

Syllabus for Psychology 1 – General Psychology – Eureka Campus

Course Information

Semester & Year: Spring 2020 –Class Begins 1/21/2020		
Course ID & Section #: Psych-1-E8090		
Instructor’s name: Jake Butler		
Day/Time: TTH 6:05-7:30PM	Location: HM Room HU215	Number of units: 3

Instructor Contact Information

Office location or *Online: HM Room HU215
Office hours: 60 minutes after to class or by appointment
Phone number: 707-298-8458
Email address: Kaliym-Butler@redwoods.edu

Required Materials

Textbook Title: <i>Exploring Psychology and Publication manual of the American Psychological Association</i>
Edition: 11 th (EP) and 7 th (Publication Manual)
Author: David G. Myers & C. Nathan DeWall and American Psychological Association
ISBN: 1319104193 and 1433832161
Other requirements: Other required reading/assignments may be provided throughout the semester

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 (from course outline of record)

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.

Prerequisites/co-requisites/ recommended preparation

ENGL-150 or ENGL-102 or ENGL-153

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.

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.

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:

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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). 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, 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 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.

Syllabus for Psych 1 – General Psychology – Eureka Campus
E7373
Fall 2019
TTH 6:05-7:30
Humanities Bldg. Room 125

Instructor: Jake Butler, MS
Office Hours: 7:35 – 8:35 PM
Email: Kaliym-Butler@redwoods.edu
Phone: 707-298-8458

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Text:

- Myers, D. G., & DeWall, C. N. (2019). Exploring psychology. New York: Worth Publishers, Macmillan Learning. ISBN: 978-1319104191 (11th edition preferred, 10th edition acceptable)
- American Psychological Association. (2019). Publication manual of the American Psychological Association. Washington DC: American Psychological Association. ISBN: 978-1433832161 (7th edition preferred, 6th edition acceptable).

Course Schedule:

DATES	TOPIC	READING	ACTIVITY/ASSESSMENT/ ASSIGNMENT DUE
Week One: Thinking Critically with Psychology Science			
1/21/2020	Welcome, The History and Scope of Psychology, Research Strategies, How Psychologists Ask and Answer Questions	Chapter One	Class Syllabus Discussion
Week Two: The Biology of Behavior			

1/28/2020	Neural and Hormonal Systems, Tools of discover, Older Brain Structures, and the Limbic System	Chapter Two: Sections 1 & 2	
1/30/2020	The Cerebral Cortex, Genetics, Evolutionary Psychology, and Behavior	Chapter Two: Sections 3 & 4	Quiz 1: Chapters 1-2
Week Three: Consciousness and the Two-Track Mind			
2/04/2020	Consciousness: Some Basic Concepts, Sleep and Dreams	Chapter Three: Sections 1-2	Library Research Overview Research Article Provided
2/06/2020	Drugs and Consciousness	Chapter Three: Section 3	
Week Four: Developing Through the Life Span			
2/11/2020	Developmental Issues, Prenatal Development, and the Newborn, Infancy and Childhood	Chapter Four: Sections 1-2	Research Article Questions Due
2/13/2020	Adolescence, Adulthood	Chapter Four: Sections 3-4	Annotated Bibliography APA Discussion
Week Five: Sex, Gender, and Sexuality			
2/18/2020	Gender Development	Chapter Five: Section 1	Quiz 2: Chapters 3-4
2/20/2020	Human Sexuality	Chapter Five: Section 2	
Week Six: Learning			
2/25/2020	Basic Learning Concepts and Classical Conditioning, Operant Conditioning	Chapter Seven: Sections 1-2	
2/27/2020	Biology, Cognition, and Learning	Chapter Seven: Section 3	Annotated Bibliography Due
Week Seven: Sensation and Perception			
3/03/2020	Basic Concepts of Sensation and Perception	Chapter Six: Section 1	Paper Outline Due
3/05/2020	Vision: Sensory and Perceptual Processing, The Nonvisual Senses	Chapter Six: Section 2-3	
Week Eight: Thinking, Language, and Intelligence			
3/10/2020	Thinking, Language and Thought	Chapter Nine: Section 1-2	Take Home Midterm Chapters 1-7
3/12/2020	Intelligence and Its Assessment, Genetic and Environmental Influences on Intelligence	Chapter Nine: Section 3-4	Midterm Due
Week Nine: Social Psychology			
3/24/2020	Social Thinking and Social Influence	Chapter Twelve: Section 1	
3/26/2020	Antisocial Relations, Prosocial Relations	Chapter Twelve: Section 2-3	
Week Ten: Personality			

3/31/2020	Classic Perspectives on Personality	Chapter Thirteen: Section 1	
4/02/2020	Contemporary Perspectives on Personality	Chapter Thirteen: Section 2	Paper Due
Week Eleven: Motivation and Emotion			
4/07/2020	Basic Motivational Concepts, Affiliation, and Achievement, Hunger	Chapter Ten: Section 1-2	Quiz 3: Chapters 9, 12
4/09/2020	Expressing and Experiencing Emotion	Chapter Ten: Section 3-4	
Week Twelve: Sport Psychology			
4/14/2020	TBD		
4/16/2020	TBD		
Week Thirteen: Stress, Health, and Human Flourishing			
4/21/2020	Stress and Illness, Stress Some Basic Concepts, Stress and Vulnerability to Disease	Chapter Eleven: Section 1	
4/23/2020	Health and Happiness, Coping with Stress, Reducing Stress, Happiness	Chapter Eleven: Section 2	
Week Fourteen: Psychological Disorders			
4/28/2020	Basic Concepts of Psychological Disorders, Anxiety Disorders, OCD, and PTSD	Chapter Fourteen: Section 1-2	
4/30/2020	Major Depressive Disorder and Bipolar Disorder, Schizophrenia and Other Disorders	Chapter Fourteen: Section 3-4	Quiz 4: Chapters 13, 10, Sport Psychology
Week Fifteen: Therapies And Health Psychology			
5/05/2020	Introduction to Therapy and Psychological Therapies, Evaluating Psychotherapies	Chapter Fifteen: Sections 1-2	Revised Paper Due
5/07/2020	The Biomedical Therapies and Preventing Psychological Disorders	Chapter Fifteen: Section 3	Quiz 5: Chapters 11, 14-15
Week Sixteen: Finals			
5/12/2020	5:30-7:30		Final Exam

Course Expectations:

Show Up! Attendance and participation is a quarter of your grade in this course.

Read before each class so you can follow and participate in discussion.

Engage in class discussions and group work.

Complete assignments on time; the only late or make up allowed is by prearrangement.

Ask any and all questions to clarify any material or topic.

Grading: You can earn a total of 450 points throughout the semester. Points will be divided as follows:

Assignment	Points Possible
Class Participation/Attendance/Exit Tickets	100
Quizzes	80
Midterm	50
Final	50
Research Article Questions	30
Annotated Bibliography	40
Paper/Paper Outline	100
Total Points Possible	450
*Extra Credit Opportunities may be Available Throughout the Semester	

Final Grading Scale:

Percentage	Approximate Point Range	Letter Grade
90-100%	405-450	A
80-89%	360-404	B
70-79%	315-359	C
60-69%	270-314	D
Below 60%	0-267	F

Notes for Student Success in General Psychology

Attend: Be on-time and in class for every session. If you are going to be late please enter the class quietly to not disrupt the learning environment. Please let me know if you will be unable to attend class and class materials will be provided as available.

Prepare: Read the course material before each class; assigned text and ancillary sources including videos and articles will be provided in advance.

Participate: Actively engage in class discussions. Contribute your thoughts and ideas and ask for clarity when necessary. Be thoughtful when completing Exit Tickets.

Be Respectful: In our class, we will be inclusive, courteous and not only mindful of diversity, but celebratory! Much of the richness in our class will come from acceptance and open mindedness about unique ways of being.

Communicate: If you need to miss a class, rescheduled an exam/quiz, or need extended time on an assignment please let me know **in advance**. I want you to be successful in this course!

Canvas: My goal is to post announcements, download the syllabus, resources and assignments from time to time. I will notify you through Canvas if there is a change or new information pertaining to the course so check your Canvas resource weekly!

Class Participation (100 Points): 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. You are encouraged to ask questions and offer opinions on the subject matter. Please 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.

Exit Tickets (Part of Class Participation Grade): At the end of each class you will be asked to complete an "Exit Ticket." This is a way to track your attendance, get feedback for the course, answer lingering questions, and check for understanding. To earn Exit Ticket points you will be asked to write a question you have from the reading that was not answered during lecture/discussion, write about a theory/topic you found interesting, or answer a specific question posed by the instructor.

Attendance (Part of Class Participation Grade): The importance of attendance is described above in "Class Participation" and "Exit Tickets" sections. 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 the instructor 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 and I will do my best to support. Please keep me informed of anything that is interfering with your participation or attendance in this class. Please see below for important dates and deadlines:

- *Flex days: Jan 16 & 17*
- *Classes begin: Jan 18*
- *All-college Holiday (Martin Luther King, Jr.'s Birthday): Jan 20*
- *Census Day: Feb 3*
- *Census Roster Due Date: Feb 10*
- *Flex goals for Associate Faculty Due: Feb 14*
- *No classes (Lincoln's Birthday): Feb 14*
- *All-college Holiday (President's Day): Feb 17*
- *No classes (Spring Break): Mar 16-21*
- *Flex forms due for Full Time Faculty: May 1*
- *Flex activities due for Associate Faculty: May 8*
- *Final exams: May 9-15*
- *Classes end: May 15*

- *Commencement: May 15 & 16*
- *Grades Due: May 25*
- *All-college Holiday (Memorial Day): May 25*

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 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. 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. Please ask me if you have any questions regarding this policy. Students caught plagiarizing or cheating will receive an "F" on the assignment and possibly for the course.

Bottom line: don't cheat or copy; if you need assistance, just ask, I am here for you!

Exams (100 Points – 50 Points Each): Two exams will be given during the semester. The midterm exam will be a take home exam. Exams will consist of multiple choice and essay questions. The final exam will be available online during finals week. You must take the exams 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 (30 Points): 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 (a hard copy can be provided upon request). 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. Please be sure to site your article in APA format.

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?

Annotated Bibliography (40 Points): This assignment is due March 6th. An annotated bibliography is an organizing tool that is helpful when working on a research project. For this assignment you will need to find 3 academic resources, I recommend you use three resources that you plan to utilize for your research paper. An effective annotated bibliography is used to compile research sources in one location and provide the researcher with quick access to the information contained in each source. For this assignment you will need to find 3 academic resources, I recommend you use three resources that you plan to utilize for your research paper. More information will be provided in class and you can find examples on Canvas.

Paper and Paper Outline (100 Points): Research papers are due on April 10th. 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 March 13th. The outline is worth 20 points and the paper is worth 80 points (basically you get 20% for turning in an outline so that I can make sure you're on the right track!). 5 points will be deducted for every day that a paper is turned in late. **You will have the opportunity to revise your paper, so do not turn in your first draft late!!**

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 regard 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 Barrack 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.
 - The paper needs to be written in APA format, 2-3 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. (Utilize the sources from your annotated bibliography).
 - This project including the outline and paper is worth 50 points.

Paper Rubric: Content and Organization- 50 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. The paper needs to be well organized in regard to paragraph structure, sentence structure and overall organization of paper topic.

Documentation/Credibility of sources – 10 points: In text citations must be utilized according to APA format. A reference page also needs to be included fully citing the verifiable sources. 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.

Utilization of APA format- 10 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 – 10 points: One point will be deducted for each spelling and grammar mistake. Please edit carefully.

Outline – 20 Points: Turn in outline on time and follow above guidelines.

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/> Please let me know if you need any accommodations or modifications.

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.)

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Note: Every effort will be taken to follow the standards and schedule of this syllabus. There may be times when changes are necessary and the class will be informed 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.