Environmental Psychology

(Psych 6334, 3 Credit) Fall 2019

**COURSE NUMBER**
Psych-6334

**COURSE TITLE**
Environmental Psychology

**Prerequisite Courses**
NONE

**Co-requisites**
NONE

**Course Delivery**
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU’s Blackboard Learning Management System

**FACULTY**
B. Paige Trubenstein
Office: Academic 204G
Phone: (325) 486-6296
Email: paige.trubenstein@angelo.edu

**OFFICE HOURS**
Office hours available through Skype or Zoom as needed & by appointment.

**COURSE DESCRIPTION**
A review of research and theory on transactions between people and physical environments emphasizing adaptation, opportunities for goal-directed action, and sociocultural processes. Topics include human territoriality, personal space, crowding, environmental stressors, and person-environment perspectives of social interaction and group processes.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
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</tbody>
</table>
Gaining a basic understanding of Environmental Psychology (e.g., factual knowledge, methods, principles, generalizations, theories) | Reading Assignments
---|---
Developing knowledge and understanding of diverse perspectives, global awareness. | Reading Assignments
Learning to apply course material (to improve thinking, problem solving, and decisions). | Discussion Assignments & Collaborative Research Paper
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. | Reading Assignments & Discussion Assignments
Acquiring skills in working with others as a member of a team. | Collaborative Research Paper
Developing skill in expressing oneself in writing. | Collaborative Research Paper & Discussion Assignments
Learning how to find, evaluate, and use resources to explore a topic in depth. | Collaborative Research Paper
Learning to analyze and critically evaluate ideas, arguments, and points of view. | Collaborative Research Paper & Discussion Assignments
Learning to apply knowledge and skills to benefit others or serve the public good | Reading Assignments

**Required Texts and materials**

**OTHER REQUIRED MATERIALS**
To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
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- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University’s Distance Education Website

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points
B = 80.00-89.99 points
C = 70.00-79.99 points
D = 60.00-69.99 points
F = 0-59.99 points (Grades are not rounded up)

Evaluation and Grades

Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2%</td>
</tr>
<tr>
<td>Discussion Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Introduction Draft</td>
<td>7%</td>
</tr>
<tr>
<td>Body Draft</td>
<td>7%</td>
</tr>
<tr>
<td>Conclusions &amp; Abstract Draft</td>
<td>7%</td>
</tr>
<tr>
<td>Peer Review of Draft</td>
<td>5%</td>
</tr>
<tr>
<td>Group Member Evaluation</td>
<td>2%</td>
</tr>
<tr>
<td>Collaborative Research Paper</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</table>

TEACHING STRATEGIES

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.
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General Policies related to this course
All students are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook located on the ASU website: Angelo State University’s Student Handbook

IMPORTANT UNIVERSITY DATES
August 26th, 2019 – First Day of Classes
September 2nd, 2019 – Labor Day, No Classes
November 1st, 2019 – Last Day to Drop Class
November 28th & 29th, 2019 – Thanksgiving Break, No Classes
December 9th – 13th, 2019 – Finals Week

STUDENT RESPONSIBILITY & ATTENDANCE

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION
I will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: To communicate with me by email, please do so from your angelo.edu email account. As per ASU policy, I will not respond to emails from your personal email address. When emailing me, include the class number (Psyc 6334) & your full name in the subject line. Keep in mind there are many students in this class, by adding this you will help me clearly identify you. Write in clear coherent sentences in the body of the paragraph. Remember, you are not texting your friend, you are writing to an instructor for help.
Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Zoom, etc.

ASSIGNMENT SUBMISSION

All assignments MUST be submitted through the Assignments link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at paige.trubenstein@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

ASSIGNMENT/ACTIVITY DESCRIPTIONS

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Collaborative Research Paper (50 % of total grade):

Collaborative Research Papers will be due by 5pm Central Time on December 15th and will be worth 50% of your final grade. Research Papers will be written collaboratively with the group you are assigned to. Writing collaboratively is a valuable skill that is necessary for a graduate student to master. Whether you are going on to get your PhD or working as an instructor or going into industry, you will at some point have to write a grant, research paper, proposal, operating procedures (the list goes on) with other individuals. I know many of you are already thinking: “I hate group work!” and “I’m going to have to do all the work while everyone else just disappears!” and “I’ll just do it all, because I do not trust my grade to anyone else.” Rest assured that I will do everything in my power to assist with this process as we move along through the semester to make it as “painless” as possible.

Students will choose a topic from the list on Blackboard and develop an 8-10 page (APA style) research paper. Papers will introduce the audience to the topic chosen and provide a brief history of the topic. Papers should summarize the “State of the field” relating to the topic. By this I mean that groups should provide a thorough summary of the current and important research that has been done regarding the topic. Papers should discuss the scope of the topic (i.e., is the topic specific to a small region or a global issue) and discuss any important findings. Additionally, papers should examine possible reciprocal influences related to the topic. In other words, what are the origins for the environmental problem, and how is this problem affecting people and the environment. Papers should strive to incorporate any relevant environmental theories (e.g. dominate social paradigm, ecological principals, attention restoration theory, etc.) and topics (interconnection, limits to growth, attitudes and values, thinking styles, etc.) that are relevant to the course have been discussed in the book and/or during the course.
Papers should also include APA style references for each of the sources used in researching the topic. Note that resources should be credible (not Wikipedia). Using online websites that end with .org, .gov, to assist in your research is acceptable but information taken from these websites must be properly cited. Online news entities such as The New York Times are great for a summary of the topic, but these entities are usually summarizing a peer reviewed research paper, and not a primary source. You should find the original paper the news article is referencing and read it yourself, making sure to cite both the online article and the research paper in your presentation. There is not a mandatory reference list count to meet, but any claims not properly cited will result in a lower score for the paper.

POLICY ON LATE OR MISSED ASSIGNMENTS
In order to successfully complete an online class, you must visit the Blackboard course site and complete all assignments on a weekly basis. All course work has specific due dates available under the Assignment and Classroom Discussion tabs, and on the course calendar. Late submission of any assignment will result in a zero grade for the assignment.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Archer College of Health and Human Services adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: Angelo State University’s Academic Integrity Policy. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you
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understand this policy better are available at the ASU Writing Center: Angelo State University's Writing Center Website.

STUDENTS WITH DISABILITIES

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

TITLE IX at ANGELO STATE UNIVERSITY

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
Phone: 325-942-2022
Email: michelle.boone@angelo.edu
You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit Title IX Office Website

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:
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1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing skill in expressing oneself in writing.
7. Learning how to find, evaluate, and use resources to explore a topic in depth.
8. Learning to analyze and critically evaluate ideas, arguments, and points of view.
9. Learning to apply knowledge and skills to benefit others or serve the public good.

RUBRICS FOR ASSIGNMENTS

Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginner</th>
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</thead>
<tbody>
<tr>
<td>Development of Ideas</td>
<td>Well-developed ideas; introduces new ideas, and stimulates discussion. (5 pts.)</td>
<td>Developing ideas; sometimes stimulates discussion (3 pts.)</td>
<td>Poorly developed ideas, which do not add to the discussion (1 pt.)</td>
<td>Does not enter the discussion. (0)</td>
</tr>
<tr>
<td>Evidence of Critical Thinking</td>
<td>Clear evidence of critical thinking-application, analysis, synthesis, and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, and relevance. Sometimes include unusual insights. Arguments are well supported. (5 pts.)</td>
<td>Beginning of critical thinking, postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues. (3 pts.)</td>
<td>Poorly developed critical thinking (1 pt.)</td>
<td>Does not enter the discussion. (0)</td>
</tr>
<tr>
<td>Clarity</td>
<td>Posts are well articulated and understandable. (4 pts.)</td>
<td>Posts are understandable, but some thought is required. (2 pts.)</td>
<td>Posts are difficult to clarify. (1 pt.)</td>
<td>Posts are unintelligible or not present. (0)</td>
</tr>
<tr>
<td>Criteria &amp; Weight</td>
<td>Advanced 50 points</td>
<td>Proficient 25 points</td>
<td>Developing 15 points</td>
<td>Beginner 10 points</td>
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</tr>
<tr>
<td><strong>Introduction/Thesis</strong> Weight - 15%</td>
<td>Exceptional introduction that grabs interest of reader and states topic.</td>
<td>Proficient introduction that is interesting and states topic.</td>
<td>Basic introduction that states topic but lacks interest.</td>
<td>Weak or no introduction of topic.</td>
</tr>
<tr>
<td><strong>Content knowledge: Quality of Research</strong> Weight - 15%</td>
<td>Paper is exceptionally researched, contains more than of 5 peer-reviewed articles, the articles relate to the thesis argument in a logical manner. References are correctly cited.</td>
<td>Information relates to the main topic. Paper is well researched in detail and from a minimum of 5 good sources. References are correctly cited</td>
<td>Information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly.</td>
<td>Information has little or nothing to do with the thesis. Information has weak or no connection to the thesis. References are not cited correctly.</td>
</tr>
<tr>
<td><strong>Content application: Weight - 45%</strong></td>
<td>Exceptionally critical, relevant and consistent connections made between evidence &amp; theories presented and discussed over the course of the semester. Exceptionally summarized the “State of the field”, discussed the scope of the topic as well as the reciprocal influences of the topic.</td>
<td>Consistent connections made between evidence &amp; theories presented and discussed over the course of the semester. Summarized the “State of the field”, discussed the scope of the topic as well as the reciprocal influences of the topic.</td>
<td>Some connections made between evidence &amp; theories presented and discussed over the course of the semester. Shows a limited “State of the field”, vaguely discussed the scope of the topic as well as the reciprocal influences of the topic.</td>
<td>Limited or no connections made between evidence &amp; theories presented and discussed over the course of the semester. Limited or no “State of the field”, scope of the topic, and/or</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th><strong>Conclusion</strong></th>
<th>Excellent summary of thesis argument with concluding ideas that impact reader.</th>
<th>Good summary of topic with clear concluding ideas.</th>
<th>Basic summary of topic with some final concluding ideas.</th>
<th>Lack of summary of topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weight</strong></td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference section properly formatted.</td>
<td>Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Reference section adequate.</td>
<td>Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is very challenging to read due to poor writing flow. Improper reference section.</td>
<td>Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference section missing.</td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td>10%</td>
<td></td>
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**End of syllabus.**