

**Syllabus for Psych 1-E5526 – Eureka Campus**

<b>Semester &amp; Year</b>	Spring 2019	
<b>Course ID and Section #</b>	Psych 1- E5526	
<b>Instructor's Name</b>	Michelle Haggerty	
<b>Day/Time</b>	MW 10:05-11:30	
<b>Location</b>	HU112	
<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>	MTWTH 9-10 or 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 DSPS 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  
E5526**

**Spring 2019**

**MW 10:05-11:30**

**Humanities Bldg. Rm 112**

**Instructor: Michelle Woods Haggerty, MA**

**Office Hours: MTWTH 9-10 or by appointment**

**Office: CA 120**

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

**Phone: 476-4319**

**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.

**Course 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.
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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**

**Course Schedule:**

<b>DATES</b>	<b>TOPIC</b>	<b>READING</b>	<b>Assignment Due</b>
1/23/19	Introduction		
1/28/19	History of Psychology & Theoretical Orientations	Chapter 1	
1/30/19 and 2/4/19	Research Methods	Chapter 2	
<b>2/6/19</b>			<b>Quiz #1</b>
2/6/19	Discuss Research Article	Research Article provided by instructor	
<b>2/11/19</b>			<b>Research Article Questions Due</b>
2/11/19 and 2/13/19	Biological Bases of Behavior	Chapter 3	
<b>2/18/19</b>	<b>HOLIDAY- NO CLASS</b>		
2/20/19 and 2/25/19	Sensation and Perception	Chapter 4	
<b>2/27/19</b>			<b>Quiz #2</b>
<b>3/4/19</b>	<b>NO CLASS</b>		
2/27/19 and 3/6/19	Consciousness	Chapter 5	
3/11/19 and 3/13/19	Learning	Chapter 6	
<b>3/18/19 AND 3/20/19</b>	<b>NO CLASS- SPRING BREAK</b>		
	<b>Library session- Meet in LRC 103</b>		
<b>3/27/19</b>	<b>Quiz #3</b>		
3/27/19 and 4/1/19	Memory	Chapter 7	
<b>4/3/19</b>	<b>Midterm</b>		<b>Midterm</b>

4/8/19	Intelligence	Chapter 8	
<b>4/10/19</b>	<b>Discussion of Research Paper</b>		<b>Paper Outline Due</b>
<b>4/15/19, 4/17/19 and</b>	<b>Development</b>	Chapter 9	
<b>4/22/19</b>	<b>Discussion of APA</b>		
<b>4/24/19</b>			<b>Quiz #4</b>
<b>4/24/19 and 4/29/19</b>	<b>Personality and Treatments</b>	Chapter 12 and 16	
<b>5/1/19</b>			<b>Paper Due</b>
<b>5/6/19</b>			<b>Quiz #5</b>
<b>5/1/19, 5/6/19 and</b>	<b>Disorders</b>	Chapter 15	
<b>5/15/19</b>	<b>10:45-12:45</b>	Final Exam	

**Grading:**

You can earn a total of 1005 points throughout the semester. Points will be divided up accordingly:

Class Participation and Attendance: 150 points

Quizzes: 300 points

Exams: 300 points

Pop Quizzes: 40 points

Paper: 150 points

Paper Outline: 30 points

Research Article Questions: 30 points

**Final 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 Participation:**

In order for you to learn the material, it is important that you interact with it, by taking part in discussions and listening to the material being presented. I encourage you to ask questions and offer opinions on the subject matter. It is therefore, also important that you be present at every class meeting. If you are not present at a class, please make every effort to get notes from another student, or review the power points on Canvas.

The topics discussed in class will stimulate class discussions. I encourage you to be cautious when making self-disclosures to the class. Furthermore, I expect everyone in the class to be respectful of other individuals and to follow the student code of conduct. Failure to comply with the code of conduct will result in a request to leave the class. The complete student code of conduct can be found on the college of the redwoods home page.

**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, allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation includes missing 3 classes in a row and not taking tests, exams or turning in assignments. If you need to miss class due to illness or emergency, please let me know what is occurring. Census date is 2/4/19, where I will be dropping students that have not been participating in class. On 3/8/19 I will again be dropping students that are not participating. The end of the 10<sup>th</sup> week is 4/5/19. 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. The entire board policy can be accessed on the CR's web site and through the link provided on the cover page.

**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.
  - 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.
  - Read the chapter assigned for the day before coming to class
  - Take notes during class
  - Take notes while reading the text- outlining the chapter and writing out the key concepts.
  - Be on time for class with your cell phone off and ready to experience the class
  - Have a designated study area that is distraction free.

**Canvas:**

The learning management system, Canvas, will be utilized with this course. I will be posting power points that will be used for lecture on our Canvas site. The syllabus will be there, I will use this grade book and this system to communicate with you and post supplemental materials. **You also have the option of turning assignments in on canvas.** If you turn assignments in electronically I will grade them there and you will not need to bring a paper copy to me.

**Quizzes:**

We will have 5 quizzes throughout the semester on the material from the text, please bring a scan tron to quizzes. You will be provided with a review for the quiz prior to the test. The day of the quiz you have the option of turning in the review along with answering the following questions: **1. What have you learned from this unit? 2. Why is this material important? 3. How is the material related to my life? 4. What questions do you now have about the material?** This review will count for up to 15 points of the quiz grade. The in class quizzes will consist of multiple-choice questions. **The lowest quiz grade will be dropped** at the end of the semester; therefore, only 4 quizzes will go into your final grade determination. No make-up quizzes will be given due to your ability to drop one. If you need to miss class on the day of a quiz that will be the quiz score that you drop.



### **Pop Quizzes and Classroom Activities:**

Throughout the semester we will be doing group exercises, or I may ask a pop quiz question. Periodically I will collect these questions or activities and provide points for completion. These points cannot be made up as you need to be present in class to answer the question or participate in the activity.

### **Exams:**

Two exams will be given during the semester. They will consist of multiple choice and essay questions. Please bring a scan tron to the exams. You must take the exam on or before the date of the exam. No make-up exams will be given after they have been graded and returned, which will be the next class period.

### **Research Article Questions:**

This assignment is to provide you with exposure to primary research in the field of psychology. **Your instructor will provide the article for you, electronically and/or hard copy.** You need to read the article and be able to answer the questions provided here prior to the day designated in our schedule as the date for discussion of the article. You will then need to type up your answers in a paper approximately 2 pages long, double-spaced. This paper should demonstrate your knowledge of the research process. It is worth 30 points and 5 points will be taken off for every class period it is late.

- 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 pick this article? Does the content of this article have any connection to your life?**

### **Paper:**

Research papers are due on **MAY 1<sup>ST</sup>**. . A typed outline of the paper including the topic, at least one research article on the chosen topic and a citation for another source is due on **APRIL 10<sup>TH</sup>**. 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 **MAY 10<sup>TH</sup>**.

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 specialty fields in psychology, pick one to discuss in your paper explaining the specialty area, history of the area and important research. If you are considering Psychology as a major this assignment may help you to explore the different career options in this discipline.
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 change.
3. Research a major psychological disorder. Explain the disorder and its current recommended treatments. (To narrow this topic some you may want to look at specific subtopics of a disorder such as particular populations or treatments.)
4. Research sleep and current theories on dreaming. Historical theories can also be included.
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 12/13 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 Barack 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 roles. Include this research in your discussion of the characters in this book.
17. Read the past 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/open web searching. We will be spending time with the librarian discussing the databases available through the CR library.

- 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 class.
  
- At least 3 academic sources need to be utilized including research articles and/or books.
  
- This project including the outline and paper is worth 180 points.

**Rubric:**

**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 set-up 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 topic.

**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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### **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. I make every effort to return your work to you in a timely manner. Normally work will be returned within a week of submission. At the end of the semester I normally take longer than a week to return research papers, your papers will be returned by the end of the semester. I utilize the gradebook on Canvas, so please use this to keep track of your grades and communicate with me if you see any discrepancies.







