# COLLEGE OF THE REDWOODS

# Syllabus for General Psychology

## Course Information

Semester & Year: **Spring 2020**
Course ID & Section #: **Psych 1 / 048086**
Instructor's name: **Stephen Quiggle**
Day/Time: **Mondays & Wednesdays 2:50 p.m. – 4:14 p.m.**
Location: **SC 204**
Number of units: **3**

## Instructor Contact Information

Office location / hours: **Science building / by prior appointment**
Phone number: (707) 223-1713
Email address: s**tephen-quiggle@redwoods.edu** (preferred)

## Required Materials

Textbook title: **General Psychology**
Edition: **https://openstax.org/details/books/psychology** (this is a free online/open education resource)
Author: **Spielman, et. al.**
ISBN: 10: 1-947172-07-7
Any other required materials will be either handed out or assigned for viewing or download.

## Catalog 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 Student Learning Outcomes

Students will be able to:
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.

## Evaluation & Grading Policy

Rubrics and grading standards for course evaluations (listed below) will be discussed in class and posted on Canvas.

## Prerequisites/co-requisites/ recommended preparation

Recommend English 150

## Special accommodations statement

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.

## Student feedback policy

Student coursework progression can be addressed privately, after class, by email, or by appointment. All graded coursework will be graded and returned in a timely manner. If you have concerns about any aspect of the course, policies, grading, etc. please contact the instructor.

## Student Accessibility Statement and Academic Support Information

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.

# Institutional Policies

## Special accommodations statement *(*required for online classes)*

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 accommodations, please see me or contact Disability Services and Programs for Students. Students may make requests for alternative media by contacting DSPS based on their campus location:
- Eureka: 707-476-4280, student services building, 1st floor

## Student Access *(*required for online classes)*

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Students who discover access issues with this class should contact the instructor.

## Admissions deadlines & enrollment policies

Spring 2020 Dates
- *Spring break (no classes): 3/16/20-3/21/20*
- ***Last day for student-initiated withdrawal (no refund): 4/3/20***
- *Last day for faculty-initiated W (no refund): 4/3/20 (I <u>may</u> drop students who are not attending/participating)*
- *Final examinations: 5/11/20; time TBA*
- *Semester ends: 5/15/20*
- *Grades available for transcript release: approximately 6/1/20*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

## Academic dishonesty

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.  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 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, the student 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.  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.

## Class participation and Attendance policy

Most days in our course, individual and small group interaction will take place; one must be present to participate. While I do not grade attendance, I do grade on participation. To that end, plan on being in class on Mondays and Wednesdays.

Participation and interaction are primary learning aspects of this course; plan on attending every scheduled class. **Students who miss four or more classes prior to 4/3/2019 may be dropped by the instructor** (with prior notification). This is intended as a measure of support; missing class excessively will negatively affect your grade and I support all students in having rich experience and passing the course.

Periodically, a formative quiz that covers reviewed information will be administered. These quizzes are random and may not be made up.

## Policies - additional

If you know in advance that you will be absent on a mid-term or assignment due* day, please notify me **in advance** and we can arrange for a make-up, however, typically, students do not need to notify the instructor if a class will be missed. Late assignments will be accepted beyond the scheduled due date (by the beginning of class) for up to one week (unless other arrangements are made in advance) for half credit.

* Students are at liberty to turn written assignments in early.

Please come to class prepared to participate and engage in discussion.
Please be respectful of other's – i.e.:

    refer to and about others in ways that have been requested (mindful of he, she, they, their, etc.)
    refrain from derogatory remarks and profanity
    interject when others are done speaking
    be thoughtful about strong olfactory emissions – perfume, aftershave, lotions, etc.
    silence your cell phone
    keep side conversations to a minimum

# Information for this Class

## Class schedule

Class will begin on Wednesday, **January 22nd** and end on **May 13th**; we will meet every **Monday and Wednesday** unless there is a holiday or as otherwise noted.  **If you're going to drop the course, please do it by February 3rd.**

Weekly Schedule

| Week | Topic | Reading | Activity / Assessment/ Assignment due |
|---|---|---|---|
| One:  **Wednesday** 1/22 | Review course, syllabus, Introduction to Psych | Chapter 1 | Introductions; meet your course mates |
| Two:        1/27 & 1/29 | Science of Psych and the Research enterprise | Chapter 2 | *Review research articles* |
| Three:      2/3  & 2/5 | Brains, bodies, behavior; Genetics and the CNS *Group presentation plan* | Chapter 3 | *Align groups / topics* |
| Four:       2/10 & 2/12 | Sensation and perception | Chapter 5 | **Written Assignment Due** |
| Five:  **NC Monday** & 2/19 | Consciousness | Chapter 4 | |
| Six:        2/24 & 2/26 | Learning - conditioning Intelligence - creativity | Chapters 6 & 7 | *Take an I.Q. test* |
| Seven:      3/2 & 3/4 | Memory | Chapter 8 | |

| | | | |
|---|---|---|---|
| Eight: 3/9 & 3/11 | Emotions /motivations<br>Group planning-outlines | Chapter 10 | |
| **Nine:** **3/16 & 3/18** | **Rest & relax** | **For enjoyment** | **Spring Break** |
| Ten: 3/23 & 3/25 | Lifespan development | Chapter 9 | **Mid term** |
| Eleven: 3/30 & 4/1 | Lifestyle choices<br>Health & stress | Chapter 14 | **Written Assignment Due** |
| Twelve: 4/6 & 4/8 | *Groups* | *Groups* | **Presentations** |
| Thirteen: 4/13 & 4/15 | personality | Chapter 11 | **Term paper outline due**<br>Take a personality test |
| Fourteen: 4/20 & 4/22 | Defining disorders<br>Treating disorders | Chapter 15<br>Chapter 16 | |
| Fifteen: 4/27 & 4/29 | Social Psychology | Chapter 12 | |
| Sixteen: 5/4 & 5/6 | Organization/industry<br>/ *Review course material* | Chapter 13 | **Term Paper Due** |
| Seventeen: 5/11 | Final | In Class | **Term exam** |

## Evaluating and Reporting Student Progress

Your grade will be determined by the quality of your writing assignments, mid and term quiz scores, group participation project and level / quality of participation totaling 350 points (there are extra credit opportunities).

| | |
|---|---|
| Participation: discussion & engagement | 100 |
| 5 Quizzes 10 points each; 2 exams 25 points each | 100 |
| 2- Short answer essays-25 points each | 50 |
| Group presentation<br>Term paper | 50 each |
| Total | 350 |

## Grading Scale

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

## Grading Rubrics

Grading parameters for all assignments will be well explained in class with exemplars available on Canvas.

| 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 (lie, cheat, steal, embellish, gossip, hurt anyone) plagiarize or copy; DO cite your sources; if you are confused or would like assistance, just ask – that's what I am here for!**

## Canvas

This course uses many elements of Canvas including: Announcements, files for review and other course resources.

Log into Canvas at https://redwoods.instructure.com Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the Student Information Update Form.

Password is your 8-digit birth date: dd/mm/yyyy
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas Help for students: https://www.redwoods.edu/online/Help-Student
Canvas online orientation workshop: https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources

## Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable contributing their perspectives to classroom discussions. It, therefore, encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first-year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression.

Students may elect to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the Student Information Update Form.

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus, you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor https://webadvisor.redwoods.edu and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

## Student Support Services

The following online resources are available to support your success as a student:
- CR-Online (Comprehensive information for online students)
- Library Articles & Databases
- Canvas help and tutorials
- Online Student Handbook

Counseling and Advising offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams.
- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students to include:

- Extended Opportunity Programs & Services (EOPS) provides financial assistance, support, and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
-  Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- The Honors Program helps students succeed in transferring to a competitive four-year school.