

Syllabus for General Psychology		
Semester & Year	Fall 2016	
Course ID and Section #	Psych 1 S2143	
Instructor's Name	Stephen Quiggle	
Day/Time	MTTH 8:10 a.m. to 9:15 a.m.	
Location	SFHS Campus (Miranda) SFH Room C-5	
Number of Credits/Units	3.0	
Contact Information	<i>Office location</i>	
	<i>Office hours</i>	Prior to and after class and by appointment
	<i>Phone number</i>	707-223-1713
	<i>Email address</i>	Stephen-quiggle@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Psychology: Themes and Variations-Briefer version
	<i>Author</i>	Wayne Weiten
	<i>ISBN</i>	0-534-37062-4
<p>Course Description: A course focusing on the scientific study of behavior and mental processes. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in psychology. Topics include biological foundations, perception, learning, cognition, emotion, motivation, development, personality, social psychology, psychological disorders and therapies, and applied psychology. This course is transferable to four-year colleges and is a prerequisite for most upper division psychology courses.</p>		
<ol style="list-style-type: none"> 1. Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge within the context of historical trends in psychology. 2. Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation. 3. Demonstrate critical thinking skills and information competence as applied to psychological topics. 4. Analyze how experience, culture, learning and biology affect behavior and cognitive processes. 		
<p>Special Accommodations</p> <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>		
<p>Academic Support</p> <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>		

Syllabus for General Psychology

Academic Honesty

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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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.

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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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 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.

**Emergency Procedures for
South Fork High School**

**EMERGENCY RESPONSE
PROCEDURES**

Site specific response procedures should be included for the following:

1. Duck, Cover and Hold/Earthquake
(Green)

*Stay in room take cover.

2. Building Evacuation Fire/Earthquake
(Yellow)

*Take roll sheet and attendance report sheet, lock windows and door, place correct color placard (red/green) on door, and evacuate via plan.

3. Shelter in Place/ Modified Lockdown
(Blue) **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL “MODIFIED OPERATION HIBERNATE” (must radio gym and D wing classes)** or communication via radio, and office staff will go door to door informing staff of modified lockdown. **When over, an “ALL CLEAR” will be verbal signal over the intercom (must radio gym and D wing classes).**

*Close windows and curtains, carefully open door and get everyone inside rooms, including students and staff seeking shelter, then lock classroom door.

*Cover window on door with paper. All students seated, take roll, and document the names of all students present and not present.

4. Lockdown Imminent Danger (Red)
Imminent Danger Signal – **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL “OPERATION HIBERNATE”, OVER THE INTERCOM (must radio gym and D wing classes). WHEN OVER, AN “ALL CLEAR” WILL BE VERBAL SIGNAL OVER THE INTERCOM (must radio gym and D wing classes). DO NOT CALL THE OFFICE OR USE THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.**

*Immediately lock classroom door and

General Psychology (Psych 1) -- S2143 (042143)
College of the Redwoods at SFHS
Fall 2016 Syllabus

Instructor Information

Instructor: Stephen Quiggle (707) 223-1713
Appointments: Before or after class or by phone

E-mail: stephen-quiggle@redwoods.edu

Textbook Information

Book Title: Psychology: Themes and Variations - Briefer version (still nearly 500 pages!) **ISBN:** 0-534-37062-4
Author: Wayne Weiten **Publisher:** Wadsworth **Edition Number:** 6th **Copyright Date:** 2005

Textbooks will be available for purchase (inexpensively) during the first week of class.

Course Description

This three (3) unit General psychology focuses on the scientific study of behavior and mental processes. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in psychology. Topics include biological foundations, perception, learning, cognition, emotion, motivation, development, personality, social psychology, psychological disorders and therapies, and applied psychology. This course is transferable to four-year colleges and is a prerequisite for most upper division psychology courses.

The study of psychology is essentially, the study of how we think and act. Beyond the physiological brain functions of motor skills and nervous system and our bio-chemical systems we will examine personality theory, development and psychological disorders. We will learn to identify how we think we think – since there are myriad science based studies opinions and conjectures – and examine how behavior occurs and be introspective in the process. Students will prepare with weekly reading assignments, videos, engage in class discussion which augment / expound upon chapter topics, and take class interaction notes. Students will demonstrate knowledge through participation, quizzes, written assignments and presentations. Participation in this course is HUGELY anticipated - be prepared to engage!

Learning Outcomes

Upon completion of this course, you will be able to:

1. Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge within the context of historical trends in psychology.
2. Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
3. Demonstrate critical thinking skills and information competence as applied to psychological topics.
4. Analyze how experience, culture, learning and biology affect behavior and cognitive processes.

Course Expectations

I'll be clear about assignments and due dates; you'll complete all assignments within the due date
I'll support understanding, give examples and answer questions; you'll give your best efforts and ask questions
I'll share experience and the psychological viewpoints; you'll share your insights, experiences, and discoveries

I'll do my best in setting and giving examples, you'll do your best being attentive and present
I'll show up on time for every class meeting prepared to engage; you'll... do the same!

Mondays, Tuesdays, & Thursdays from 8:15a.m. - 9:15 a.m. in C-5 at South Fork High School

Class Guidelines

Class content covers materials that are in the textbook, lectures, handouts and assignments (videos, etc.)
Students **MUST** type all papers and **ALL** assignments are due on the respective **DUE DATES** at class' beginning
Students must make prior arrangements for late work to be accepted

If you miss class or material, do not understand a concept or have questions about how to proceed:

You may always ask the instructor (in class, prior to or after, by phone or email)

You may contact classmates that you trust for clarification of information and assignments.

You do not need to ask permission to skip an assignment or a class; that is a choice you make.

Your individual grades will only be addressed privately.

It is expected that you will respect yourself and others during class time by refraining from interrupting one another or the instructor and that all devices that are not being used specifically for class (e.g.: recording, photos of notes on the white board, etc.) shall be silenced.

Learning Support Services

If you have a documented disability or a reasonable request and wish to discuss accommodations or other learning needs, please contact me as soon as possible – all reasonable measures will be taken to assist. As a concurrently enrolled HS student, if you have an IEP or a 504 plan, please let me know so that I may talk to the school counselor.

Evaluating and Reporting Student Progress

Your grade will be determined by the quality of your writing assignments, the mid and term quiz scores, and level / quality of participation with a total of 250 points (there are extra credit opportunities).

Participation	50
4 - Quizzes 25 points each	100
2- Short answer essays 25 points each	50
Term Research Paper	50

Potential Extra Credit explained in class	50
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Grading Scale

A 100% - 90% B 89% - 80% C 79% - 70% D 69% - 60% F below 60% NP below 70% (for C / NC)

Academic Misconduct

Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" on the assignment and possibly in the course. So, just for clarity, don't cheat, copy, or pass someone else's work off as your own. AND you must cite your sources using APA format; if you need help, that's why I am here and all you have to do is ask!

College of the Redwoods student code of conduct:

<http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf>

Term Calendar

Class will begin on **August 25th**, and end on **December 15th, 2016**; we will meet every M/T/TH unless otherwise noted in advance. The last day to drop this course without receiving a "W" and receive a refund is **September 12th, 2016**. The last day to drop this course (with a "W") is **October 30th**; after that, you receive a grade. We will match SFHS's academic calendar & vacation schedule in this course.

Weekly Schedule

Week One - Introductions

Review the text, course syllabus and expectations

Review Assignments and course content

Syllabus Quiz - Thursday

Week Two

Read Chapter 1 - Introducing Psychology

Focus Areas: Study the chapter for explanation of what Psychology IS! Overview, major theoretical approaches and objectives of psychology

Week Three (No class held on Monday)

Read Chapter 2 - Psychological Science

Focus Areas: Validity and Reliability; measurability and historical trends

Short Essay # 1: A one page paper (200 - 250 words): Describe a behavioral or mental phenomenon in which you are especially interested. Discuss how the phenomenon might be approached from *one* of the following perspectives: evolutionary, psychodynamic, behavioral, cognitive, or social/cultural. **Due September 15th**

If you're planning to drop this course, now's the time!

Week Four

Read Chapter 3 - The biology of behavior

Topic Areas: How the brain, mind and body work in concert

Focus Areas: specific brain structures

Quiz 1 - Thursday

Week Five

Read Chapter 4

Topic Areas: Sensing and perception

Focus Area: How the senses work: Sight / touch / smell / taste / hearing / ... Intuition

Short Essay # 1 Due Thursday

Week Six

Read Chapter 5

Focus Areas: States of Consciousness

Extra Credit Option: View the movie: **What the Bleep Do We Know?!** *It is fascinating and you may write a one page paper regarding your impressions and observations due anytime before Halloween*

Link: <http://www.whatthebleep.com/shop/stream-the-bleep/>

Or Netflix... or rent it or buy it.

Week Seven

Read Chapter 6

Focus Areas: Growth and Development

Quiz 2 - Thursday

Week Eight

Read: Chapter 7

Focus Areas: Learning and Memory

Short Essay #2: *A one page paper (200 - 250 words): Give examples of each of the following: classical conditioning, operant conditioning and observational learning as related to either media-advertising or education. Due Week 11*

Week Nine

Read: Chapter 8

Focus Areas: Memory and Judgment

Week Ten

Read: Chapter 9

Focus Areas: Intelligence and Language

Extra Credit: Youtube video: Sir Kenneth Robinson: <http://www.youtube.com/watch?v=iG9CE55wbtY>

Review Term paper parameters

Week Eleven

Read: Chapter 10

Focus Areas: Emotions and Motivations

Media: View the youtube video: Validation at: <http://www.youtube.com/watch?v=Cbk980jV7Ao>

Essay # 2 Due Thursday

Quiz 3 - Thursday

Week Twelve

Read: Chapter 11

Focus Areas: Personality -- Take a fun test

Term Paper Outlines Due

Week Thirteen

Read: Chapter 12

Focus Areas: Identifying Psychological Disorders

Week Fourteen - Eat a turkey... no classes this week...stay home...sleep! But don't come to class.

Week Fifteen

Read: Chapter 13 AND Chapter 14

Focus Areas: Identifying & Treating Psychological Disorders

Term Papers Due - Thursday

Week Sixteen - Finito

Read: Chapter 15

Focus Areas: Social Psychology

Final Quiz on Tuesday; Final Grades on Thursday

Due Dates:

Quizzes - September 15th October 6th November 3rd December 13th

Written Assignments - September 22nd November 3rd December 8th

Although it is my intention to follow this syllabus, things change and you will be informed well in advance