

## Syllabus for Psych 1-V0940 – Virtual Campus

<b>Semester &amp; Year</b>	Spring 2017	
<b>Course ID and Section #</b>	Psych 1- V0940	
<b>Instructor's Name</b>	Michelle Haggerty	
<b>Day/Time</b>	Virtual Campus	
<b>Location</b>	Virtual Campus	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	Creative Arts Bldg. Room 120- Eureka Campus
	<i>Office hours</i>	MW 10-11 and 3-4, TTh by appointment
	<i>Phone number</i>	707-476-4319
	<i>Email address</i>	<a href="mailto:Michelle-haggerty@redwoods.edu">Michelle-haggerty@redwoods.edu</a>
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	The Science of Psychology: An Appreciative View 4 <sup>th</sup> ed
	<i>Author</i>	Laura King
	<i>ISBN</i>	9781259544378

### Course Description

Psychology is 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

### Student Learning Outcomes

This course is designed to provide you with an introduction to the field of psychology. Students should be able to accomplish the following goals throughout our semester together:

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.

### Special Accommodations

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 DSPPS at 707-476-4280.

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### Academic Support

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.

### 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: [www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://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](http://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.

### 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](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,

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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](mailto:security@redwoods.edu) if you have any questions.

*College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.*

# **Psychology 1, General Psychology**

**Spring 2017**

**V0940**

**Instructor: Michelle Woods Haggerty, MA**

**Office Hours in person: MW 10:00 am – 11:00 am and 3:00-4:00**

**TTH by appointment**

**Office: CA 120**

**E-mail: michelle-haggerty@redwoods.edu**

**Phone: 707-476-4319**

## **Course Description:**

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## **Course Outcomes:**

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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.

**Text:**

**King, L. (2017). The Science of Psychology: An Appreciative View 4<sup>th</sup> Ed. McGraw Hill: New York. ISBN: 9781259544378**

You can purchase the text from the CR bookstore:

<http://bookstore.redwoods.edu/>

From the publisher:

McGraw Hill

You can also purchase the text from any online vendor.

**Student Success:**

Research that has been done on student success has highlighted the following areas. Think about these points and how you are including this class in your life.

- Buy the textbook at the beginning of the semester and begin reading.
- Read the chapter assigned for the week before reviewing the lecture.
- Turn assignments in on time
- Know where your syllabus is and the schedule for the class.
- Know how to contact your instructor and contact her if you are having difficulties of any kind that are interfering with school.
- Take notes while viewing the lecture.
- Take notes while reading the text- outlining the chapter and writing out the key concepts.
- Have a designated study area that is distraction free.

**Computer Skills:**

To be successful in this course you need adequate computer skills. You must be able to navigate the class website, open and download files and use a word processor. It is the student's responsibility to meet the technology demands of the course. The college is now utilizing the **Canvas** learning management system. Support can be found through contacting staff on **Canvas** home page. There is also a non-credit class that is providing support with computers on campus.

**Computer Requirements:**

Most computers and internet providers are adequate. Broadband services from cable, DSL or satellite providers are recommended. You will need to have access to the

internet at least three times a week for 16 weeks. Anticipate problems with your computer and internet access by completing your work early and staying up to date on the course assignments.

**Student Commitment:**

This class requires you to make a solid commitment of your time and to be self-disciplined every week of the semester. An online environment allows the student and instructor more flexibility in when the work is completed, but there is no less work, you may even feel there is more work in an online class. This three credit hour class requires about nine hours per week of your time. Every week you will have to carefully read and/or listen to lectures and read textbook chapters, review supplemental material posted, participate in online discussions and complete weekly quizzes. Self-discipline, attention to details, and skills in reading and writing are critical. It is recommended that students be eligible for English 1A when taking this class, so keep this in mind when looking at the commitment you are making.

**Instructor Commitment:**

I dedicate as much time to this class as I do a face-to-face class. I will be accessing the class regularly and will respond to messages normally within 24 hours, but no longer than 48 hours (excluding weekends and holidays). I will read all discussion posts and will often participate in the conversations. I will be sending out weekly announcements at the beginning of each week, will provide feedback on grading and will email you if I am concerned about your progress in the class.

**Course Schedule:**

Week	TOPIC	READING	Assessment Due
Week 1: 1/14/17- 1/22/17	Introduction	Syllabus, Learning styles information	Syllabus Quiz and Discussion
Week 2: 1/23/17- 1/29/17	History of Psychology &Theoretical Orientations	Chapter 1	Chapter 1

			Quiz and Discussion
Week 3: 1/30/17- 2/5/17	Research Methods	Chapter 2, Research Article provided by instructor	-Chapter 2 Quiz <b>-Research Article Questions.</b> -Discussion
Week 4: 2/6/17- 2/12/17	Biological Bases of Behavior	Chapter 3	Chapter 3 Quiz and Discussion
Week 5: 2/13/17- 2/19/17	Sensation and Perception	Chapter 4	Chapter 4 Quiz and Discussion
Week 6: 2/20/17- 2/26/17	Consciousness	Chapter 5	Chapter 5 Quiz and Discussion
Week 7: 2/27/17- 3/5/17	Learning	Chapter 6	Chapter 6 Quiz and Discussion

Week 8: 3/6/17- 3/12/17	Memory	Chapter 7	Discussion Chapter 7
<b>3/13/17- 3/19/17</b>	<b>Spring Break- No Classes</b>		
Week 9: 3/20/17- 3/26/17	<b>MIDTERM</b>	Research paper handouts	<b>Midterm Chapters 1-7</b>  <b>Research paper outline due</b>  Discussion of research paper
Week 10: 3/27/17- 4/2/17	Intelligence	Chapter 8	Chapter 8 Quiz and Discussion
Week 11: 4/3/17- 4/9/17	Development	Chapter 9	Chapter 9 Quiz and Discussion
Week 12: 4/10/17- 4/16/17	Sexuality and Gender	Chapter 11	Chapter 11 Quiz and Discussion  <b>Research Paper Due</b>
Week 13: 4/17/17- 4/23/17	Personality	Chapter 12	Chapter 12 Quiz and Discussion



Week 14: 4/24/17- 4/30/17	Therapies	Chapter 16	Chapter 16 Quiz and Discussion
Week 15: 5/1/17- 5/7/17	Disorders	Chapter 15	Chapter 15 Quiz and Discussion
<b>Week 16:</b> 5/8/17- 5/12/17			<b>Final Exam</b>

**Grading:**

Points will be divided up for the semester accordingly:

Class Discussion Postings: 225 points – 15 points each week

Quizzes: 350 – 25 points each

Exams: 300 points- 150 points each

Paper: 150 points

Paper Outline: 30 points

Research Article Questions: 30 points

**Grading Scale:**

Percentage	Letter Grade
93% +	A
90 – 92%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-

77 – 79%	C+
70 – 76 -%	C
60 – 69%	D
59% - 0	F

**Class Discussion:**

In order for you to learn the material and make it personally relative you need to interact with it by taking part in discussions. Each week we will have a discussion based on a question/ prompt from me. You will receive up to a maximum of 15 points for postings and responses to others' postings. Remember, you need to complete your primary post and at least 2 reply posts each week. Your primary post is **due Wed** of the week by 11:59 PM. Your secondary posts are **due by the Sunday** of the week at 11:59 PM. The postings will be graded according to the following rubric:

**Primary Post**- 5 points possible- Your post must:

- React critically and provide insight into the topic, not just a summary – 1 point
- Relate topic to your own experience\*- 1 point
- Use correct grammar and spelling- 1 point
- Posted before the Wed deadline- 1 point
- Meet the **300 word minimum length** – 1 point

**Reply Postings** – 5 points possible per post– each of your **two** reply posts must:

- React thoughtfully to the content of a classmate's primary post utilizing content from class. – 2 points
- Meet the **150 word minimum length** – 2 points
- Use correct grammar and spelling. – 1 point

\*The topics discussed in class will stimulate you to think about your own experiences. It is important that you relate the class content to your life, but exercise some caution when disclosing very personal information on the class discussion forum. It is important that you continue to feel that this class is a safe learning environment, and personal self-

disclosures can affect this. So, be cautious when making highly personal statements. Furthermore, I expect everyone in the class to be respectful and considerate when replying to classmate's postings. (See code of conduct for further information)

### **Attendance:**

Please be aware that if you decide to not continue with the class you should drop the class and let me know about your decision. An Administrative procedure, (AP) 5075, now allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation includes missing 2 weeks in a row and not taking tests, exams or turning in assignments during that time. If you have difficulties meeting deadlines due to illness or emergency please let me know what is occurring. Census date is 1/30/17, where I will be dropping students that have not been participating in class. On 3/5/17 I will again be dropping students that are not participating. The end of the 10<sup>th</sup> week is 4/2/17. Please keep me informed of anything that is interfering with your participation/attendance in this class.

### **Academic Misconduct:**

All work that is turned in must be your own. This applies to all papers and tests throughout the semester. In an academic paper, like the research paper for the semester, you need to indicate with a citation anytime that you paraphrase, summarize, or quote someone's work. Failure to provide a citation is plagiarism. If I find that a student has plagiarized or cheated on any work, the assignment will be graded as receiving zero points. Please ask me if you have any questions regarding this policy (AP 5500). The entire board policy can be accessed on the CR's web site and through the link provided on the cover page.

### **Quizzes:**

There will be 13 chapter quizzes this semester with an average of 25 questions worth one point each. The questions will be based on the reading and lecture material. The quiz for the week needs to be completed by 11:59 pm on Sunday night when the week ends. **Make up quizzes will not be available after the Sunday deadline.** You will be limited to one minute per question for each test. You are allowed to take the quiz 2xs; the highest score will be counted in the grade book. The quizzes are open book; however, you should prepare the same that you would for closed book quizzes. Feedback on the correct answers to quiz questions will be available to you on Monday, the day after the quiz is due.

### **Exams:**

Two exams will be given during the semester at midterm and final times. They will consist of multiple choice and essay questions. You must take the exam during the week that it is due, by 11:59 pm on Sunday night. The exams will be available in the testing section of our class. The essay questions will be in the **assignment** section of our class and you can work on them throughout the week, they are also due by 11:59 pm on

Sunday of the week due. Each exam is worth a total of 150 points. Please let me know as soon as possible if there is anything that is interfering with your ability to take to exam during the scheduled week.

### **Research Article Questions:**

This assignment is to provide you with exposure to primary research in the field of psychology. **Your instructor will provide links to articles that you can chose from.** You will be prompted during the week that the assignment is due to discuss your chosen article with classmates that have read the same article. You will then need to type up your answers in a paper, approximately 2 pages long, double-spaced. The paper will be turned into the assignment section of **canvas**. This paper should demonstrate your knowledge of the research process. It is worth 30 points and needs to be submitted by 11:59pm by Sunday **February 5th**.

1. **What Journal is the article in? Year and volume? Page numbers?**
2. **Is this experimental or correlational research? Explain why.**
3. **What is the author's hypothesis?**
4. **If this is experimental research, identify the independent and dependent variables.**
5. **Identify the group of individuals that are being researched. Is this a representative sample?**
6. **Identify some extraneous variables that could be affecting the outcome of the research.**
7. **Explain how the research was conducted. What was the method?**
8. **Explain the results of the study.**
9. **Do you feel that this research should be replicated? How would you change the design?**
10. **How do you think the results of this research can be utilized by our community/society?**
11. **Why did you choose to read this research article? Do you have any personal connection to the topic?**

### **Paper:**

Research papers are due by **4/16/17** at 11:59 pm. A typed outline of the paper including the topic, and at least one citation to a source on the chosen topic is due by **3/26/17** at

11:59 pm. The outline is worth 30 points and the paper is worth 150 points. 10 points will be deducted for every day that a paper is turned in late. No papers will be accepted after **5/7/17**.

You should choose a topic for the paper from the following list: (Topics that are not included on this list must be approved)

1. Research different fields in psychology explain them and then examine what field you are interested and why. Include in your paper the history of the discussed field and the job outlook for the profession.
2. Research a major theorist that has contributed to the field of psychology. Give his/her history and describe their theory of counseling along with how individuals experience change.
3. Research a major psychological disorder. Explain the disorder and its current recommended treatments. It would be good to focus on a select population with the disorder to examine the topic with appropriate depth. For instance, Bipolar in children or behavioral treatment for Autism.
4. Research sleep and current theories on dreaming. Historical theories can be included here also.
5. Examine the current research on sex differences in the brain.
6. What is the current research on the brain's ability to repair itself after injury?
7. What are the effects of psychological medications on the brain?
8. Examine the current research on perceptual differences in individuals who have a hearing or vision deficit.
9. How effective is hypnosis at stopping addictions?
10. Research the different ways that behavior modification is being utilized to treat disorders in children.
11. What does research indicate about the correlation between scores on intelligence tests and success?
12. Discuss psychological treatments and research on the effectiveness of these treatments.
13. Read the past book of the year Outliers by Malcolm Gladwell. Investigate the question of nature vs. nurture in regards to intelligence and/or success. Include this research in your discussion of the book.

14. Read a biography – for instance Dreams of my Father by Barrack Obama and discuss how the main subject in the book is expressing Erik Erikson’s stages of development. Include Erikson’s work in your references.
  15. Read the previous CR book of the year One Flew over the Cuckoo’s Nest and watch the movie of the same title. Compare differences between the movie and book. Discuss the way the mental health system is reflected in these works. Compare the mental health system at that time compared to currently.
  16. Read the previous book of the year The Help. Investigate current research available on racial discrimination and social rules. Include this research in your discussion of the characters in this book.
  17. Read the current book of the year Between the World and Me, by Ta-Nehisi Coates. Investigate current research on prejudice and discrimination along with your discussion of the themes and main points of this book.
- Make sure you fully cover the topic in an academic manner. The research should be current and verifiable by author and or organization. Utilize the research tools available through the library for your research **not** Google or open web searching.
  - The paper needs to be written in APA format, 4-6 pages, double-spaced. You can access a handout on APA formatting on the CR library homepage. OWLS at Purdue and Diana Hacker.com are also good on-line sources for help with formatting. We will discuss formatting in a lecture I will post.
  - At least 3 sources need to be utilized including one book- this can be an eBook.
  - This project including the outline and paper is worth 150 points.

Papers will be graded on:

### **Content- 45 points**

The paper needs to adequately explain the topic and the research that was utilized in the discussion. Student needs to be able to analyze the research read and synthesize the research in the writing of the paper.

### **Documentation of sources – 20 points**

In text citations must be utilized according to APA format. A reference page also needs to be included fully citing the verifiable sources.

### **Utilization of APA format- 20 points**

APA format needs to be utilized in the setup of the paper including a title page, utilization of a running head, in text citations by author and date, 12 font, double space, format of reference page.

### **Spelling and Grammar – 15 points**

One point will be deducted for each spelling and grammar mistake. Please edit carefully.

### **Credibility of sources –25 points**

Sources of information utilized for this paper must be academic ones found through library databases. Sources should be verifiable and documented by an author and/or organization. Peer reviewed sources will be helpful for you to use in your research.

### **Organization of information- 25 points**

The paper needs to be well organized in regards to paragraph structure, sentence structure and overall organization of paper.

### **Student Code of Conduct:**

College of the Redwoods has a student code of conduct that can be read in full on the college web site. It is important that you are familiar with this policy and the ramifications of not abiding by the conduct code. It is important that all of the work that you submit is your own and that you maintain a respectful, academic demeanor when interacting with our class.

### **Students with Disabilities:**

This class is designed to accommodate individuals with disabilities. Please contact me directly if you have any specific concerns. For more information regarding the College's services you can access the DSPS website at <http://redwoods.edu/district/dsps/>

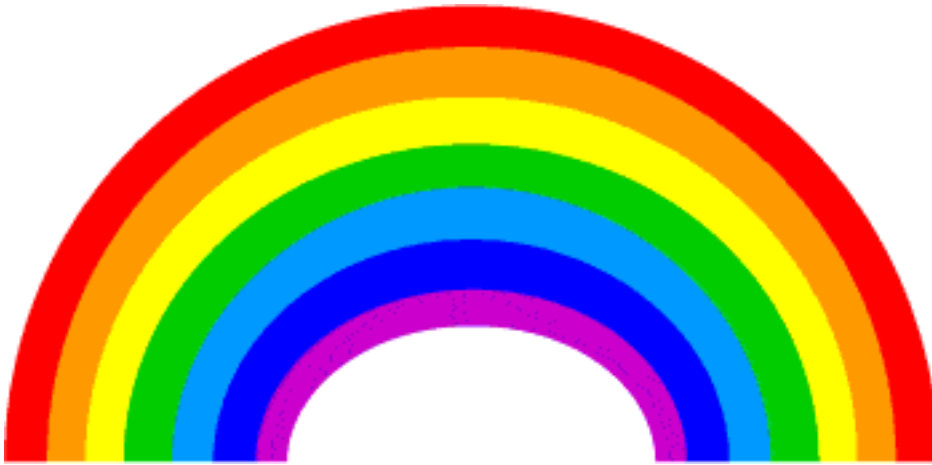
### **Non-Discrimination/ Equal Opportunity**

College of the Redwoods is committed to equal opportunity in employment, admission to the College, and in the conduct of all of its programs and activities.

CR's policy complies with *California Education Code* and *Title 5 of the California Administrative Code*, and with related federal laws (*Title VI and VII of the Civil Rights Act of 1964*, *Title IX of the Educational Amendments of 1972*, and *Section 504 of the Rehabilitation Act of 1973*).

Under these regulations, College of the Redwoods guarantees that no person shall be subjected to discrimination on the basis of ethnic group identification, religion, age, gender, sexual orientation, color, or physical or mental disability under any of its programs or activities.

(The full policy and regulations can be viewed in the CR catalog that is available on the CR Homepage.)



### **Emergency Preparedness**

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The system will be tested each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, [707-476-4112](tel:707-476-4112), [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

### **Note:**

I will make every effort to follow the standards and schedule of this syllabus. There may be times when changes are necessary and I will inform the class if this occurs.



