

College of the Redwoods at South Fork High School

PSYCH 1 / General Psychology 044262

*This is a dual enrolled course that allows students to earn both high school and college credits.
Students are expected to be prepared for college level coursework.*

Semester & Year	Fall 2017	
College Course Title and Section #	PSYCH-1-S4262 (044262)	
Instructor's Name	Stephen Quiggle	
Day/Time	M / T / TH 8:15 a.m. - 9:15 a.m.	
High School Location	SFHS Campus (Miranda)	
Number of Credits/Units	3.0 college / 10 HS	
Contact Information	<i>Office location</i>	SFHS C-5
	<i>Office hours</i>	M/T/TH at 7:45 a.m. and 9:30 a.m. and by appointment
	<i>Phone number</i>	Phone: (707) 223-1713
	<i>Email address</i>	Email: stephen-quiggle@redwoods.edu
College Textbook Information	<i>Title & Edition</i>	Psychology: Themes and Variations - Briefer version
	<i>Author</i>	Wayne Weiten
	<i>ISBN</i>	10 0495813109 8 th edition

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.

Student Learning Outcomes

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 DSPS at 707-476-4280.

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Academic Support

Students who are in dual-enrollment courses at College of the Redwoods have full access to the CR library resources both in person and online. To access library resources online, go to <http://www.redwoods.edu/library/> and click on **Find Resources**. You will be asked to enter your CR student ID number to access eBooks or library databases, including research guides. You can also request research assistance from a CR librarian using the “Ask-A-Librarian” link under **Get Help**.

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.

*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.

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 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
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 cover door window with paper, close all windows, blinds and curtains. Instruct students to sit/lie on the floor (out of the direct line of projectile coming through the windows). Turn off all lights. Instruct students to remain silent, take roll. Await further instruction from Crisis Response Team or Police. Cafeteria students and staff close and lock serving windows, lock kitchen doors, go into storage area and close pass door. PE teacher will gather ALL students into the boy’s locker room shower area for maximum protection. All layers of doors are to be locked.

5. Threat Assessment w/o schoolwide action (White)

*Refer any threats to staff or students to the principal or designee.

Each procedure should contain the following elements:

1. Code designation

a. Verbal: (Code Green, Yellow, Blue, Red, and White)

b. Bell signal (Bells or Fire Alarm) **(must radio gym and D wing classes)**

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.

Course expectations for student success

I'll be clear about assignments and due dates; you'll complete all assignments within the due date.
I'll lecture from the text and other materials; you'll have read the current chapter prior for context and meaning.
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 will please do the same!
Most importantly – Show up and engage! There is no substitute to being present and involved.

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; however, if you miss more than 10% of the class, your chances of passing diminish and you may be dropped.
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.

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 350 points (there are extra credit opportunities).

Participation / attendance	80 points
12 - Quizzes 10 points each	120
2- Short answer essays 25 points each	50
Term Research Paper	50
Group Projects	50
Potential Extra Credit explained in class	30

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!**

Term Calendar

Class will begin on **August 28th**, and end on **December 14th, 2017**; we will meet every M/T/TH unless otherwise noted in advance. The last day to drop this course without receiving a "W" is **September 15th, 2017**. 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 (No class held on Monday)

Read Chapter 1 - Introducing Psychology

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

Quiz

Week Three

Read Chapter 2 - Psychological Science

Focus Areas: Validity and Reliability; measurability and historical trends

Short Essay # 1: A one page paper (200 - 250 words): **Topics reviewed in class.**

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

Quiz

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

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, September 28th.

Quiz

Week Six

Read Chapter 5

Focus Areas: States of Consciousness

Extra Credit Option: View the movie: **What the B#=%p 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.

Quiz

Week Seven

Read Chapter 6

Focus Areas: Growth and Development

Quiz

Week Eight

Read: Chapter 7

Focus Areas: Learning and Memory

Short Essay #2: A one page paper (200 - 250 words): **Topics reviewed in class. Due Week 11**

Quiz

Week Nine

Read: Chapter 8

Focus Areas: Memory and Judgment

Quiz

Week Ten

Read: Chapter 9

Focus Areas: Intelligence and Language

Quiz

Week Eleven

Read: Chapter 10

Focus Areas: Emotions and Motivations

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

Essay # 2 Due Thursday, November 9th

Quiz

Week Twelve

Read: Chapter 11

Focus Areas: Personality -- Take a fun test

Discuss group projects

Term Paper Outlines Due

Quiz

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

Week Fourteen

Read: Chapter 12

Focus Areas: Identifying Psychological Disorders

Term Papers Due - Thursday, November 30th

Quiz

Week Fifteen

Read: Chapter 13 AND Chapter 14

Focus Areas: Identifying & Treating Psychological Disorders

Group project presentation

Week Sixteen - Finito

Read: Chapter 13 AND Chapter 14

Focus Areas: Identifying & Treating Psychological Disorders

Quiz on Tuesday, December 12th; Final Grades on Thursday

Due Dates:

Quizzes - Every week except weeks 13 and 15.

Written Assignments - September 28th November 9th November 30th

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