

PSY 350: Environmental Psychology, Spring 2016
11:00 MWF, FD 001

Basics

Professor: Dr. Virgil Sheets, Dept. of Psychology

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Office: Root Hall B-205

Office Hrs: M W F 10-11 and 12-1; and by appt.

Textbook

Kopec, D. (2012). *Environmental Psychology for Design, 2nd Ed.*

Course Objectives

Although this is a psychology class, this course is open to all majors and earns credit as a Foundational Studies Upper-Division Integrative Elective (FS 2010). The learning outcomes promoted through this course therefore represent those of the Foundational Studies program as well as those specifically associated with psychology.

Psychology-specific Learning Objectives:

As a result of this course, you should be:

1. familiar with core theory and concepts that characterize environmental psychology
2. able to apply psychological methods to improve the person-environment "fit"
3. more aware of the role the physical environment on your individual and social behavior

Foundational Studies (FS) Learning Objectives:

This course also contributes to achievement of the following subset of FS learning outcomes. Specifically, in this course, you will be expected to:

1. locate, critically read, and evaluate information to solve problems;
2. critically evaluate the ideas of others;
3. apply knowledge and skills within and across the fundamental ways of knowing;
4. demonstrate skills for effective citizenship and stewardship;
5. demonstrate an understanding of diverse cultures within and across societies;
6. apply principles of physical and emotional health to wellness;
7. express yourself effectively, professionally, and persuasively, orally and in writing

Both psychology-specific and FS outcomes will be fostered through the core content of the course as presented in readings and lectures and your application of this content as revealed in various written assignments (including exams) and the group project.

As an integrative, upper-division elective, this course promotes these goals with a focus on a thematic topic (in this case, the person-environment relationship) and integrates multiple ways of knowing (in this case, perspectives from art & design, anthropology, biology, psychology, and sociology).

Assignments & Grading

Grades will be based on chapter quizzes, exams, a group project, and attendance. All assignments are due at the beginning of the class period on the dates indicated.

1. *Chapter Quizzes (140 points)*. A 10 point quiz consisting of multiple choice questions will be posted for each chapter of the textbook. The purpose of the quizzes is to make sure that you've read the book chapter *before* I cover topics in class. They are due before the first class each week as indicated on the attached schedule (Except for the first two, they will be open for at least a week). All quizzes are "open-book" and may be taken as many times as you like while they are available. There are 16 Chapters, but only 14 are included in the grading scale. The others may be done for extra-credit.

It is the students' responsibility to allot time to accommodate any difficulty, including the possibility of computer problems. Once a quiz is "closed," it will NOT be reopened for ANY reason.

2. *Exams (240 points)*. There will be four exams during the course, worth 60 points each, and a cumulative final exam. Exams will include multiple choice questions and may also include short-answer, fill-ins, and essays. MAKEUPS are rarely given, but the lowest of the first four exam scores will be dropped. The final exam score may NOT be dropped. Approximate dates for the exams are listed in the attached schedule; exact dates will be announced in class at least one week prior.
3. *Group Project (160 points)*. You will work in groups of 5 to examine the psychology of a particular category of settings. You will submit a single group paper in which you a) discuss the psychological needs associated with the category of place, b) review exemplars of the site and describe design features that you believe facilitate or inhibit users' needs, c) describe data that would/could be collected to verify your claims, and d) discuss limits of our current knowledge about people in these places. Note that 70 points are earned via four project steps (Forms A-D) completed throughout the semester; another 70 points are assigned based on the (group-written) final paper, and the final 20 points are based on a group presentation during the last two weeks of the semester. Late assignments will be subject to a 10% per day penalty.
4. *Attendance (60 points)*. I will take attendance randomly throughout the course. Absence for any reason results in loss of attendance points assigned on that day. Those who arrive late or leave early may also forfeit attendance points for that day.

Grades will be assigned based on the following scale:

540 - 557 = A-	558 - 600 = A	
480 - 497 = B-	498 - 521 = B	522 - 539 = B+
420 - 437 = C-	438 - 461 = C	462 - 479 = C+
360 - 377 = D-	378 - 401 = D	402 - 419 = D+
	0 - 359 = F	

Academic Misconduct Policy

Students have the responsibility to know and follow the Indiana State University Code of Student Conduct. The code forbids cheating in all its various forms, including not only copying or turning in someone else's work, but also multiple submission (i.e., turning in the same work in multiple classes), and plagiarism (i.e., taking words/ideas without citation). The *minimum* penalty for a violation will be a "0" for the relevant assignment. All instances of academic misconduct will be reported to the Office of Student Conduct & Integrity for consideration for further penalty that may include suspension or expulsion from the university.

Note that signing someone else in on an attendance report constitutes falsifying an academic record and is also a code violation. Any instance will result in loss of attendance points for the semester and a report filed with the Office of Student Conduct and Integrity.

Sexual Misconduct Policy

Indiana State fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy, I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to make their own report to the Title IX Coordinator which can be done via the Equal Opportunity and Title IX website: <http://www.indstate.edu/equalopportunity-titleix/titleix>.

Americans with Disabilities Compliance Statement

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is (812) 237-2301. The Director will ensure that you receive all the additional help that Indiana State offers.

Statement on Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding statement is from the American Association of University Professors and would seem to assure that professors can raise matters of controversy when they are germane to the substance of the class. For the complete AAUP statement on Academic Freedom, please go to:

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Spring Schedule

<u>Week</u>	<u>Topics</u>
Jan 11 th	Ch 1: Introduction
Jan 18 th	Ch 2: Theories (QZ #1 & QZ #2 due on Jan 20 th) Group preferences must be reported by 1/22 (Link available on BB site)
Jan 25 th	Ch 3-4: Psychobiology & Sensation/Perception (QZ #3 & QZ #4 due on Jan 25 th)

EXAM #1 (Ch 1-4) ABOUT HERE

Feb 1 st	Ch 5: Human Condition (QZ #5 due on Feb 1 st)
Feb 8 th	Human Condition cont'd Project Form A is due on 2/12
Feb 15 th	Ch 6: Information Management (QZ #6 due on Feb 15 th)
Feb 22 nd	Ch 7: Infancy & Childhood (QZ #7 due on Feb 22 nd) Project Form B is due on 2/26

EXAM #2 (Ch 5-7) ABOUT HERE

Feb 29 th	Ch 8-9: Elderly & Disabled (QZ #8 & QZ #9 due on Feb 29 th)
Mar 7 th	Ch 10: Home (QZ #10 due on Mar 7 th) Project Form C is due on 3/11
Mar 14 th	NO SCHOOL – SPRING BREAK!
Mar 21 st	Ch 11: Community & Neighborhoods (& urban life) (QZ #11 on Mar 23 rd)

EXAM #3 (Ch 8-11) ABOUT HERE

Mar 28 th	Ch 12-13: Learning & Offices (QZ #12 & QZ #13 due on Mar 28 th) Project Form D is due on 4/1
Apr 4 th	Ch 14: Health Care (QZ #14 due on Apr 4 th)
Apr 11 th	Ch 15-16: Recreation & Retail/Service (QZ #15 & QZ #16 due on Apr 11 th)

EXAM #4 (Ch 12-16) ABOUT HERE

Apr 18 th	GROUP PRESENTATIONS Project Final Paper is due on 4/15
Apr 25 th	GROUP PRESENTATIONS

FINAL EXAM: Fri, MAY 6th at 10:00 AM