

Syllabus for Psychology 1 South Fork High School Campus

*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 2018	
Course ID and Section #	PSYCH-1-S6603	
Instructor's Name	Stephen Quiggle	
Day/Time	M W F 8:15 a.m. to 9:15 a.m.	
Location	South Fork High School C wing Room 5	
Number of Credits/Units	3.0 college / 10 H.S.	
Contact Information	<i>Office location</i>	C-5
	<i>Office hours</i>	Prior to and after class
	<i>Phone number</i>	707 223-1713
	<i>Email address</i>	Stephen-quiggle@redwoods.edu
Textbook Information	<i>Title & Edition and Author</i>	Psychology: Themes and Variations – Briefer version. 8 th edition. Wayne Weiten.
	<i>ISBN</i>	9780495811336

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.

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.

*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.

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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.

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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**

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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.

College of the Redwoods at SFHS
General Psychology
PSYCH-1- S6603 - Fall 2018

Instructor Information

Instructor: Stephen Quiggle (707) 223-1713
Appointments: Prearranged before class or by phone

E-mail: stephen-quiggle@redwoods.edu

Textbook Information

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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 dates

I'll support understanding, give examples and answer questions; you'll give your best efforts.

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, present, and engaging.

I'll have my phone put away during class... you, too.

I'll show up on time and prepared for every class meeting; please do the same!

Class Guidelines

Class content covers materials that are in the textbook, lectures, handouts, presentations and assignments (videos, etc.)

Please turn in or email all written assignments by the beginning of class on or before the due date.

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, or by 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.

Please listen attentively when anyone in the class is addressing the group. Please address all class members respectfully and please have all electronic devices turned off and put away unless being used specifically for class purposes.

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.

Evaluating and Reporting Student Progress

Your grade will be determined by: the quality of your writing assignments, quizzes, the mid and term exam scores, group participation project and level / quality of participation totaling 300 points (there are extra credit opportunities).

Participation: Attendance, discussion, presentation	100
5 - Quizzes 10 points each; 2 - Term Exams 25 points each	100
2- Short written assignments - 25 points each	50
Term paper	50
Total	300

Grading Scale

A 100% - 90% B 89% - 80% C 79% - 70% D 69% - 60% F below 60% NP below 70%

Academic Misconduct

The work that you produce on written assignments and in course assessments **must be your own work. If you incorporate the work of others into your writing, you need to cite the source.** 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 for the course. **Bottom line: don't cheat or copy AND cite your sources; if you are confused or would like assistance, just ask - that's what I am here for!**

Term Calendar / Weekly Schedule

Class will begin on Thursday, **August 23rd** and end on **December 13th**; we will meet every **M / W / F** unless otherwise noted. We may also plan to meet for out of class activities. We'll match SFHS's calendar. If you decide to drop this course, you must do so by **September 3rd**.

Week	Topic	Reading	Assessment / Assignment Due
Week 1: 8/23 & 24	Review Course syllabus, Psy Definition and Applications	Chapter 1 (Weiten)	Syllabus Quiz (extra credit)
Week 2: 8/27	The Science of Psychology	Chapter 2	Quiz 1
Week 3: 9/5 No class Mon.	Behavior	Chapter 3	
Week 4: 9/10	Perception	Chapter 4	Quiz 2
Week 5: 9/17	Consciousness	Chapter 5 / handouts	Written Assignment #1
Week 6: 9/24	Learning	Chapter 6	Quiz 3
Week 7: 10/1	Human Memory	Chapter 7	
Week 8: 10/8	Cognition & Intelligence	Chapter 8	Mid-Term & Take an I.Q. test

Week 9: 10/15	Motivation & Emotions	Chapter 9	youtube: Validation
Week 10: 10/22	Lifespan Development	Chapter 10	Quiz 4; Timeline
Week 11: 10/29	Personality	Chapter 11	
Week 12: 11/5	Stress, Coping, & Health	Chapter 12	Written Assignment #2
Week 13: 11/12 No class Mon.	Social Behavior	Chapter 15	Quiz 5 / Term paper outline
Week 14: 11/19 No Classes	Giving Thanks	For Fun	How much can you eat without hurling?!
Week 15: 11/26	Psychological Disorders	Chapter 13	Presentations W / F
Week 16: 12/3	Psychological Treatments	Chapter 14	Term Paper
Week 17: 12/10	Review	Handouts	Term Exam

Scoring Rubrics (how your work is evaluated)

Written Assignments (25 pts): The goal of the short papers is to learn about applying psychological process and communicate what you have learned. I use the term “brief” because I want you to think of this as more of a report than an essay. Briefs should be:

- 1 page
- 1.5 spacing
- 1” margins
- 12 point font (Times or Arial)

Accurately and concisely write a narrative that addresses the prompt you will be given. A minimum of two sources are required for each essay (not counting textbook, images or videos). Use both in-text/body (parenthetical) citations and a works cited page (bibliography). You may use either APA or MLA style guides. Individual research briefs are due on the Thursday of the week due either at the beginning of class or be emailed to me prior to class at: stephen-quiggle@redwoods.edu

Term Papers (50 pts): Papers should be a minimum of 2 pages and maximum of 3 pages following the mechanics above. **Consult a minimum of four sources** (not counting images or videos) using both in-text/body (parenthetical) citations, and a works cited page (bibliography/Works Cited). Title your paper and put your name in the top left corner. You may use either APA or MLA style guides. You do not need a cover page. Topics to choose from will be given well in advance. Outlines are required week 13 and equal ¼ of the total grade of the paper (basically, you get 12.5 points for turning in an outline so that I can make sure you’re on the right track!)

Quizzes and Exams are a combination of multiple choice and fill in the blank (with terms provided) and short answer essay (take home for exams). These assessments are concise and designed to let us (you and me) know what you’ve learned. No gimmicks, no tricks. For multiple choice, there is one clear and correct answer and two or three incorrect choices.

Extra Credit will be available intermittently throughout the course and will equate to about 20 points total. Therefore, while Xcredit may “help” boost your grade, it will not make up for a missed paper or term exam!

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