

Syllabus for General Psychology Psych. 1 E9216		
Semester & Year	Spring 2016	
Course ID and Section #	E9216	
Instructor's Name	Dr. Deanna Herrera-Thomas	
Day/Time	MW 1:15-2:40	
Location	CA 113	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	133
	<i>Office hours</i>	11:45-12:45 T.Th.
	<i>Phone number</i>	X 4307
	<i>Email address</i>	Deanna-Herrerathomas@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Psychology Themes and Variations Briefer 9 th Ed.
	<i>Author</i>	Wayne Weiten
	<i>ISBN</i>	13-393906-6 paper edition
Course Description		
<p><i>[instructor: put here the catalog description from course outline of record]</i></p> <p>A course covering the scientific study of human development across the lifespan. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in lifespan development. Topics include biological, cognitive, and psycho-social processes in the context of prenatal, infant, child, adolescent, and adult development.</p>		
Student Learning Outcomes		
<p><i>[instructor: put here the SLOs from course outline of record]</i></p> <ol style="list-style-type: none"> 1. Analyze how biological, psychological, and social process affect human development. 2. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development. 3. Analyze and/or apply developmental research in writing. 		
Special Accommodations		
<p>College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
Academic Support		
<p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and more.</p>		
Academic Honesty		

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In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf

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Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on Public Safety, go to <http://redwoods.edu/safety/>. In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use

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your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Psychology 1: General Psychology

Meeting Information: Room 113, Creative Arts.

Instructor Information: Dr. Deanna Herrera-Thomas, 476-4307, email: Deanna-Herrerathomas@redwoods.edu

Office Hours M-Th. 11:40-12:40 Please schedule an appointment in advance or catch me after class.

Course Description

An introduction to empirical factors that influence human behavior, child development, learning, cognition, motivation and emotion, personality, social processes, biology and pathology.

Course Objectives

This course is designed to provide you with a foundational understanding of the riveting field of psychology. Although this will not be an easy task, it need not be painful and we should have fun accomplishing this goal. Keeping up with reading and assignments is essential to your success in this course. Be assured that no one has ever died as a result of taking this course and most students who read, work responsibly alone and in their groups while keeping up with assignments will pass the class.

Lecture content does not always follow the text as the instructor reserves the right to focus discussion on areas that elaborate on specific ideas or research presented by the text in any given chapter. Please give yourself the best possible foundation for success by attending lectures and - completing all reading assignments. Take bonus points/extra credit assignments seriously and turn them in on time!

Student Commitment: This three credit-hour class will require about nine hours per week of your time. You will have to regularly attend class - four or more absences is considered excessive, carefully read textbook chapters, submit thoughtful daily writing assignments, complete a research paper, and successfully demonstrate your learning in exams. Conscientiousness, attention to details, reading,

writing, and study skills are critical.

Note: Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation or excessive absences through the 10th week of class.

Course Text Weiten, W. (2013). Psychology: Themes and Variations Briefer Version (9th Ed.) Cengage.

Please note that you will be responsible for reading the material in the texts. It is critical that you read the chapter (s) before we discuss them in class. For example, you should have already read Chapter Three before the start of the third week. Although related material from the chapters will be discussed in class, course activities are intended to enhance your learning, not to simply review the reading material, so both attendance and reading are necessary for success in this class. Also, the schedule below is a general outline of how we will proceed in covering the topics, but it may not be adhered to depending upon the timing of class events, discussions and presentations. The instructor will announce in class any adjustments to the timing of topics covered or to the calendar in general.

Student Learning Outcomes will be evinced by writing assignments, take home quizzes, in-class exams, oral reports and in-class activities.

Week	Topic	Reading	Assignment	Schedule Notes
One 1/19-1/21	History	Chapter 1	Read 1	
Two 1/26-1/28	Research	Chapter 2	Read 1,2	
Three 2/2-2/4	Biological Basis of Behavior	Chapter 3	Take-Home Quiz I Read 2	Census Day Feb.3 Quiz:I 1,2,3,4,5,6,10
Four 2/9-2/11	Sensation and Perception	Chapter 4	Read 3,4	
Five 2/16-2/18	Variations in Consciousness	Chapter 5	Read 4,5	
Six 2 /23-2/25	Learning	Chapter 6	Read 5,6	
Seven 3/1-3/3	Human Development	Chapter 10	Read 6,10	
Eight 3/8-3/10	Human Development	Chapter 10	Quiz I Due	
Spring Break 3/14-3/19				
Nine 3/22-3/24	Motivation and Emotion	Chapter 9	Midterm Take-Home Quiz II Read 9	Quiz II Due: 9,11,14,15,12

Ten 3/29-3/31	Personality Theory	Chapter 11	Read 9,11	
Eleven 4/5-4/7	Psychological Disorders	Chapter 14	Read 11,14	
Twelve 4/12-4/14	Treatment of Disorders	Chapter 15	Read 14,15	
Thirteen 4/19-4/21	Social Psychology	Chapter 12	Turn in group Project 4/21 Read 12	
Fourteen 4/26-4/28	Review			Quiz II Due
Fifteen 5/3-5/5	Presentations			
Finals Week			Final	

Important Dates

Census Day: **Feb. 2 -DROP YOURSELF BY THIS DAY** if you plan to drop the class. If you drop after this day then you will get an "F" in the class. Access the Admissions page for all other dates (under pull-down menu: "Parents/Families").

All-College Holidays: Lincoln's Birthday Feb. 12, President's Day Feb. 15, Spring Break March 14- 19. Two "Personal Days" will be taken by the instructor during the semester and you will be notified of those ASAP.

Final Exams, 5/09-5/15

Course Requirements and Grading

Students will be graded on participation (if you don't attend then you can't participate, performance on tests, class participation and class projects. Part of class participation includes acting appropriately as a responsible collaborator on group projects.

Tests (270 points)

There will be two take-home quizzes, one midterm and a final exam. The quizzes will consist of 50 multiple-choice items each worth .5 points. The first one will be a take-home study exam and will be designed to help you keep up with the reading. The second two are designed to test your understanding of the concepts rather than whether you read the material. They will be take-home as well and will be based on material covered in the book, lectures and video segments shown in class.

The midterm (70 points) will consist of multiple-choice questions, while the final exam (100 points) will include both multiple-choice and essay questions.

Late exams will not be accepted without exception

Group Research Paper and Focus Groups (100 points)

You will be assigned a focus group where you will be given the opportunity to discuss topics and to engage in classroom activities related to the material presented in class. This group will also generate one research paper that will be presented to the class. The paper and presentation together are worth 100 points. Refer to research paper handout. Please begin group projects ASAP after Midterm. You will have 6 weeks to complete the project.

What if you don't want to work in a group? This is not an option unless there are serious and compelling reasons that you can demonstrate with documented evidence for being unable to participate. It will be up to the instructor to grade students separately in rare circumstances related to uneven collaboration.

Participation (30 points)

Assignment Points:

Quiz 1= 25 Pts.

Quiz 2 =25 Pts.

Midterm = 70 Pts.

Final = 100 Pts.

Group Research Paper = 100 Pts.

Participation= 30 Pts.

Bonus points will be made available throughout the semester. If you are absent when these are announced or collected you will not be eligible for them.

Grading Scale:

372- 400=A (93%+)

360-371=A- (90-92%)

346-359=B+ (87-89%)

332-345=B (83-86%)

320-331=B- (80-82%)

308-319= C+ (77-79%)

280-307=C (70-76%)

240-279=D (60-69%)

I do not post final grades or participation points on LMS. My experience teaching has shown me that if a student comes to speak to me and requests grades, I can provide a context for the grades and how the student can, if an issue, increase his or her score. Early grades can be deceiving in terms of overall scoring of points. This time also allows me the opportunity to encourage students, offer tips on study skills or provide for useful referral information. I find that this increases overall persistence in my classes.

