

Course Information

Semester & Year: Spring 2020

Course ID & Section #: Psychology -1-V8901

Instructor's name: Deanna Herrera

Day/Time or *Online: Online

Location or *Online: Online

Number of units: 3

Instructor Contact Information

Office location or *Online: By Appointment

Office hours:

Email address: Deannaherrerrathomas@gmail.com (please use Canvas to email me when enrolled in this course).

Required Materials

Textbook title: Psychology Themes and Variations

Edition: Psychology Themes and Variations 10th Author: Wayne Weiten

ISBN: 1305498204

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.

Course 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.

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.

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 early before the due date, and staying up to date.

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 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Evaluation & Grading Policy

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 20 points for 2 replies. Responses should be three very thoughtful paragraphs long.

The essays are to be 200 words long and the responses should be 100 words long.

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 (see, Over Sharing above in "Communications"). Detailed rubrics are easily accessed by clicking on the gear icon and there you will find the point break-down.

Discussions are worth a total of 260 points

Late Assignments: I understand that life can be tricky and make it difficult to get every assignment in one time. Rather than accepting late assignments, I build in extra credit assignments so that you can make-up work that you missed, for up to 3 Quizzes and one Discussion. I encourage you to reach out to me for any special requests. Research Assignments, the Midterm and Final, must be completed by their respective due dates, and these would be impossible to make-up with extra credit work.

Quizzes

Most weeks will include a quiz and the points of each question vary depending upon difficulty level. However, there will be no late quizzes accepted and they are 10 points each.

These are worth 130 points total

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).

This is collaboration is worth 10 points

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.

This paper is worth 100 points.

Midterm

The midterm is worth 100 points and will cover the topics from Chapters 1-9. The midterm will consist of essay questions that require you to demonstrate a thoughtful integration of concepts learned.

Final

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

The Final is worth 100 points.

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

Prerequisites/co-requisites/ recommended preparation

The instructor recommends that students are capable and writing and reading at college level, and this is consistent with English 1A work. However, this is not required to take the course.

Special accommodations statement

[Describe the College's compliance with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities]

Student feedback policy

Regular Effective Contact

Online office hours will be provided by appointment. Often I can meet on the same day as the request, but not always. Send me a email with your requested time and day and I will get back to you to set up our appointment. It is a good idea to make an appointment with me to assure that ample time is given to your needs. In respect to email communications, 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 to communicate with me specifically about an assignment or grading send me an email. Think...helpful and kind when you are making comments to me or other students.

Proctored Exams

There are no proctored exams

Student Accessibility Statement and Academic Support Information

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.

Detailed Syllabus

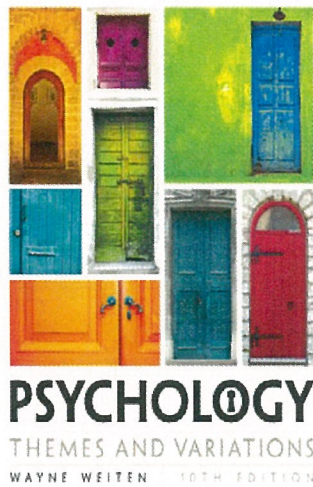
General Psychology-Psych. 1- V8901

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: Scheduled by appointment (send me an email request with the day and time that works best for you).

This is what the textbook looks like:



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. Students who have done well in my courses tell me that they check in for 30 minutes each night or day, just to see what is posted and if there are any upcoming assignments to attend to. I make sure that due dates for all assignments are on the same day. I did stagger assignments throughout the week in the past, to keep students on track, but this seemed to be confusing for some to, "chase due days".

It is extremely important to keep in mind that I will not be available on the weekends as I am on the weekdays, so it is incumbent upon you to start your assignments early in the week so that you can ask me questions and obtain quick responses before the weekend. If you start working the last two days assignments are due, then there is less time to work on technical issues you are having or other concerns that may arise.

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

Admissions deadlines & enrollment policies

Spring 2020

- *Jan. 18th spring courses begin*
- *Census date:Feb. 3rd*
- *Jan. 20th MLK Holiday*
- *Feb. 3rd Census Day-please drop yourself if you plan to discontinue taking the class*
- *Feb. 14th Lincolns Birthday Holiday*
- *Feb. 17th President's Day Holiday*
- *March 16th Spring Break Begins*
- *March 21 Spring Break Ends*
- *May 9th-15th Finals*

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.

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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:

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

[OnlineStudentHandbook.pdf](#)

Special programs are also available for eligible students 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.

I know that technology is not always easy to master, so I tend to be fairly flexible when issues arise for students because they come up for me too. But because I have lots of students my time can be limited, so be sure to check with the resources posted above when you are having problems. The Canvas tutorials are EXTREMELY HELPFUL and do a far better job than I can when explaining how to navigate Canvas. My suggestion is to go to those FIRST when reasonably applicable to your tech. problems.

[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 at the beginning of the semester, but I want the Discussion pages to be focused on student communications so that you have a format to build a community with one another.

Student work groups will be created on a shared assignment so that you can share skills and community.

Communications will be civil and respectful. It isn't always easy to read tone through the Canvas formats, so please go out of your way to be supportive and positive when responding to other students. This is especially true of Discussion posts. Also, be mindful that it is possible to overshare personal information. If I notice that you are sharing inappropriate information that could place you or others in an awkward or vulnerable situation on-line, then I will send you a note.

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 Online 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.

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 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 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.

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 may 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 20 points for 2 replies. Responses should be three very thoughtful paragraphs long.

The essays are to be 200 words long and the responses should be 100 words long.

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 (see, Over Sharing above in "Communications"). Detailed rubrics are easily accessed by clicking on the gear icon and there you will find the point break-down.

Discussions are worth a total of 260 points

Quizzes

Most weeks will include a quizzes and the points vary depending upon difficulty level. However, there will be no late quizzes accepted and they are 10 points each.

These are worth 130 points total

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).

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Final Research Paper

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This paper is worth 100 points.

Midterm

The midterm is worth 100 points and will cover the topics from Chapters 1-9. The midterm will consist of essay questions that require you to demonstrate a thoughtful integration of concepts learned.

Final

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

The Final is worth 100 points.

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 | | Read Syllabus Discussion;Introduction Submission |
| Jan. 18th-26th | Introduction and Welcome! | Due the 28th |
| Week 2 | | Read Chapter 2. |
| Jan. 27th -Feb. 2nd | The Foundations of Psychology | Discussion/Essay Quiz |
| Week 3 | | Read Chapter 3. |
| Feb. 3rd- Feb. 9th | Research Methods | Discussion/Essay |
| Census Day Feb. 3 | | Quiz |
| Week 4 | | Read Chapter 4. |
| Feb. 10th-Feb. 16th | Brain and Biology | Discussion/Essay Quiz |
| Week 5 | | Read Chapter 5. |
| Feb. 17th-Feb. 23rd | Sensation and Perception | Discussion/Essay |
| Feb. 17th Presidents Day Holiday | | Quiz |
| Learning Unit II. | | |
| Learning and Cognition | | |
| Week 6 | | Read Chapter 6. |
| Feb. 24th-March 1st | Consciousness | Discussion/Essay Quiz |

| | | |
|---------------------------------|-------------------------------------|--|
| Week 7 March 2nd-March 8th | Learning | Read Chapter 7. |
| Week 8 March 9th-March 15th | Memory & Begin Language and Thought | Read Chapter 8,9. Discussion/Essay Collaboration Assignment In Discussion |
| Week 9 March 16-21 | Spring Break | |
| Week 10 March 23-29 | Midterm | Quiz (on Chapter 9) |
| Learning Unit III. | | |
| Human Factors | | |
| Week 11 March 30th-April 5th | Motivation and Emotion | Read Chapter 10 Discussion/Essay Quiz (10) |
| Week 12 April 6-12th | Development | Read Chapter 11. Discussion, Research Overview, Quiz |

| | | |
|--------------------------------|-------------------------|------------------------------|
| | | Quiz |
| | | Read Chapter 12 |
| Week 13 | | Research Paper Overview |
| April 13-19 | Personality Theory | Discussion/Essay |
| | | Quiz |
| | | Read Chapter 13 |
| | | Discussion/Essay, Quiz |
| Week 14 | | Choose a Topic, Find 3 |
| April 20th-April 26th | Social Behavior | Research Articles |
| | | Develop an Outline |
| Learning Unit IV. | | |
| Disorders and Treatment | | |
| Week 14 | | Read Chapter |
| April 26-May 3rd | Psychological Disorders | 14 Discussion/Essay, Quiz |
| Week 16 | | Research Papers Due |
| May 4th- May 9th | TBA | May 4th |

Week 17

Finals Week

May 9th-15th

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.