

# Grants Collection

College of Coastal Georgia



UNIVERSITY SYSTEM  
OF GEORGIA



Brian Pope and Lisa McNeal

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# Introduction to Psychology

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## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project's aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.



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# Initial Proposal

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## Application Details

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### Manage Application: ALG Textbook Transformation Grants

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**Award Cycle:** Round 6

**Internal Submission Deadline:** Monday, August 1, 2016

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**Application Title:** 242

**Application ID:** #001138

**Submitter First Name:** Brian

**Submitter Last Name:** Pope

**Submitter Title:** Professor of Psychology and Chair,  
Department of Social Sciences

**Submitter Email Address:** bpope@ccga.edu

**Submitter Phone Number:** 912-279-2883

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Brian

**Applicant Last Name:** Pope

**Co-Applicant Name(s):** Lisa McNeal

**Applicant Email Address:** lmcneal@ccga.edu

**Applicant Phone Number:** 912-279-4505

**Primary Appointment Title:** Director of e-Learning

**Institution Name(s):** College of Coastal Georgia

**Submission Date:** Monday, August 1, 2016

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

1. Brian Pope, Professor of Psychology, bpope@ccga.edu

2. Lisa McNeal, Director of e-Learning, lmcneal@ccga.edu

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

Tracy Pellett, Vice President for Academic Affairs, College of Coastal Georgia

**Proposal Title:** 242

**Course Names, Course Numbers and Semesters Offered:**

1. PSYC 1101, Introduction to Psychology, Fall/Spring/Summer

<b>Final Semester of Instruction:</b>	Fall 2017
<b>Average Number of Students per Course Section:</b>	35
<b>Number of Course Sections Affected by Implementation in Academic Year:</b>	3
<b>Total Number of Students Affected by Implementation in Academic Year:</b>	105
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item):</b>	1. Ciccarelli, S. K., & White, J. N. (2015). Psychology (4th edition). Upper Saddle River, NJ: Pearson. Cost: \$223.20/student Required
<b>Proposal Category:</b>	OpenStax Textbooks
<b>Requested Amount of Funding:</b>	\$10,800
<b>Original per Student Cost:</b>	\$223.20
<b>Post-Proposal Projected Student Cost:</b>	\$0.00
<b>Projected Per Student Savings:</b>	223.20
<b>Projected Total Annual Student Savings:</b>	\$70,308.00

**Creation and Hosting Platforms Used ("n/a" if none):**

Desire 2 Learn (D2L)

**Project Goals:**

The primary goal of this project is two-fold: First, we wish to build on the success of the Math Department's transformation-at-scale to promote access and affordability of higher education by adopting a no-cost or low-cost alternative to the textbook currently in use for Introduction to Psychology (without compromising the quality of the text materials). Second, we wish to adapt the OpenStax text for online course delivery in a variety of formats. Initial development will be for a self-paced online PSYC 1101 (Introduction to Psychology) course. Self-paced on-line instruction will offer students the flexibility to complete course assignments and get a course

grade anywhere from two-weeks into the semester up until the course concludes in December. The course will make extensive use of recorded lecture modules, online participatory assignments, and online testing. We believe that adoption of the OpenStax textbook for this project will set the stage for future adoption for all Introduction to Psychology courses (transformation-at-scale) taught at the College of Coastal Georgia.

### **Statement of Transformation:**

Most of the students at the College of Coastal Georgia take PSYC 1101 (Introduction to Psychology) in Area E (Social Sciences Electives). With the rapid increase in the price of textbooks, the required text for this course has become a barrier to access and completion, especially for the high percentage of low-income students served by the College of Coastal Georgia, as evidenced by 82%\*\*\* of our students receiving Pell Grants.

The target of this standard scale transformation is to adopt a free, downloadable textbook (or low-cost if student chooses a printed version) for one section of PSYC 1101 (Introduction to Psychology) per semester. The textbook will be freely available on the D2L platform and each text chapter will comprise a module with associated lectures, participatory exercises, and an exam. We expect to be able to begin delivery of the course in fall 2016 and have it thoroughly enhanced with rich content (recorded lectures, interactive PowerPoints, online participatory exercises, and online exams) by fall 2017.

This project will initially target students interested in taking PSYC 1101 (Introduction to Psychology) online, but the intention is to broaden the adoption of the course (with the embedded OpenStax textbook) to other delivery models (e.g. hybrid, and on-site/face-to-face). Our goal is to facilitate flexibility of course delivery coupled with significant cost savings to students.

### **Transformation Action Plan:**

The impact of this transformation will be limited initially to one course (PSYC 1101) and one delivery model (self-paced online) but will require the concerted efforts of Dr. Brian Pope and Dr. Lisa McNeal to make the transformation successful.

Dr. Pope will oversee the project internally (e.g. record lectures and develop PowerPoints, participatory homework exercises, and exams) and align the course with the PSYC 1101 master syllabus. Dr. McNeal will facilitate web-based enhancements within D2L utilizing BlackBoard Collaborate Ultra and develop an "assessment widget" for administration of an assessment pre-test and post-test. Dr. McNeal and Dr. Pope will also develop a survey instrument to collect student demographic information and measure student satisfaction with the course and text materials.

**Quantitative & Qualitative Measures:** To measure the quantitative impact of the new text and site-developed ancillaries, we will gather numerical course grades and assessment pre-test and post-test data for comparison with PSYC 1101 sections utilizing the current text and course delivery formats. Demographic information such as age, sex, race, as well as Likert-Scale items (completely disagree - completely agree) such as "Are you satisfied with the quality of the textbook and online homework exercises for this course?", "Do you wish the instructors in your other courses would adopt open-source texts?", and "Do you think that using no-cost, open-source materials has been detrimental to this course and to your learning in this course?" Qualitative measures will include open-ended comments on end-of-course student evaluation as well as open-ended comments on the satisfaction survey.

**Timeline:**

August 2016

Prepare materials (syllabus, PowerPoint presentations, participatory exercises, recorded lecture modules, exams, and assessment widget) for start of offering on August 24.

September - November 2016

Develop additional exercises, lectures, and alternate forms of exams.

December 2016

Prepare assessment and survey data for analysis and perform initial analysis comparing the OpenStax section with matched online sections using the current text.

Prepare status report.

January - April 2017

Continue to develop exercises, lectures, and alternate forms of exams.

May 2017

Prepare assessment and survey data for analysis and perform second analysis comparing the OpenStax section with matched online sections using the current text.

Prepare report of findings from fall 2016 and spring 2017 semesters.

June - July 2017

Teach the course with all enhancements developed through the past two semesters. Analyze assessment and satisfaction survey data at the end of July.

Prepare final project report.

**Budget:**

The PSYC 1101 course referred to in this proposal will be part of Dr. Brian Pope's regular teaching load and will also be part of Dr. Lisa McNeal's duties as Director of e-Learning. The team members will receive \$400 each to cover travel expenses, plus \$5000 each for the proposal investigator and co-applicant.

**Sustainability Plan:**

The plan is to develop and deliver this course for on-line delivery in the fall, spring, and summer academic terms for the foreseeable future. Changes in content will be implemented based on student survey results and as the OpenStax Psychology text is updated. We do not expect any additional expenses to be added as all materials will be available. Assuming that students are satisfied with the OpenStax Psychology text, we will be considering a large-scale transformation for all PSYC 1101 courses taught at the College of Coastal Georgia.

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July 28, 2016

Mr. Jeff Gallant  
ALG Program Officer for Open Educational Resources  
Affordable Learning Georgia

Dear Mr. Gallant,

The College of Coastal Georgia (CCGA) is strongly supportive of Dr. Brian Pope and Dr. Lisa McNeal in their application of a Round Six Textbook Transformation Grant for a Standard-Scale Transformation from Affordable Learning Georgia.

A Round Two Textbook Transformation Grant for a Large-Scale Transformation allowed the Department of Mathematics at CCGA to successfully adopt materials from Open Stax in College Algebra, Trigonometry, Precalculus, and Statistics. This has proven to be a huge success. Drs. Pope and McNeal will continue to expand this project to provide no cost / low cost textbooks to students in the area of Psychology, which is one of the fastest growing and in high demand areas of study at CCGA. The potential savings to the students of approximately \$70,000 annually is a great reason to move ahead with this project. The expertise and passion for helping students will be the model for others at CCGA and across Georgia to follow when the project is implemented.

Many students who attend CCGA have a difficult time obtaining all of the needed materials for their classes. This will certainly be another step in the right direction to make college affordable and accessible to all Georgians.

The Office of Academic Affairs is in complete support of Dr. Pope and Dr. McNeal in their application and implementation of their Textbook Transformation Grant Proposal. If you have any questions regarding this support letter, please do not hesitate to contact me at (912) 279-5960.

Sincerely,



Dr. Tracy Pellett,  
Vice President for Academic Affairs  
Interim Vice President for Advancement  
College of Coastal Georgia  
[tpellett@ccga.edu](mailto:tpellett@ccga.edu)

# Syllabus

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**Appendix A**  
 Course Outline for PSYC 1101 60H (hybrid)  
 Summer 2017  
 Tuesdays 11:00 a.m. – 1:30 p.m.

Dates	Assignments
06/06/2017	Review Syllabus Review chapter 01 – Introduction to Psychology Video - <a href="https://youtu.be/0JG1aZL_O3s">https://youtu.be/0JG1aZL_O3s</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#01">http://www.ccgga.edu/page.cfm?p=1946#01</a> Review chapter 02 – Psychological Research Video - <a href="https://youtu.be/7UO8nBSiMQw">https://youtu.be/7UO8nBSiMQw</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#02">http://www.ccgga.edu/page.cfm?p=1946#02</a>
06/13/2017	Review chapter 03 – Biopsychology Video - <a href="http://www.ccgga.edu/page.cfm?p=1946#02">http://www.ccgga.edu/page.cfm?p=1946#02</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#03">http://www.ccgga.edu/page.cfm?p=1946#03</a> Review chapter 04 – States of Consciousness Video - <a href="https://youtu.be/ynRMHnMFC-U">https://youtu.be/ynRMHnMFC-U</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#04">http://www.ccgga.edu/page.cfm?p=1946#04</a> Review chapter 05 – Sensation and Perception Video - <a href="https://youtu.be/uMbu3YDpftc">https://youtu.be/uMbu3YDpftc</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#05">http://www.ccgga.edu/page.cfm?p=1946#05</a> <u>Due:</u> <b>Exam 01</b> covering chapters 01-02 on-line <b>Participation Exercises 01</b> (History of Psychology) and <b>02</b> (Scientific Method) on-line
06/20/2017	Review chapter 06 – Learning Video - <a href="https://youtu.be/c5RAtmh0C2A">https://youtu.be/c5RAtmh0C2A</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#06">http://www.ccgga.edu/page.cfm?p=1946#06</a> Review chapter 07 – Thinking and Intelligence Video – <a href="https://youtu.be/cg1bBAr2tZk">https://youtu.be/cg1bBAr2tZk</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#07">http://www.ccgga.edu/page.cfm?p=1946#07</a> <u>Due:</u> <b>Exam 02</b> covering chapters 03-05 on-line <b>Participation Exercises 03</b> (Neurons) and <b>04</b> (Action Potential) on-line
06/27/2017	Review chapter 08 – Memory Video - <a href="https://youtu.be/wcVkyIzO0QA">https://youtu.be/wcVkyIzO0QA</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#08">http://www.ccgga.edu/page.cfm?p=1946#08</a> Review chapter 09 – Lifespan Development Video - <a href="https://youtu.be/uMDEDyfhVnk">https://youtu.be/uMDEDyfhVnk</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#09">http://www.ccgga.edu/page.cfm?p=1946#09</a> <u>Due:</u>

	<b>Exam 03</b> covering chapters 06-07 on-line <b>Participation Exercises 05</b> (Neurotransmitters) and <b>06</b> (Tapetum Lucidum) on-line
07/11/2017	Review chapter 10 – Emotion and Motivation Video - <a href="https://youtu.be/oA1GwRZAI-E">https://youtu.be/oA1GwRZAI-E</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#10">http://www.ccgga.edu/page.cfm?p=1946#10</a> Review chapter 11 – Personality Video - <a href="https://youtu.be/wOb62-xLpKg">https://youtu.be/wOb62-xLpKg</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#11">http://www.ccgga.edu/page.cfm?p=1946#11</a> <u>Due:</u> <b>Exam 04</b> covering chapters 08-09 on-line <b>Participation Exercises 07</b> (Loftus – Misinformation Effects) and <b>08</b> (Sternberg – Triarchic Theory of Intelligence) on-line
07/18/2017	Review chapter 12 – Social Psychology Video - <a href="https://youtu.be/pWWco8_QWHU">https://youtu.be/pWWco8_QWHU</a> and <a href="https://youtu.be/VVXBAjQHWjw">https://youtu.be/VVXBAjQHWjw</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#12">http://www.ccgga.edu/page.cfm?p=1946#12</a> Review chapter 14 – Stress, Lifestyle, and Health Video - <a href="https://youtu.be/ca8uOBJnEGw">https://youtu.be/ca8uOBJnEGw</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#14">http://www.ccgga.edu/page.cfm?p=1946#14</a> <u>Due:</u> <b>Exam 05</b> covering chapters 10-11 on-line
07/25/2017	Review chapter 15 – Psychological Disorders Video - <a href="https://youtu.be/vlOWXKw_yx0">https://youtu.be/vlOWXKw_yx0</a> and <a href="https://youtu.be/M-Or0DJ47qo">https://youtu.be/M-Or0DJ47qo</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#15">http://www.ccgga.edu/page.cfm?p=1946#15</a> Review chapter 16 – Therapy and Treatment Video - <a href="https://youtu.be/u_4yB9NzhM">https://youtu.be/u_4yB9NzhM</a> Audio - <a href="http://www.ccgga.edu/page.cfm?p=1946#16">http://www.ccgga.edu/page.cfm?p=1946#16</a> <u>Due:</u> <b>Exam 06</b> covering chapters 12 and 14
07/27/2017	<b>Exam 07</b> covering chapters 15-16
07/28/2017	<b>Final Exam</b> (cumulative and optional) – score (if higher) may replace lowest chapter exam score

Link to OpenStax Psychology textbook – <https://openstax.org/details/psychology>

# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

### Instructions:

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

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

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

**Date:** August 09, 2017

**Grant Number:** 242

**Institution Name(s):** College of Coastal Georgia

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

Dr. J. Brian Pope, Professor of Psychology, Department of Social Sciences, [bpope@ccga.edu](mailto:bpope@ccga.edu)

Dr. Lisa McNeal, Director of e-Learning, [lmcneal@ccga.edu](mailto:lmcneal@ccga.edu)

**Project Lead:** Dr. J. Brian Pope

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

**Semester Project Began:** Fall 2016

**Semester(s) of Implementation:** *Summer 2017*

**Average Number of Students Per Course Section:** *22.20 (15 in implementation phase)*

**Number of Course Sections Affected by Implementation:** five

*Fall 2016 – 17 students (one section)*

*Spr 2017 – 64 students (two sections)*

*Su 2017 – 30 students (two sections)*

*Total = 111 students*

*Average = 22.20*

**Total Number of Students Affected by Implementation:**

*One hundred eleven students (overall) were affected by this project. Thirty were affected in the implementation phase (summer 2017).*

## **1. Narrative**

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

- Summary of your transformation experience, including challenges and accomplishments
- Transformative impacts on your instruction
- Transformative impacts on your students and their performance

*The key outcome of creation of video lectures and MP3 audio clips for each chapter of the OpenStax Psychology textbook covered in the PSYC 1101 (Introduction to Psychology) course was met. The content was created and placed on a web page linked to the Department of Social Sciences. Media creation was accomplished using the Collaborate Ultra D2L plugin and a Zoom Q4n audio/video recorder. Editing was done using Sony Vegas 12 (academic version). We were able to successfully record three narrated text chapters with Collaborate Ultra, but defaulted to the Zoom recorder due to frequent recording drop-outs with Collaborate Ultra. The process of using the Zoom recorder became more streamlined as we progressed with the project.*

*One challenge (not unique to PSYC 1101) is getting students to respond to end-of-course student evaluations and assessment pre-tests and post-tests. Our response rates were not good. However, the trends that emerged are that students are satisfied with the book and that fewer students are earning Ds and Fs (or dropping the course). I believe one reason for this improvement is that a number of students are now reading the book instead of forgoing purchase of a textbook to save money.*

*The creation of a D2L course that includes the OpenStax textbook along with video lectures and audio clips on the web page is also a very handy package to give to new PSYC 1101 instructors. For fall 2017, we will be expanding the OpenStax textbook to eight sections serving approximately 250 students. The OpenStax Psychology textbook is also a strong candidate for being the only textbook adopted for PSYC 1101 beginning in 2018-19.*

*In terms of transformative effects on my (Brian Pope's) PSYC 1101 instruction, the audio and video content developed for this project gives me a degree of flexibility in terms of the delivery format I use (on-site, hybrid, completely on-line). It is a good foundation on which I can build additional content and web-based interactive exercises. I plan on making improvements to the PSYC 1101 course every semester.*

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

*The main lesson I learned in terms of content creation is to carry a recorder with me to every class session and continue to record everything. I have saved "presets" for my audio/video conversion software and audio/video editor. It took a while to get these dialed-in and now I'm comfortable with the process I'll need to use to make improvements to the audio and video content. I also need to make a more concerted effort to get students to respond to assessment materials in order to document improvements in learning outcomes. All of our assessments (end-of-course surveys and pre/post-tests) are on-line and students are not good about completing them. Assessments were not embedded in course grades for the duration of this project and that was probably a mistake.*

## 2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
- *"I love the book and the recorded chapters you provided."*
- *"It was awesome having the book and assignments all on D2L."*
- *"Using this book saved me a lot of money. I am recommending this course to my friends."*

## 3. Quantitative and Qualitative Measures

### 3a. Overall Measurements

#### Student Opinion of Materials

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project: 111

- Positive: 94 % of 16 number of respondents



- Neutral: 6 % of 16 number of respondents
- Negative: 0 % of 16 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?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

- X Positive: Higher performance outcomes measured over previous semester(s)
- \_\_\_ Neutral: Same performance outcomes over previous semester(s)
- \_\_\_ Negative: Lower performance outcomes over previous semester(s)

### **Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

**Drop/Fail/Withdraw Rate:**

**10%** of students, out of a total **30** students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- X Positive: This is a lower percentage of students with D/F/W than previous semester(s)  
*10 of 64 students (16%) were D/F/W in the previous semester*
- \_\_\_ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- \_\_\_ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### **3b. Narrative**

- *In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*
- *Include measures such as:*

- Drop, fail, withdraw (DFW) delta rates
- Course retention and completion rates
- Average GPA
- Pre-and post-transformation DFW comparison
- Student success in learning objectives
- Surveys, interviews, and other qualitative measures
- Indicate any co-factors that might have influenced the outcomes for better or worse.
- When submitting your final report, as noted above, you will also need to provide the separate file of supporting data on the impact of your Textbook Transformation (surveys, analyzed data collected, etc.)

***The OpenStax Psychology textbook was adopted in fall 2016 for one online course. We chose to include courseware from Junction Education in the first semester so students would have some interactive content to go along with the textbook. This was the only semester where courseware was used. Recorded materials (narrated chapters and audio clips) were phased-in beginning in spring 2017. Two courses were taught using the OpenStax Psychology text in spring 2017. One took place in a lecture hall and the other was online. Recordings of the class lectures for the on-site class were shared with both the on-site and online classes. Improvements were made to recordings for full implementation in summer 2017. The summer courses were taught in hybrid (half on-site and half online) format.***

***In the 2015-16 (pre-implementation phase), I (Brian Pope) taught five sections of PSYC 1101 (Introduction to Psychology) using a conventional (Ciccarelli & White) textbook. Figure 1 details the grade distributions across those sections. Seventy-five percent of students who completed the course passed it. Twenty-six percent of students who were enrolled in the course failed or withdrew. The average GPA in my 2015-16 sections was 1.88. Post-implementation (2016-17), saw the D/F/W rate drop to 17% and the average GPA increase to 2.45. 84% of students enrolled in five sections using the OpenStax textbook with audio and video materials we developed passed the course. One likely reason is that every student had a textbook from day one. No students were trying to get through the course without purchasing a textbook (to save money). Another reason is the nature of the supplemental materials we created. I used Adobe Acrobat to highlight each chapter and then recorded narration with emphasis on the highlighted areas. Exams emphasized what the instructor emphasized and students could replay the recordings as many times as they wanted.***

***Student satisfaction with the Ciccarelli and White textbook (used in pre-implementation) was high. The ancillary materials provided by Pearson Education are very good and 91% of students agreed or strongly agreed that the book and supplemental materials were helpful to their learning. Student satisfaction with the supplemental materials we created was higher. 100% of students responding agreed or strongly agreed that the materials were helpful to their learning. Ninety-five percent agreed or strongly agreed that the textbook was helpful.***

#### 4. Sustainability Plan

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

***We're already expanding use of the OpenStax Psychology text. The audio and video materials we created are linked to a web page on the Department of Social Sciences web site. A D2L course has been developed that contains the textbook, participation exercises, and exams. New full-time and part-time faculty are being given these materials with the recommendation to add their own materials to them. We're also setting up new faculty with Adobe Acrobat so they can highlight and annotate the OpenStax textbook chapters. The Department of Social Sciences has also purchased four Zoom Q4n audio/video recorders so faculty can record their own materials to go along with what we've created to date. The idea is for faculty to develop an individualized set of materials for PSYC 1101. We are strongly considering applying as a program for a transformation-at-scale grant from ALG with the objective of creating a rich set of common supplemental materials (e.g. PowerPoints and interactive exercises) we will collectively use. Approximately 250 students will be using the OpenStax Psychology text this fall. Adoption of the text will be put to a program-wide vote and we'll make the final adoption decision in spring 2018. I am hopeful we will continue with what Lisa and I have started.***

#### 5. Future Plans

- Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.
  - Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.
- I'm sold on using an OER textbook mostly from a student access perspective. Most of our students don't have much money and some of them try to get through survey courses such as PSYC 1101 without purchasing the textbook. This takes care of the access issue. I also believe the way we've packaged our materials facilitates more student interaction with the content. My plan is to take what we've developed for this project and keep building on it. One goal I have is to develop a self-paced online course using the OpenStax text and our own supplemental materials.***

#### 6. Description of Photograph

- List the names of the people in the separately uploaded photograph and their roles.
- E.G.: (left-right) Dr. Transformer, team lead and instructor of record; Agent Graphic, instructional designer; Dr. Philomath, subject matter expert; B. Bibliophile, librarian; A. Einstein, Student.

***Pictured are Dr. Lisa McNeal (left) and Dr. J. Brian Pope (right; team lead and instructor of record). Dr. McNeal is Director of e-Learning at the College of Coastal***

***Georgia. She solved technical and software issues as they arose, constructed the web page to house the audio and video content, and provided valuable expertise on D2L functionality. Dr. Pope is Professor of Psychology and Chair of the Department of Social Sciences at the College of Coastal Georgia. He created the audio and video content and taught the PSYC 1101 courses.***



*PSYC 1101 (Introduction to Psychology; CRN 50083)*

**Course Format:** *Hybrid; meets Tuesdays in Correll 111  
11:00 a.m. – 1:30 p.m.*

## **INSTRUCTOR INFORMATION**

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**Instructor:** *J. Brian Pope*

**Title:** *Professor of Psychology*

**Office:** *Academic Commons, North - room 104*

**Phone:** *912-279-5883*

**Office Hours:** *2:00 – 3:00 p.m. M-F, and by appointment*

**E-mail:** *bpope@ccga.edu*

**Expected Response Time:** *24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail. Course communication should take place over the D2L e-mail system and the Collaborate Ultra virtual classroom environment.*

## **COURSE DESCRIPTION**

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### **Catalog Description:**

*This course is an introduction to the basic concepts and theories related to contemporary psychology. It introduces the application of the scientific method in the study of human behavior and examines how biological, psychological and social factors affect behavior. Major units of study include history, research methods, biological bases of behavior, learning, motivation, personality, stress, consciousness, and psychopathology.*

### **Course Learning Outcomes:**

*This course emphasizes the Knowledge Base in Psychology (APA learning goals 1.1 and 1.2).*

## **DISTANCE LEARNING REQUIREMENTS**

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### **Overview of Online Course Activities:**

*All course materials are located on the D2L course platform. This includes the free, downloadable OpenStax Psychology textbook (found under the **OpenStax Psychology PDF** heading). The textbook is free and is provided on D2L **at no charge**. You may purchase a hardbound copy of the book for \$38.50 if you wish. It is available on Amazon.com and the CCGA Bookstore keeps a few copies on hand.*

*To get the most out of a textbook in PDF format, you are **strongly encouraged** to download and install the **Adobe Acrobat Reader** (<https://www.adobe.com/support/downloads/thankyou.jsp?fileID=5519&ftpID=5507>). Other readers will read the PDF files but won't support the highlights and notes your professor has added.*

The largest portion of the course grade is the **seven chapter exams** (60 MC questions each). Exams will be presented on D2L and will self-grade. However, they may not immediately show up in the D2L gradebook. The remainder of the course grade will be comprised of **participation exercises**. These will be web-based exercises (e.g. personality tests) or videos followed by a brief quizzes or reports.

There will be occasional opportunities to engage with your professor over the Collaborate Ultra system (works something like Skype). Collaborate may also be used for live chat or Q&A sessions to answer questions you have about the course materials.

The OpenStax Psychology textbook is also located on the **OpenStax Psychology PDF** topic under the D2L Content tab. The text chapters are in PDF format and may be downloaded and printed. One way to have a printed book is to print each of the chapters, three-hole-punch them, and put them in a three-ring binder.

### **Online Communication Guidelines:**

All first attempts at communication with the instructor should be via the D2L e-mail system. Most questions can be answered this way. If more than one student has the same question, the professor will probably respond with a single e-mail that answers a question that several students have. Recorded responses to student questions are also a possibility.

### **Technical Requirements:**

D2L will work with most computer configurations. The GeorgiaView virtual instruction center contains a wealth of useful information. You can access it here - <https://d2lhelp.view.usg.edu/> Written assignments are to be submitted using MS Word. As a CCGA student, you can download the Microsoft Office Suite which includes MS Word.

### **Technical Support Information:**

CCGA D2L resources are available here - <http://www.ccgga.edu/page.cfm?p=712>

### **Course Access and Navigation:**

The D2L home page is located here - <https://ccga.view.usg.edu/d2l/home/1220603>. Navigation on D2L is relatively easy. The course tabs are at the top of the page under the course title. Course materials (e.g. PowerPoints, flash cards) are located under the “Content” tab. Quizzes and Exams, the Drop Box for uploading written assignments, and the Discussions area for threaded discussion forums are located under the “Assignments” tab. The D2L e-mail system is located under the “Communication” tab. Your course grades may be viewed under the “Grades” tab. Your instructor will update course grades approximately once per week.

**Distance Learning Student Resources:** D2L resources are located in the “Resources” area on your D2L home page (My Home – upper left). When you’re on the D2L home page, the Resources tab is in the right margin. Click on the arrow next to the Resources tab to access a variety of D2L resources, as well as the CCGA Library, CCGA e-mail, and C.O.A.S.T.

### **Server Unavailability or Other Technical Difficulties:**

*GeorgiaVIEW users can usually locate quick answers to the most frequently asked "quick questions" linked from the D2L Help Center (DHC) homepage. These online knowledge base (KB) articles may save you the time & trouble of a phone call to the DHC Helpdesk, next time.*

*If you can't spot an article title on the DHC homepage that seems to pertain to your question, try Searching for Student FAQs or Instructor FAQs.*

*DHC Helpdesk agents may refer you to additional KB articles, possibly related to your support inquiry.*

### **How to Request Support**

*To speak with a DHC Support Agent, 24x7x365, phone the dedicated University System of Georgia Support Hotline:*

**TOLL FREE 1-855-772-0423**

**TOLL FREE FOR HEARING IMPAIRED 1-800-892-4315**

*Appropriate adaptive technology (hardware) necessary to use this number.*

**Privacy Policy:** Note that the College of Coastal Georgia complies with the SACS COC policies regarding distance education including those related to student authentication. Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes, CCGA requires a password change every 6 months.

**Federal Requirement 4.8 (Distance and correspondence education).** An institution that offers distance or correspondence education documents each of the following:

- 4.8.1. demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in a class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, (c) new or other technologies and practices that are effective in verifying student identification.
- 4.8.2. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- 4.8.3. has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

## **COURSE REQUIREMENTS**

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### **Text and Other Materials:**

#### **Primary Text:**

OpenStax, Psychology. OpenStax. 8 December 2014. <http://cnx.org/content/col11629/latest/>.

**Methods of Evaluation:**

**Exams** – You will have **seven** chapter exams and a single (cumulative) final exam to be administered online on July 24. The chapter exams will be 60 points each and the final exam will be 60 points. All exams will be multiple choice. Exams will comprise **85%** of the course grade.

**Participation Exercises** – You will have a **minimum of eight** and a maximum of 15 participation exercises. These will involve interaction with web-based content (e.g. a video on YouTube) followed by a brief quiz or report. Participation exercises will comprise **15%** of the course grade.

**Extra Credit** – Extra credit may be offered at the professor's discretion. This usually involves student participation in online or on-site research conducted within the Psychology Program or composition of an essay on a topic chosen by your professor. Extra credit will never count for more than 3% of the course grade.

**Grading Scale:**

Sample standard Grading Scale:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 00-59

**Make-Up Work Course Policy:**

Resets of online exams are allowable only under extenuating circumstances (i.e. a computer crash due to a power outage). In general, **only one reset** is allowable per student (per semester). You must be sure you are working from a reliable computer with a reliable internet connection. It is your responsibility to make sure your computer and internet connection are functioning correctly. Faulty equipment on your end is not a viable excuse for a reset request.

**Attendance Course Policy:**

Attendance will be taken once at the beginning of the course for the purpose of reporting class occupancy to the CCGA Registrar. Otherwise, submission of exams and participation exercises will constitute course attendance.

**Important Tip:**

Communication is important. Please ask questions and provide feedback to your instructor regarding course operation and course content. Good communication will make this course a pleasant experience for everyone.

**Course Evaluations and Assessment Tests:**

Course evaluations are completed online by the student during the specified time period before final exams. An Assessment Pre-Test will be given at the beginning of the course (within the first two weeks) and an Assessment Post-Test will be given near the end of the course (within the last two weeks).



**Reserve Clause:**

*The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.*

### **Course Calendar** (Tentative – see Reserve Clause)

06/06/17 – review syllabus; review ch01-02

06/13/17 – **Exam 01** (ch01-02 online); review ch03-05

06/20/17 – **Exam 02** (ch03-05 online); review ch06-07

06/27/17 – **Exam 03** (ch06-07 online); review ch08-09

07/11/17 – **Exam 04** (ch08-09 online); review ch10-11

07/18/17 – **Exam 05** (ch10-11 online); review ch12 & ch14

07/25/17 – **Exam 06** (ch 12 & ch14 online); review ch15-16

**Exam 07** (ch15-16 online; available 07/26/17)

All exams have 60 MC questions. The Final Exam is cumulative and also 60 MC questions. It will be delivered online and the score may replace the lowest exam score.

## COLLEGE-WIDE POLICIES

*This should be a separate document, placed on the CCGA webpage, and uploaded to each D2L course page.*

### **Academic Integrity Policy**

**Academic honesty is expected at all times.** A student shall not cheat or be dishonest in any way in his/her academic work. Examples of such dishonesty would include but not be limited to, plagiarism, cheating, giving or receiving assistance not authorized by the instructor, using one's own prior work, or in any other way presenting work that is not that of the student to whom an assignment was made. Instructors must inform students of suspicions of academic dishonesty and file a report with the Dean of Students. In some cases, instructors may levy penalties which could include, but is not limited to, written warnings, reassignment of material, failing grade for the assignment, etc. Other cases of academic dishonesty may be referred to the Student Conduct Board for adjudication. The procedure for addressing issues of academic dishonesty and full definitions of plagiarism and cheating can be found in Academic Integrity Policy in the College Catalog and the Student Code of Conduct.

### **Student Conduct Policy**

Students at CCGA are expected to conduct themselves responsibly and to pursue their studies with integrity. By enrolling at CCGA, students agree to comply with the College's rules and regulations described in the Student Handbook and the Student Code of Conduct. The College reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community. For further information, refer to the College Catalog, Student Handbook, and the Student Code of Conduct.

### **Electronic Devices Policy**

The carrying and use of personal electronic devices (cell phones, iPods, tablets, laptops, etc.) are allowed on the campuses of CCGA. Users of these devices, however, must be attentive to the needs, sensibilities, and rights of other members of the College community. Furthermore, the use of these devices must not disrupt the functions of the College overall and its classrooms and laboratories. Faculty members may have strict individual course policies related to personal electronic devices outlined in their syllabi in order to provide and maintain a classroom environment that is conducive to learning. If personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, students who do so will be penalized appropriately under the Academic Integrity policy of College of Coastal Georgia. For further information, refer to the Student Handbook.

### **Withdrawal Policy**

Students may withdraw from a course before the published deadline in the Academic Calendar on the CCGA website. The student will receive a grade of "W" or "WF" depending on the determination of the course instructor, the course grade at the time and the circumstances of the withdrawal. It is the student's responsibility to withdraw. Students who stop attending class without formally withdrawing will receive a final grade of "F", which will appear on the transcript, be included in the GPA, and may affect your financial aid. Refer to the CCGA catalog for further details.

**Services for Students with Disabilities**

The Office of Disability Services coordinates and provides a variety of services for students who self-identify with a disability. Qualified students with documented disabilities are eligible for reasonable accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. For more information about Disability Services, students should contact the Director of Counseling and Disability Services at (912) 279-5806. For further information, refer to the College Catalog or the Student Handbook.

**Sexual Misconduct / Title IX**

The College is committed to providing a safe and respectful environment to live and study. Title IX of the Federal Education Amendments prohibits sex discrimination in educational institutions. If you have been affected by sexual discrimination/harassment, sexual assault, interpersonal violence, stalking, retaliation, gender-based discrimination/harassment, or bully/hazing, please contact the Title IX Coordinator at (912) 279-5802 or Campus Police at (912) 258-3133. For further information, refer to the Student Code of Conduct.

**Classroom Safety and Security** – *provide information on the course syllabus that addresses their familiarity with evacuation procedures, emergency procedures, and potential classroom and lab hazards.*

**Inclement Weather** – *Include general CCGA information specific to how students can check to see if a class has been cancelled or start time changed as a result of inclement weather.*