-7.</p> <p>Completing the midterm after week 8 will only be allowed when the week 8 absence was caused by documented extenuating circumstances, and the exam grade will be reduced by 20%.</p>	<p>Psychology is a requirement for many degree programs. As such, some of your other courses will rely on you having acquired knowledge about how the mind works and why people behave in a certain way. Having to complete exams will encourage you to study the material and therefore retain it in your long-term memory. Dividing up the content by having a midterm and a final exam will make the amount of material that you need to study more manageable.</p>	<p>50 points (10%)</p>
<p>Final Exam (Week 15) The final will consist of multiple choice and short answer questions and essay tasks. You will not be allowed to use your book but you may use your notes and worksheets for the essay tasks. The final exam will focus on the content covered in weeks 9-14 but there will be some questions on weeks 1-7.</p> <p>The final exam must be taken on the day it is assigned. Students may not make up the final exam.</p>	<p>CLO alignment: 1, 2, 4 GEO alignment: 2, 5, 7 PLO alignment: 2, 4</p>	<p>60 points (12%)</p>
<p>TOTAL</p>		<p>500 points (100%)</p>

Grading Scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

0% - 59% = F

Note: BA in Social Science or Leadership and Communications majors need to earn at least a C in this course!

A = Superior Quality Work: Mastery of course content at the highest level of attainment. The grade A indicates a student shows comprehensive knowledge and understanding of the subject matter. The student has demonstrated outstanding promise in discipline under study by scoring 90% or higher on course assignments.

B = Good Quality Work: Strong performance at a high level of attainment. The grade B indicates a student shows moderately broad knowledge and solid understanding of the subject matter. The student has demonstrated promise in the discipline under study by scoring 80-89% on course assignments.

C = Satisfactory Quality Work: Adequate, but not solid, level of attainment of course content. The grade C indicates a student shows reasonable knowledge and understanding of subject matter. By scoring 70-79% on course assignments, the student may continue to study in the discipline with reasonable hope of continued progress.

D = Marginal Quality Work: Minimal level of attainment of course content. The grade D indicates a student shows minimal knowledge and understanding of subject matter. By Scoring 60-69% on course assignments, the student has not demonstrated prospective growth in the discipline.

F = Unacceptable: Almost no attainment of course content. The grade F indicates a student shows an unacceptable low level of knowledge and understanding of subject matter. By scoring 59% or below, the student has not demonstrated the growth necessary for further study in the discipline.

Oglala Lakota College Policies:

http://www.olg.edu/local_links/registrar/docs/student_handbook.pdf

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. Summaries of the most relevant policies regarding this course are summarized below but it is recommended that students review the full policies in the Handbook.

Disability Policy (85-600)

Oglala Lakota College recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations and/or referrals once the disability is adequately documented. While OLC's legal obligations only extend to disabilities of a substantial and long-term nature, it is also the College's practice to honor reasonable requests for accommodations and/or referrals for temporary disabilities such as physical injury, illness, or complicated pregnancy. The purpose of the provided accommodations is to ensure students with disabilities equal access to education.

Student's Responsibility: It is the responsibility of the student to make his or her disability and needs known in a timely fashion by submitting an application for service to the Coordinator of Student Affairs and to provide appropriate documentation and evaluations to support the accommodations the student requests. The student should also notify instructors at the beginning of the semester.

Please contact the Coordinator of Student Affairs at 455-6083 if you have any questions regarding the application for service process including what documentation is needed and contact information for evaluation services.

Academic Freedom (76-100)

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations.

Academic Dishonesty (76-300)

Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination

rules. A student may be expelled and barred from further classes upon proof in a hearing set up by the Vice President for Instruction.

Dropping / Adding Courses (81-300)

If a student discontinues a subject and fails to allow the prescribed procedure for dropping a course, it may be recorded on his/her permanent record as an "F." It is the student's responsibility to verify that their online schedule shows that the course is officially dropped.

If a class is dropped after the second week, the student will be liable for the total cost of the tuition.

Attendance Policy (81-350)

If a student wishes to be excused from a class, it is the student's responsibility to clear the absence with the instructor. At that time the student must arrange for a make-up assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within one week of the absence. Once the make-up assignment is completed, the instructor may change the absent to present depending on the circumstance and quality of work. This will only apply to no more than two absences.

A student will be dropped from a course after three consecutive absences or after five total absences by the Registrar.

Tardiness Policy (81-370)

A student shall be considered tardy for class, if he/she arrives late for class, but during the first hour of the class. A student arriving later than this may be marked absent.

If an instructor is late for a class, students must wait for one-half hour. After this time, the class will be considered cancelled for that week and must be made up.

Standards of Conduct (86-300)

OLC students will abide by the standards of conduct while on college premises. Every student has the right to a safe learning environment. To ensure this safety, acts of misconduct are subject to disciplinary action. Acts of misconduct include a) any actual or threatened physical violence; b) gross disorderly conduct; c) verbal abuse or harassment; d) vandalism of OLC premises; e) attending classes under the influence of alcohol or drugs; f) failure to properly supervise children on college premises; g) any other student conduct that causes a disruption in classes or business transactions on college premises; and h) failure to abide by the College's Gun-free/Weapon-free Policy.

Computer Account and Network Policy (93-500)

Oglala Lakota College network access may be used to improve learning and teaching consistent with the educational mission of OLC. OLC expects legal, ethical and efficient use of the network. All OLC network account usage is subject to examination or investigation as needed without prior notification or consent of the user. The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.

Forgery of e-mail messages, reading, deleting, copying, or modifying the e-mail of other users, and sending unsolicited junk e-mail or e-mail chain letters are prohibited.

Humanities and Social Science Departmental Policies

Department Plagiarism Policy

Plagiarism (copying the work of others, or using the work of others without proper citations) and all other forms of cheating will not be tolerated and can lead to a failing grade or expulsion from the college. Although students are highly encouraged to work with other students, they are expected to submit work that is completed individually. Abrupt changes in the writing tone or tempo through the course of a paper, or two or more papers that sound suspiciously alike, are all it takes to begin an investigation that can have very severe consequences.

Oftentimes students plagiarize without intending to do so. It is never acceptable to simply cut and paste text from another source into your papers without proper citation. You need to cite authors not only when you use their exact words, but also when you paraphrase them or even just refer to their ideas. If you use more than 60% of an author's exact words, you must cite the page number. If you work with others, be sure that your papers are not word for word. Be careful. You are strongly encouraged to share rough drafts of your written work with your instructor prior to the respective due dates. Use citation guides to help you properly cite sources and ask your instructor for guidance.

Department E-mail Policy

Students should check their OLC e-mail accounts at least twice a week for announcements. Faculty should check their email at least once per day each week day and at the beginning of the day Monday, and end of the day Friday.

Department Attendance Policy

To clarify some of the situations that may arise and to maintain fair and consistent guidelines for students, the Humanities and Social Science Department has enacted the following additional policies:

- Students are required to be in the classroom for a minimum of two hours to be counted present.
- Students who arrive fifteen or more minutes late will be considered tardy, not absent.
- If a student is tardy three times, the instructor may choose to count the student as absent. The instructor will maintain clear records of student attendance times on a weekly basis and include this policy in the course syllabus. Additionally, absences resulting from tardies cannot be made up.
- Make-up work **MUST** require assignments and activities equivalent to attending class, which is to say, the make-up work (work in addition to regular homework) must take the average student about three hours to complete.
- Make-up assignments must pertain to the topics covered during the missed class session.
- Instructors are not required to allow students to make-up absences. The decision to allow a student to make up a class should be based on what works for that course or specific week's content. General make-up guidelines will be included in the syllabus.
- The student will complete the make-up assignment(s) independently, outside of class sessions. If the student needs individual help, this should occur during the office hour, not during class time.
- The instructor is responsible for completing a drop form for students who have missed three classes in a row or five scattered classes.
- The instructor is responsible for submitting Early Alerts for students who have attendance issues.

Department Policy on Midterm Grades

Assignments that are due before or by Week Eight **will not be accepted after class time in Week Eight**. All work turned in by Week Eight will be counted toward a student's midterm grade in Jenzabar. Students who are earning a D or an F in the course at that time will be considered "failing" for purposes of midterm grades.

Instructor Policies

Online Materials

Course materials are available online in Dr. Jarding's webfolder. The webfolder address is www.olg.edu/~ljarding/webfolder/. To access a document in the webfolder, go to the url and click on the name of your course. Then click on the name of the document you wish to view. Use a left click to view and read the document online. To print the reading, you must download the reading to your own computer or flash drive -- **right**-click the file name and choose the "Save As" option.

Needed Supplies

Students will need to use a notebook for class notes and assignments. **All assignments are to be typed**, except those completed during class. Please use a black or blue pen for in-class assignments. If you need a pen, just ask for one. Bring the reading materials that are being covered to class each week.

E-Mail Policy

Students are responsible for all information sent to them via e-mail and for access to their e-mail account throughout the semester. Faculty will communicate with students only through OLC e-mail accounts.

Expectations

Being respectful in this class includes:

- Students and instructor arrive on time and stay through the whole class period.
- If students or instructor cannot come to class, they let each other know in advance
- Students pay attention when another student or the instructor is talking (including **no cell phones, texting, side conversations, laptops**, etc.). Cell phones must be left in the car or turned all the way off and placed in a bag or pocket, in line with College Center and instructor policies.
- The instructor will value the students' contributions
- The instructor will incorporate a Lakota perspective as much as possible
- Students and the instructor will **be prepared for each class session**, so that class time can be used as productively as possible
- The Social Sciences focus on valuing different interpretations of information. Students are strongly encouraged to develop and voice their own opinions, and students and the instructor will respect all opinions.

Attendance and Make-Up Policy

Students who miss more than an hour of class -- who arrive more than an hour late, or leave more than an hour before class ends, or miss an hour total -- will be counted as absent.

A student has one week to turn in documentation for an absence. Documentation is required if a student misses a test or other in-class assignment and wants to take it at a later date. See your instructor for information on what type of documentation is required. No make-ups can be scheduled for the final examination. The final examination will only be given on the date listed on the syllabus.

Grade Change and Incomplete Policies

No work is accepted after the grades are submitted, and **grades will not be changed after they are submitted**. The instructor does not give any incompletes.

Academic Integrity

Students are expected to avoid both the act and the appearance of plagiarism, cheating, and academic dishonesty, as defined above. Exams and assignments must be your own work. Proper APA form citation must be used for **any information or concepts** that are taken from another author. The instructor will return work to

the student without grading it, if proper citation is not provided in both the body of the paper (in-text citation) and the Reference List.

Unintentional plagiarism is just as unacceptable as intentional plagiarism. It is **never okay** to cut and paste text from another source into your paper without proper citation. Students need to cite authors not only when they use another author’s exact words, but also when they paraphrase or just refer to someone else’s ideas.

Satisfactory Academic Progress

Please see the Satisfactory Academic Progress Policy in your OLC Handbook. It is important for you to be aware of these requirements to receive Financial Aid. Among other things, dropping a class after the second week of the course or dropping all your courses for a semester impacts your financial aid.

Course Outline and Assignments

<i>Date</i>	<i>Session Topics / Lesson Outcomes / Alignment with Course Learning Outcomes</i>	<i>Assignments</i>
Oko Wanci January 16, 2017	Introduction to Psychology <ul style="list-style-type: none"> Define psychology (CLO 2) Discuss how psychology’s focus has changed over time (CLO 1) Describe psychology’s current perspectives (CLO 1) Identify four big ideas that run throughout psychology (CLO 2) Explain how psychological principles can help students learn and remember (CLOs 2, 4) 	<ul style="list-style-type: none"> Complete one-minute paper in class
Oko Nunpa January 23, 2017	Research Methods <ul style="list-style-type: none"> Compare and contrast the use of case studies, naturalistic observations, and surveys to observe and describe behavior and explain the importance of random sampling (CLOs 2, 3) Describe correlations and explain how they can lead to prediction but not cause-effect explanation (CLOs 2, 3) Describe how experiments clarify or reveal cause-effect relationships (CLOs 2, 3) Identify the ethical guidelines that safeguard human and animal research participants (CLOs 2, 3) 	<ul style="list-style-type: none"> Read chapter 1 prior to class. You should focus on the following sections: 1-1 1-2 1-3 1-6 1-7 1-8 1-9 1-11 1-12 1-13 Complete Worksheet 1 prior to class Complete one-minute paper in class
Oko Yamni January 30, 2017	Biology of the Mind and Consciousness <ul style="list-style-type: none"> Describe how neurotransmitters affect our mood and behavior (CLO 2) Define consciousness, and explain how selective attention directs our perceptions (CLO 2) Discuss how sleep loss affects us, and identify the major sleep disorder (CLO 2) Describe substance use disorders, and explain the role that tolerance, withdrawal, and addiction play in these disorders (CLO 2) Describe how depressants, stimulants, and hallucinogens influence neural activity and behavior (CLO 2) Discuss substance abuse in the local context (CLO 4) 	<ul style="list-style-type: none"> Read chapter 2 and pp. 381-388 of chapter 13 prior to class. You should focus on the following sections: 2-1 2-3 2-4 2-14 2-15 2-17 13-9 13-10 13-11 13-12 Complete Worksheet 2 prior to class Complete one-minute paper in class

<p>Oko Topa</p> <p>February 6, 2017</p>	<p>Developing Through the Life Span</p> <ul style="list-style-type: none"> • Describe how the brain and motor abilities develop during infancy and childhood (CLO 2) • Describe how a child’s mind develops from the perspectives of Piaget, Vygotsky, and today’s researchers (CLO 2) • Describe how attachment bonds form between caregivers and infants and explain why secure and insecure attachments matter (CLO 2) • Describe three parenting styles, and explain how children’s traits relate to them (CLO 2) • Apply developmental psychology to the local context (CLO 4) 	<ul style="list-style-type: none"> • Turn in Library Databases Exercise in class. • Read chapter 3 prior to class. You should focus on the following sections: 3-6 3-7 3-8 3-9 3-10 • Complete Worksheet 3 prior to class. • Complete one-minute paper in class.
<p>Oko Zaptan</p> <p>February 13, 2017</p>	<p>Sensation and Perception</p> <ul style="list-style-type: none"> • Define sensation and perception, and explain what we mean by bottom-up and top-down processing (CLO 2) • Identify the three steps that are basic to all our sensory systems and illustrate them using the vision process (CLO 2) • Explain how our expectations, assumptions, contexts, motivations and emotions affect our perceptions (CLO 2) • Explain how we use binocular and monocular cues to perceive depth (CLO 2) • Describe what influences our perception of pain and explain how we can treat pain (CLO 2) • Discuss how our senses interact (CLO 2) 	<ul style="list-style-type: none"> • Read chapter 5 prior to class. You should focus on the following sections: 5-1 5-2 5-5 5-6 5-8 5-9 5-12 5-18 5-21 • Complete Worksheet 4 prior to class. • Complete one-minute paper in class.
<p>Oko Sakpe</p> <p>February 20, 2017</p>	<p>Learning and Memory I</p> <ul style="list-style-type: none"> • Define classical conditioning and explain how it is/can be applied (CLOs 2, 4) • Define operant conditioning and explain how it is/can be applied (CLOs 2, 4) • Discuss how observational learning differs from associative learning and how it is/can be applied (CLOs 2, 4) • Describe the three-stage information-processing model (CLO 2) • Distinguish between explicit and implicit memories (CLO 2) 	<ul style="list-style-type: none"> • Turn in Article Review in class. • Read chapter 6 and pp. 193-196 of chapter 7 prior to class. You should focus on the following sections: 6-1 6-2 6-4 6-5 6-9 6-12 6-13 7-1 7-2 7-3 7-4 • Complete Worksheet 5 prior to class. • Complete one-minute paper in class

<p>Oko Sakowin</p> <p>February 27, 2017</p>	<p>Memory II and Thinking</p> <ul style="list-style-type: none"> Describe the effortful processing methods that help us remember new information (CLO 2) Describe how context impacts memory retrieval (CLO 2) Explain why we forget (CLO 2) Explain how misinformation, imagination, and source amnesia influence our memory construction (CLO 2) Describe the strategies that help us solve problems, and identify the tendencies that work against us (CLO 2) Explain what is meant by intuition, and describe how availability heuristic, overconfidence, belief perseverance, and framing influence our decisions and judgments (CLO 2) 	<ul style="list-style-type: none"> Read chapter 7 pp. 197-214 and chapter 8 pp. 219-225 prior to class. You should focus on the following sections: 7-7 7-8 7-15 7-16 7-17 7-19 8-2 8-3 Complete Worksheet 6 prior to class. Complete one-minute paper in class.
<p>Oko Saglogan</p> <p>March 6, 2017</p>	<p>Midterm Exam</p> <ul style="list-style-type: none"> Demonstrate having reached the outcomes of weeks 1-7 in the Midterm Exam (CLOs 1, 2, 4) 	<ul style="list-style-type: none"> Complete the Midterm Exam on the content of weeks 1-7 in class. Assignments due before or on this date will not be accepted after this date.
<p>Oko Napcinyunka</p> <p>March 13, 2017</p> <p>No Class March 20 – Spring Break</p>	<p>Intelligence, Motivation and Emotion</p> <ul style="list-style-type: none"> Explain Gardner’s and Sternberg’s theories of intelligence, and discuss the criticisms they have faced (CLO 2) Describe when and why intelligence tests were created, and discuss how today’s tests differ from early intelligence tests (CLO 2) Define motivation, and identify three key perspectives that help us understand motivated behaviors (CLO 2) Describe how facial expressions are influenced by and influence our feelings (CLO 2) Discuss motivation and emotion from a Lakota perspective (CLO 4) 	<ul style="list-style-type: none"> Read pp. 235-250 of chapter 8 and chapter 9 prior to class. You should focus on the following sections: 8-11 8-12 8-14 9-1 9-11 9-12 9-13 Complete Worksheet 7 prior to class. Complete one-minute paper in class.
<p>Oko Wikcemna</p> <p>March 27, 2017</p>	<p>Stress, Health, and Human Flourishing</p> <ul style="list-style-type: none"> Define stress and identify the three main types of stressors (CLOs 2, 4) Compare problem-focused and emotion-focused ways of coping with stress (CLO 2) Describe the factors that influence stress and health (CLO 2) Identify the causes and consequences of happiness (CLO 2) Research traditional Lakota ways of dealing with stress (CLO 4) 	<ul style="list-style-type: none"> Turn in Life Skills Exercise Read chapter 10 prior to class. You should focus on the following sections: 10-1 10-3 10-5 10-6 10-7 10-8 10-9 10-10 10-12 Complete Worksheet 8 prior to class. Complete one-minute paper in class.
<p>Oko Ake Wanci</p> <p>April 3, 2017</p>	<p>Personality</p> <ul style="list-style-type: none"> Describe Freud’s view of personality (CLO 1) Describe projective personality tests and how they are used, and discuss how they are criticized (CLOs 1, 3) Describe how humanistic psychologists view personality (CLO 1) 	<ul style="list-style-type: none"> Read chapter 11 prior to class. You should focus on the following sections: 11-1 11-2 11-4 11-6 11-9 11-12 11-13 11-14 11-15 11-16 11-20

	<ul style="list-style-type: none"> • Explain how psychologists use traits to describe personality (CLO 1) • Discuss personality inventories (CLOs 1, 3, 4) • Describe how social-cognitive theorists view personality (CLO 1) • Describe how culture influences personality (CLOs 1, 4) 	<ul style="list-style-type: none"> • Complete Worksheet 9 prior to class. • Complete one-minute paper in class.
Oko Ake Nunpa April 10, 2017	Social Psychology <ul style="list-style-type: none"> • Define attitude, and discuss how attitudes and actions affect each other (CLOs 2, 4) • Explain how the experiments on conformity and obedience reveal the power of social influence (CLOs 2, 3, 4) • Describe how the presence of others influences our actions (CLOs 2, 4) • Explain how group interaction can lead to group polarization and groupthink (CLOs 2, 4) 	<ul style="list-style-type: none"> • Read chapter 12 prior to class. You should focus on the following sections: 12-1 12-2 12-3 12-4 12-5 12-6 12-7 • Complete Worksheet 10 prior to class. • Complete one-minute paper in class.
Oko Ake Yamni April 17, 2017	Psychological Disorders <ul style="list-style-type: none"> • Discuss how we draw the line between normal behavior and psychological disorder (CLO 2) • Explain how the biopsychosocial approach looks at psychological disorders (CLOs 2, 3, 4) • Identify and describe the main anxiety disorders, and describe how anxiety disorders differ from the ordinary worries (CLO 2) • Identify and describe the main mood disorders (CLO 2) • Describe the patterns of thinking, perceiving, and feeling that characterize schizophrenia (CLO 2) 	<ul style="list-style-type: none"> • Turn in Video Report in class. • Read chapter 13 prior to class. You should focus on the following sections: 13-1 13-3 13-4 13-5 13-6 13-7 13-8 13-14 13-15 13-16 13-17 13-18 13-19 • Complete Worksheet 11 prior to class. • Complete one-minute paper in class.
Oko Ake Topa April 24, 2017	Therapy <ul style="list-style-type: none"> • Explain how psychotherapy and the biomedical therapies differ (CLOs 1, 2) • Discuss the goals and techniques of psychoanalysis (CLOs 1, 2) • Identify the basic themes of humanistic therapy, and describe the goals and techniques of Rogers' client-centered approach (CLOs 1, 2) • Describe behavior therapy and identify various behavioral approaches to therapy (CLOs 1, 2) • Discuss the goals and techniques of the cognitive therapies and of cognitive-behavioral therapy (CLOs 1, 2) • Describe methods of biomedical therapy (CLO 2) • Discuss therapies of mental disorders from a Lakota perspective (CLOs 3, 4) 	<ul style="list-style-type: none"> • Read chapter 14 prior to class. You should focus on the following sections: 14-1 14-2 14-3 14-4 14-5 14-6 14-11 14-13 14-14 14-15 • Complete Worksheet 12 prior to class. • Complete one-minute paper in class.
Oko Ake Zaptan May 1, 2017	Final Exam <ul style="list-style-type: none"> • Demonstrate having reached the course learning outcomes in the Final Exam (CLOs 1, 2, 4) 	<ul style="list-style-type: none"> • Complete Final Exam in class.

Early Alert System

The Enrollment Management Program of Oglala Lakota College has an Early Alert System in place to provide support for students. This system will be utilized by the instructor to report concerns regarding attendance, missing assignments, or any other matters that may impact the student's ability to successfully complete the course.

Disclaimer

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

COLLEGE STUDY SKILLS FOR THE SOCIAL SCIENCES

TIME MANAGEMENT

Remember that being a successful college student takes just as much time as having a job. Being a student is your “job” during your college years.

This means you must plan time for reading, test preparation, classes, and writing. Put study time, classes, and due dates on your calendar. Spend hours at it every – or almost every -- day.

If you have children and a job, you can still be an excellent student. You just have to be more focused and more organized. You may have to study after your kids to go bed at night or in the morning before they wake up – or both.

Some other suggestions for doing well in school when you are a parent are:

- Just plan to be somewhat sleep deprived during weekdays. Plan time each weekend to sleep in a bit. But don’t get so sleep deprived that you can’t function well.
- Being a full-time student and a parent is hard work. Expect that.
- Combine time with your children with other activities. For a few examples:
 - ride bicycles or take walks with your kids and combine kid time with exercise.
 - have your children help you make meals.
 - help them pick up their toys and clothes.
 - if you live where there’s a library, take them to the library and study while they read, take part in a library activity, or watch videos.
 - take them with you to visit the elders in your life.
- Teach your children to do household tasks. Older kids can do more, of course. But remember that your kids need free time, too.

Ask for your friends’ support in reaching your goals when you can’t talk for an hour or watch a movie until 10:00.

If necessary to finish studying, don’t answer the phone. Let texts and e-mails pile up and respond just a couple times a day, rather than having constant distractions.

You’ll have to minimize your social activities during the school year. This includes time on social media. If you don’t already have one, develop a circle of support – people who support you in going to college. Spend your social time with these people.

READING

Finish the reading a day before class meets. This is proven to allow information to “sink in.”

Choose a quiet place that has adequate lighting. If this is not available at home, read in the OLC library or another good location. Another option is to adjust your hours and read when others in the household are asleep.

Skim the material before you start reading. Look at headings, photos and captions, maps, and study questions. This gives you a “feel” for the material.

Underline, highlight, or take reading notes as you go. You won’t understand the material by just reading it through once.

Look at the definitions of terms that are provided in the textbook. Keep a dictionary or www.diction-ary.com handy for words that are not defined in the textbook. Understanding the words in a reading is necessary to understanding the reading.

Think about the question “What are the main points of the reading?”

Review your notes or underlining just before class.

CLASS TIME

Come to class prepared, as described above.

Take notes in class, including notes on videos and discussions.

Participate in class and group discussions.

Check your notes right after class to be sure they’re complete. Fill in any gaps while the information is fresh in your mind.

STUDYING FOR TESTS

If you study well in a group, form a study group about a week before the test.

Start studying for an exam at least three days ahead of time. Don’t “cram,” as this is not an effective way to learn material.

Review your reading notes or underlining, definitions, and classroom notes.

Write out key definitions. Use flash cards, if you want.

Write out a short summary of the material that will be covered on the test – from memory, as much as you can. Go back over your notes and see if your summary is complete. Fill in any gaps. Writing information down helps to cement it in your brain.

Reserve a half hour before the test for a last-minute review of your summary, notes, and definitions.

EVALUATION RUBRIC FOR CLASSROOM ACTIVITIES
POSSIBLE POINTS: 100 (EACH QUARTER OF COURSE WORTH 25 POINTS)

	HIGH QUALITY	POINTS	MEDIUM QUALITY	POINTS	LOW QUALITY	POINTS
DEMONSTRATES RESPECT	Student encourages healthy classroom atmosphere by demonstrating respect for others, providing appropriate humor, and supporting others.	10	Student is disrespectful by interrupting others; by lacking respect for others' opinions; by showing up late or leaving early without informing instructor; by working on electronic equipment.	7-9	Student is disrespectful in multiple ways or multiple times.	0-6
PARTICIPATION	Student volunteers to answer questions, asks questions, provides relevant information, and takes an active role in group activities.	10	Student is responsive when called upon in class, but is not always prepared. Student rarely volunteers to answer questions; sometimes responds in a manner that is not clearly relevant to the question; and/or volunteers information disproportionately often.	5-9	Student does not participate in class discussion. Student is seldom prepared. Student discourages healthy classroom atmosphere by using humor as a distraction.	0-4
CRITICAL THINKING	Student's participation includes good insight into the material – such as drawing inferences, tying information from	4-6	Student occasionally demonstrates critical thinking skills.	2-4	Student does not demonstrate critical thinking.	0

	different sources together, and providing relevant alternatives -- and/or student shares relevant personal experiences.					
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