

Syllabus for [General Psychology] – Online		
Semester & Year	Fall 2017	
Course ID and Section #	Psychology -1-V3808	
Instructor's Name	Deanna Herrera	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	CA 133
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Textbook Information	<i>Title & Edition</i>	Psychology Themes and Variations 10 th Edition Mind Tap
	<i>Author</i>	Wayne Weiten 10 th edition
	<i>ISBN</i>	10: 3789594
<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>		
<p>Student Learning Outcomes accomplish the following goals throughout our semester together:</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>Necessary 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 utilizes the Canvas learning management system. Support can be found through contacting staff on the Canvas home page. There is also a non-credit class that is providing support with computers on campus.</p>		
<p>Technology Requirements (computer, other hardware, and software) 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.</p>		

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Technology Support

Before contacting Technical Support please visit the Online Support Page at <http://www.redwoods.edu/online/Help>.

For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support at its@redwoods.edu or call [707-476-4160](tel:707-476-4160) or [800-641-0400](tel:800-641-0400) ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. As far as testing is concerned, I generally give students plenty of time to assure that the time frames for due dates accommodate most, if not all, students who require extended testing. 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](tel:707-476-4280).

Regular Effective Contact

Online office hours will be provided on Friday's 9-10AM and at additional appointment times. On Fridays I will be available by Skype or telephone to meet with students. It is a good idea to make an appointment with me to assure that ample time is given to your needs. I will get back to students as soon as possible and in no later than two days with weekends and holidays off. Discussions will be used to keep the student community in touch with one another and with me. There will be a "Gripe" discussion posted once every 2 weeks to give students an opportunity to address problems that arise whether these be technical or otherwise.

Academic Support and Resources

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. The following resources are available to support your success as a student:

- CR-Online (Resources for online students): <http://www.redwoods.edu/online>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book:
<http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

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Course Communication

I will be sending out announcements weekly to keep you informed. I am available by email. It is important that this course integrates fluidity in communication so that students communicate with me and with one another in a way that creates community. I will read all discussion posts and join in often.

Student work groups will be created to foster community support.

Communications will be civil and respectful. If you have questions concerning grades this is best done through email to me through the Canvas link.

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 behaviors 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.

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Emergency Procedures for College of the Redwoods:

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency at the college 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](tel:707-476-4112) or 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.

Proctoring

Proctoring is not required for this course.

General Psychology-Psych. 1- V2748

Instructor: Dr. Deanna Herrera (I prefer to be called Deanna)

Email: Please use your Canvas email or send a message to Deanna-Herrerathomas@redwoods.edu

Office Hours: Thursday mornings between 9:00 and 11:00 or another time scheduled

Course Objectives

This course is designed to provide you with a foundational understanding of the riveting field of psychology (truly, it *is* riveting). 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 (or the audio presentation of the reading) is essential to your success in this course.

Expectations and Commitments of Students

It is necessary to keep up with the reading that is embedded in the Modules provided on Canvas and additional unit discussions. Each chapter will include assignments related to it, as well as additional materials that support the information (such as videos, images, PowerPoint, research articles etc...). Please give yourself the best opportunity to succeed by participating in discussions and take extra credit assignments seriously and get your work in on time. This three credit-hour class will require about nine hours per week of your time. You must carefully read textbook chapters, submit thoughtful writing assignments, complete a research paper analysis, and successfully demonstrate your learning in exams. Conscientiousness, courteousness, attention to details, reading writing and study skills are critical to your success. It is highly recommended that you have taken English 1A to take this course and be successful in it. Because there is flexibility built into the schedules of online courses you will need to monitor when and how much you read and work on assignments. Creating a weekly study schedule is helpful.

If for any reason there are issues impacting your ability to complete work it is incumbent upon you to contact me, and I encourage you to do so, before you fall behind. Reach out and let's see what we can do together to keep you up-to-date with assignments.

Online communications can create a sense of social distance and perceived anonymity, impacting both the sender of messages and the receivers. Because of this, it is very important to be mindful to communicate respectfully to one another. Be aware that comments without facial expressions, vocal tone, or body language to inform meaning and intention can be interpreted as being harsh, so, please keep all communications supportive and kind. And this is especially true if you are critiquing the work of another student. Keep it positive!!!!!! If a student calls another student a name or personally attacks another, I will suspend them from the course temporarily and consult with the Behavioral Intervention Team and notify the administration. This is important because the content of this course can bring up strong feelings as we cover many concepts related to human variability. It is every student's right to feel respected and safe to take intellectual risks and to participate openly.

Expectations for your Instructor

I will get back to you as soon as is feasible and in no later than 48 hours, except for on the weekends and holidays. Every assignment I grade I do so with equanimity, meaning that, I do not judge my students for the work they turn in or the grades they earn. I only judge the assignments based on criterion set in the rubrics (elements that are assigned specific points). I will make every effort to assure that all students are provided with the material in a manner that optimizes success. Some assignments require more time to grade than others do, and grading can take up to two weeks, depending upon the length and quality of papers I receive. Please read over editing comments I supply you with on your papers because this is a great way to develop written communication skills. However, I do not accept rough drafts. It is incumbent upon you to edit your work, have college level reading and writing skills, and obtain support from the student resources noted above if needed. In addition, there is a writing “packet” I supply you with that is complete with online peer editing sites, online writing sites for American Psychological Association Style (APA), model papers completed by students from past classes, research instructions, APA form in a nutshell (what you will need for purposes of the final paper), a very detailed rubric, and topic suggestions. Expect an extra credit assignment or two and this is a great opportunity to bolster your scores on tests or quizzes you may have scored lower on than you hoped.

Academic Dishonesty

Resources will be provided to inform all students about copyright law, plagiarism, and cheating in general. It is up to me to determine if cheating has taken place and if I believe that it was intended. If I determine that academic dishonesty has been intentionally engaged, then I will remove the student from the course for two weeks and this will gravely impact their grade. If the dishonesty is egregious, I reserve the right to contact the administration and give the student an “F” on an assignment or in the course. Please review the Academic Policy on the cover page and ask me any questions you may have regarding the policy.

Drop and Withdraw

Students may withdraw themselves and instructors (AP 5075) are allowed to withdraw students from class for non-participation or excessive absences through the 10th week of class. If a student misses more than half of the time in the four weeks they will be dropped. I highly recommend that you drop yourself before the census date so that you will be dropped from my role. Below you will find important dates, including those for dropping and withdrawing. Be sure to check with admissions if you are considering withdrawing after census so that you will receive a refund.

Important Dates

August 26th classes begin, September 4th Labor Day, September 11 CENSUS DAY, please drop yourself on or before this day, November 10 Veterans Day, November 23rd and 25th Thanksgiving, December 11 begins finals week.

Course Participation Policy

Students are expected to participate in weekly class discussions. When group assignments and discussions are scheduled, it is each student's responsibility to participate accordingly and to get the assignments in as required by each rubric that is posted with the particular activity. If nothing is posted in one week the instructor will not allow for make-up work unless specific permission is given via email communication. If a student misses two weeks in a row (by not turning in assigned material, engaging in discussions and completing assignments) they will be automatically dropped from the class. Missing one week will seriously impair performance.

Course Requirements and Grading

Discussions

Each week will include a discussion essay and this is worth 10 points. Discussions will also include responses to other students worth a total of 10 points for 2 replies.

The essays are to be 200 words long and the responses can be of any length.

The essays should be free of grammatical and spelling errors and provide a thoughtful analysis of the question posed or prompt. Citing specific examples is expected. You do not need to relate any material to yourself, but if you choose to do so, this is

wonderful. Detailed rubrics are easily accessed by clicking on the gear icon and there you will find the point break-down.

Discussions are worth 10% of your grade

Quizzes

Most weeks will include a quizzes and the points vary depending upon difficulty level. You can take each quiz any many times as you like. However, there will be no late quizzes accepted (see Extra Credit).

These are worth 10% of your grade.

Research in Action and Research Assignments

Group Collaboration

Each student will be assigned a group to complete one written assignment. You will be assigned a focus group where you will generate one research paper analysis that will be provided within Assignments and in the Modules. Each group will be given a research paper to critique and through discussion will produce one essay (I will receive the same essay from each group member).

Final Research Paper

This assignment requires that each student complete one research paper on an area of their choice. Any topic within the field of psychology is acceptable so long as there is available research to include in the reference section. This requires some research on the library databases. The expectations, rubric and instructions will be provided to you in detail. This is an APA paper and may be the first research paper you have completed on your own. I have ample materials to support you and will give you very detailed instructions with sample student papers to guide you.

These assignments are worth 30% of your grade.

Apply Psychology

These assignments provide you with videos and other materials that bring the concepts to life. When we can see the connections between research and the real world, then learning becomes more meaningful and interesting.

These are worth 10% of your grade.

Mastery Training

These assignments help you to master the material through guided practice to hone your memory and to go over important concepts. Do not miss these because they reward you for learning!! Research on mastery training has shown that students who complete these assignments can increase their final grades in psychology courses.

These are worth 20% of your grade.

Final

The final will be a multiple choice exam worth 100 points and will cover the second half of the semester material from the mid-term on.

The Final is worth 20% of your grade.

Grading Scale

93%+=A

90-92%=B

87-89%=B+

83-86%=B-

80-82%=C+

77-79%=C

70-76%=C

6—69%=D

Learning Units	Topic	Assignments
Learning Unit I.		
Foundations of Psychology		
Week 1 8/28-8/30	Introduction and Welcome!	Read Chapter 1. Discussion
Week 2: 8/7-9/15	The Foundations of Psychology	Read Chapter 1. Discussion/Essay, Quiz 1, Apply Psychology, Mastery Training
Week 3: 9/16-22	Research Methods	Read Chapter 2. Discussion, Quiz 2, Apply Psychology, Mastery Training
Week 4: 9/23-9/29	Brain and Biology	Read Chapter 3. Discussion/Essay, Quiz 3, Apply Psychology, Mastery Training
Week 5: 9/30-10/6	Sensation and Perception	Read Chapter 4. Discussion/Essay, Quiz 4, Apply Psychology, Mastery Training
Learning Unit II.		
Learning and Cognition		
Week 6: 10/7-10/13	Consciousness	Read Chapter 5. Discussion, Quiz 5, Apply Psychology, Mastery Training
Week 7: 10/14-20	Learning	Chapter 6. Discussion/Essay, Quiz 6, Apply Psychology, Mastery Training
Week 8: 10/21-27	Memory	Read Chapter 7. Discussion/Essay
Week 9:10/28-11/3	Language and Thought	Collaboration Assignment (Read Assignment Instructions) Read Chapter 8.
Week 9:10/28-11/3	Language and Thought	Turn in Collaboration Assignment
Learning Unit III.		
Human Factors		
Week 10:11/4-11/10	Motivation and Emotion	Read Chapter 9. Discussion/Essay, Quiz 8, Apply Research, Mastery Training
Week 11:11/1-11/17	Development	Read Chapter 10. Discussion,

		Research Paper Overview, Quiz 9
Week 12: 11/18-11/24	Personality Theory	Read Chapter 11. Discussion, Library Research Overview, Quiz 10 Read Chapter 12. Discussion/Essay, Quiz 11
Week 13:11/25-12/1	Social Behavior	Work on Research Paper: Choose a Topic, Find 3 Research Articles
Learning Unit IV.		
Disorders and Treatment		
Week 14:11/25-12/1	Psychological Disorders	Read Chapter 13. Discussion/Essay, Quiz 12, Mastery Training
Week 15:12/2-12/9	Treatment	Read Chapter 14. Discussion/Essay, Quiz 13,
Week 16:12/4-12/6		Final

The instructor reserves the right to modify the syllabus as the course is in session to accommodate a variety of issues that could arise, with the goal of benefiting students.