



PERSONALIZED LEARNING PLAN

ADDENDUM VERMONT DUAL ENROLLMENT

Upward Bound Participant

Student Name: _____

Counselor Name: _____

_____ will register and enroll in the college class indicated below using a state issued voucher or in the non-credit enrichment class as part of their Upward Bound Summer Experience. All of our sophomores and juniors have been asked to meet with their guidance counselor to discuss which course offerings will best support their academic goals and personal learning plan. We feel this is an important opportunity to expose our students to a post-secondary educational experience. Exposure in these dual-enrollment classes serve to assist students understanding of the academic rigor of college level work. We stress the importance of these classes as students are beginning to develop a collegiate grade point average.

_____ MAT-1080-J01 - Quantitative Reasoning (syllabus enclosed)
_____ PSY -1010-J01 - Introduction to Psychology (syllabus enclosed)
_____ Non-Credit Upward Bound Enrichment Course

Any Upward Bound student who uses their Vermont Dual Enrollment voucher during the Summer Program will receive additional benefits at no cost.

Each Upward Bound participant using their state issued voucher during the Upward Bound Summer Program will also enjoy the following benefits:

- *Upward Bound will provide students with textbooks, class related fees and all necessary supplies for their college course
- *Upward Bound is a residential program which eliminates any transportation issues students might typically face
- *Upward Bound student's academic efforts will be supported through supplemental instruction and individual tutoring in these college courses
- *Upward Bound students will receive personal staff advocacy and faculty support.
- *Upward Bound students taking summer dual enrollment classes will not be competing with their regular academic course load and other non-academic commitments

Students are responsible to meet with their Guidance Counselor on a regular basis to discuss how to maximize the potential impact of using their state issued voucher paired with the Upward Bound Summer Program. By completing this Dual Enrollment Addendum, each student is submitting their intention to use their state issued vouchers as a part of their Personal Learning Plan.

Please feel free to reach out to the Upward Bound In-School Coordinator at your school or the Upward Bound Office with questions around the 2018 summer program. Thank you for your continued support of your student's and partnership with the Upward Bound Program.

Student Signature: _____

Guidance Signature: _____

Upward Bound Representative Signature: _____



Introduction to Psychology Syllabus

Instructor: DeAnne Blueter, M.A.

Phone: 802- 917-1979 (cell)

Email address: Deanne.Blueter@jsc.edu

Office hours: After class or by appointment

Course Description:

This course is an introduction to the study of human nature, including such areas as development, states of consciousness, learning, memory, stress and health psychology, psychological disorders, impact of the nervous system on behavior, and methods of research.

Course Requirements

Points for total grade

Five tests (5 x 30 - lowest grade)	120 points
Project	40 points
Final Exam	50 points
Participation & In-class assignments	30 points
Homework Assignments	20 points
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Total	260 points

Attendance Policy:

Because lectures and class activities will cover material not contained in the readings, class attendance is absolutely essential. **More than one missed class will lower your final grade by a letter grade for each consecutive miss.** If you know in advance that you need to miss a class, please let me know. I can be reached at the above numbers. Students are expected to make up any work they miss due to an absence.

PLEASE BE PUNCTUAL TO CLASS. *Consistently walking into class late is disruptive and disrespectful to me and to your fellow students. Excessive lateness will result in a reduction in your final grade.*

Class Participation:

Each student is expected to participate in class discussions and activities. Your overall class participation will be included in your final grade. Classes will not always closely follow the textbook. Although I will discuss some of the concepts covered in the book, most class time is intended to get you more involved with the material and to give you additional information. Thus, we'll do a variety of things in class: lectures, small group discussions and activities, classroom exercises and demonstrations, and videos among other things.

Homework:

Homework will be assigned each night as a way to help students keep up with course information. Homework will be included in your final grade so it is important to not only do the homework, but do produce quality work. Homework is due at the start of class each day. **NO LATE HOMEWORK WILL BE ACCEPTED.**

Tests:

Five tests will be given throughout the course. Each test is worth 30 points and will contain information from lectures and the textbook. These tests will consist of mainly multiple choice, short answer, and essay. Students will be allowed to drop their lowest test grade.

NO MAKE-UP TESTS WILL BE GIVEN WITHOUT A DOCTOR'S NOTE OR PRIOR NOTIFICATION TO THE INSTRUCTOR. You **MUST** have approval from me before the test is given in class and you **MUST** make up the quiz within 2 class days of the day it is given in class.

Project: Each student will be expected to be an active member in a group project. Further instructions will be handed out in class.

PSY1010 INTRODUCTION TO PSYCHOLOGY REQUIRED READING AND ASSIGNMENTS:

Text:

Morris, C. G. & Maisto, A. A. (2012). Understanding Psychology. New Jersey: Prentice Hall, Inc.

***Readings should be completed before the class for which they are assigned, and students' ability to discuss the reading material will be included in his or her participation grade.**

- Course Overview & Chapter 1: The Science of Psychology
- Chapter 2: Biology & Behavior
 - **Submit project proposal**
- **Test #1 (Chapters 1 & 2)**
 - Chapter 5: Learning
- Chapter 6: Memory
- **Test #2 (Chapters 5 & 6)**
 - Chapter 4: States of Consciousness
 - Chapter 11: Stress & Health Psychology
 - **Paper Rough Draft Due**
- **Test #3 (Chapters 4 & 11)**
 - Chapter 9: Life Span Development
- Chapter 10: Personality
 - **Presentation Outline Due**
- **Test #4 (Chapters 9 & 10)**
 - Chapter 12: Psychological Disorders
- Chapter 12 continued
 - Chapter 13: Therapies
- **Test #5 (Chapters 12 & 13)**
 - **Papers Due**
 - **Presentations**
- **Cumulative Final Exam**
 - **Presentations**

PSYCHOLOGY PROJECT

Choose a topic from a chapter in your psychology textbook that we will not be covering in class. You will be working individually to research the topic by reading your textbook, searching the internet, looking for journal and newspaper articles, and books in the library. You will present this information to the class on an assigned day.

Look at the chapters in your textbook that we will not be covering in class and choose one of the following topics. Only 1 student per topic so make sure you have a second and third choice in case your top choice is taken. These chapters include:

Chapter 3: Sensation & Perception

Optical Illusions

Studies on color and its effect on people's moods

Subliminal messages in advertising

Chapter 7: Cognition & Mental Abilities

Language and communication in animals

Intelligence Tests

Creativity Tests

Chapter 8: Motivation & Emotion

Eating Disorders

Aggression and Culture

Gender and Aggression

Culture and Body Language

Chapter 13: Therapies

Electroconvulsive Therapy

Light Therapy for Seasonal Affective Disorder

Chapter 14: Social Psychology

Milgram's Studies on Obedience

Cultural differences in altruism

The Psychology of Cults

Project Requirements and Timeline:

- Choose a topic and get permission from instructor
- Paper Rough draft due
 - Requirements: Must be APA format
 - At least 1 full page with an introductory paragraph of main points
 - Beginning body of paper
 - At least 2 citations using 2 separate references
 - References page
- Presentation Outline due (detailing presentation and use of multimedia)
- Final Papers Due
- Presentations

Project DO'S & DON'TS

Do:

- a. Do include interesting facts and statistics when applicable
- b. Do include visuals in your presentation (i.e., powerpoint, prezi, videos, overheads, handouts, etc.). *A visual will be part of your grade.
- c. Do make your presentation interesting. If possible, have fun with it.

Don't:

- a. Don't read directly off note cards or paper. It is boring and points will be taken off your grade. Make sure you explain things in your own words. Ask yourself, "What did I find interesting in my research?"
- b. Don't slack off on your project and expect your teammates to do all work. They will get a chance to grade you on your participation in the group.
- c. Don't wait until the night before your presentation to call me and ask questions. Get started soon! Ask questions early. I am willing to meet individually with groups, go over expectation, even make suggestions. All you need to do is ask.

Please talk with me if you have any questions. I am more than happy to look at your references or a rough outline ahead of time to let you know if you are on the right track.

MAT-1080-J01

Instructor: Dr. Christopher Aubuchon

Phone: 635-1333

Office: Bentley 333

Email: Christopher.Aubuchon@jsc.edu

Webpage: <http://aubuchon.jsc.vsc.edu/>

What You Should Bring to Class:

- A TI-83 (or TI-84) graphing calculator: A graphing calculator is required for this course, and we will be using it regularly.
- A three-ring binder: This course involves keeping track of a lot of paper, so I would recommend a three-ring binder instead of just a regular notebook.
- We will also be using Excel. If you have a laptop, you should bring it to class with you.

Moodle: You can access Moodle through the Portal by going to <https://portal.vsc.edu/>. Your userid and password for the Portal and Moodle are the same as your network/email and Web Services logins. On the Portal, the course site is found under “My Moodle Courses.” I will use Moodle to post activities/assignments and to provide you with links to anything else you will need for different assignments. I will also use Moodle as a way to communicate with you. This may be in the form of posting **Announcements** or by sending emails to the entire class. It is your responsibility to access your JSC email account on a regular basis.

Course Prerequisite: The prerequisite for this course is math placement of 3 or higher. Before beginning this course, you should already...

- be able to manipulate/work with negative numbers, fractions, decimals, and percents (a.k.a. do basic arithmetic);
- know the proper order of operations (PEMDAS) and how to apply it;
- be familiar with linear equations (graphing them, solving for one variable, slope, and y-intercept);
- be able to solve a simple formula for one of its variables if the other variables are known;
- be able to create a graph from a table of values of x and y or from a formula giving y as a function of (in terms of) x ;
- have some basic graphing skills.

Course Goal: The general goal of this course is to help you become more skilled in applying simple math and logical reasoning intelligently in various situations in your profession and your daily life. The emphasis in this course is on using numerical information sensibly, rather than on developing theory or complex techniques and formulas which you may never use. In short, you should find this course to be very practical.

Course Purpose: This course serves two main purposes. 1) It counts as a fundamental skills mathematics course. 2) It satisfies Part I of JSC's Quantitative Reasoning Graduation Standard.

VSC Graduation Standard in Quantitative Reasoning: Quantitative reasoning is the ability of students to perform effectively and confidently as citizens and as professionals in their chosen fields, in all contexts in which there arise problems and issues with a quantitative basis. Quantitative reasoning skills are essential to informed participation in public, private and professional debate and decision-making. The ability to understand and interpret quantitative information, evaluate the context in which it is presented, and draw valid and meaningful conclusions are the elements of such skills and underlie such participation. VSC graduates must demonstrate competency in quantitative reasoning through their ability to read, understand, interpret, and manipulate quantitative data.

Upon graduation, VSC students will be able to:

- **AP** (Appropriate Procedures): Select and perform appropriate procedures to solve mathematical problems arising in various disciplines.
- **AI** (Accurate Interpretation): Interpret quantitative information accurately.
- **EP** (Effective Presentation): Present quantitative information effectively.
- **E** (Evaluation): Evaluate the reasonableness of quantitative conclusions.

Course Calendar and Topics: These topics were chosen based on conversations with all the departments on campus. These are the skills they would like their students to be able to do.

Day	Topics
1	Syllabus; Percentages; Math Autobio; Paying a Restaurant Bill
2	Bar Graphs and Pie Charts; Incarceration Rates
3	Fractions, Ratios, Proportions; Fibonacci; Golden Ratio/Mean
4	Average Rate of Change/Slope; Line Graphs; Weather over Time
5	Linear Eqns; Order of Operations; Exponential Growth & Decay
6	Avg. and Weighted Avg.; Descriptive Stats; Histograms
7	Scatterplots; Regression (Line of Best Fit); Interview?
8	Midterm Exam
9	Budgeting; Retirement Savings
10	Saving Accounts; Annuities
11	Credit Cards
12	Mortgages; Student/Car Loans
13	Percent change; Global Populations
14	Units and Measure and Conversions; Review for final
15	Final Exam

Course Assessments: I assess student knowledge and comfort with the course materials using (quantitative reasoning) assignments, writing assignments, Moodle quizzes, and a midterm and final exam.

Assignments: Assignments will normally be due at the beginning of class one or two class periods after they were handed out. Don't wait until the last minute to finish/start the assignments. An assignment may be turned in a little late, but up to 10% will be deducted. Any assignment turned in more than one class session late is an automatic **ZERO**. Please be aware that turning in a fully completed assignment late (but no later than the next class session) will likely result in a higher grade than turning in an incomplete assignment on time. Activities should be **neatly done and stapled**. If I can't read it, I can't grade it. I will be posting the assignments in Moodle. I may drop your lowest assignment grade before determining your final assignment average. Assignments are worth **45%** of your course grade.

Writing Assignments: There are three writing assignments in this class. Even though this is a math class, you will be graded on grammar, spelling, sentence structure, etc. The writing assignments are worth **6%** of your course grade.

Moodle Quizzes: You will have seven Moodle quizzes throughout the semester. They are designed to assess basic skills that are useful in all fields of study and in your life in general. You will have one to five days to complete each quiz. Do not wait until the last minute to do these. You may only submit your answers once. You should work on these quizzes alone, but you may get help from me. Content from the quizzes will be assessed on exams. The Moodle quizzes are worth **14%** of your course grade.

Exams: The midterm will be during class. Make-up exams will only be given under extreme circumstances **and only if** you have given me prior notification. The final exam is also scheduled during class. The midterm is **15%** of your course grade. The final exam is worth **20%** of your course grade.

Extra Credit: I do not provide individual students the opportunity to do extra credit. However, there may be a few opportunities when I give everyone in the class the chance to turn in extra credit. If you are worried about your grade, I highly suggest you avail yourself of these opportunities.

Final Grades: The letter grades will be assigned as follows:

A: ≥ 90 **B:** 80-89 **C:** 70-79 **D:** 60-69 **F:** < 60

A "+" will be given for grades ending in a 7, 8, or 9, and a "-" will be given for grades ending in a 0, 1, or 2. For example, an 87 would be a B+.

Attendance and Making Up Work: Attending class means arriving on time and staying for the entire class period. Arriving late or leaving early may be considered an absence. You should notify me prior to any absence, if possible. Otherwise you must contact me prior to the next class meeting to let me know why you missed, if you want to make sure that you will be able to turn in late work or make up work without penalty. This holds true only if the absence is excused. If you show up to the next class, not having spoken with me, any late work is just that – late; you will lose points or be given a zero. Missing more than four classes will likely adversely affect your final course grade. I consider class participation and overall attendance when figuring out final course grades that border two grades (like B+ and A-).

Getting Help: If you are having trouble, come to see me ASAP. Just stop by my office or make an appointment. When I am in my office, my door is usually open, and you are welcome to come in. You can learn a lot from working with your peers, so I encourage you to work together on assignments and while studying. Do not simply copy someone else's work. I can tell when you do this, and it won't help you when it comes time to take an exam, as all exams must be done **individually**.

Note to students with learning needs: Students with disabilities who request accommodations are asked to provide a certification letter as soon as possible. Students should contact Academic Support Services (DEW 114) to arrange for the appropriate letter to be sent or to ask any questions about access or disability accommodations.

Plagiarism Statement: Academic dishonesty is a serious offense. It includes any act of academic cheating designed to enhance one's own or another's academic standing, or to diminish one's own or another's academic standing. In particular, one form of academic dishonesty is plagiarism. Plagiarism occurs when the words or ideas of another are used without stating the source. This includes both using direct quotes from others without acknowledging the original author and paraphrasing the ideas of others without reference to the source. This also includes copying the mathematical work and/or solutions of other students. In this course, acts of academic dishonesty will be dealt with severely and can include failure on the assignment, failure in the course, dismissal from the course, and notification to the Academic Status Committee.

Personal Electronic Devices (cell phones, laptops, etc.): Please silence all personal electronic devices when you enter the classroom and put them away. Unauthorized use of any personal electronic device (for browsing the internet, checking email, texting, etc.) is both disruptive and disrespectful to me and others in the class. If there is an emergency situation in your life which necessitates that you keep your phone or other device on, please let me know. So as not to disturb the rest of the class, you can keep it on vibrate/silent and leave class quietly, if needed. There will be opportunities when using your devices will be allowed in class.

I will try as hard as I can to provide you all with a positive and safe learning environment in which you can be successful, but I'll need your help.

Let's all have a great semester!