

Course Information

Semester & Year: Fall 2020
Course ID & Section #: Psychology-1-V0016
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: Canvas email
Office hours: TBA
Phone number:
Email address: Deanna-Herrerathomas@redwoods.edu email change to Deanna-Herrera@redwoods.edu is in progress

Required Materials

Textbook Title: Psychology Themes and Variations
Edition: 10th
Author: Wayne Weiten
ISBN: 1305498204
<u>Other requirements: materials, equipment or technology skills</u> <u>Computer Requirements:</u>
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

Catalog Description

An introduction to the empirical factors that influence human behavior, child development, learning cognition, motivation and emotion, personality, social processes, biology and pathology.
--

Course Student Learning Outcomes

1. 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:
2. 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.
3. 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.
4. Demonstrate critical thinking skills and information competence as applied to psychological topics.

5. Analyze how experience, culture, learning and biology affect behavior and cognitive processes.

There are no proctored exams in this course.

Evaluation & Grading Policy

See Below

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. Detailed rubrics are easily accessed by clicking on the gear icon and there you will find the point break-down. Please do not share too much personal information, but do take some risks to share with others a little bit about yourself when it feels appropriate.

Discussions are worth a total of 260 points

Three Voluntary Zoom meetings

There will be three meetings and we will use these to discuss the trickier concepts, if you should like a little help with them.

Quizzes

Most weeks will include a quiz 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).

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

There are no prerequisites for this course, however it is recommended (strongly) that students have either taken English 1A or are currently enrolled in it. This course requires that students are capable of college level reading and writing.

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 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
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

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.

Student feedback policy

Students will obtain feedback on the scoring of assignments in SpeedGrader, immediately for Quizzes and for Discussions within 1.5 weeks. However, the instructor will offer feedback within the Discussions themselves in a group format. For more information students will obtain feedback on individual assignments, by clicking on the cloud icon. You will find responses to assignments here, when the instructor deems additional information is necessary, needed and appropriate. The instructor will get back to student e-mail communications within 48 hours on the weekdays. The instructor does her very best to respond within the day, but this is not always possible. Holidays and Weekends are exceptions to this. To contact me you can send an email through the CANVAS server. Office hours are scheduled between the student and instructor and will take place in phone calls or Zoom meetings.

Student Accessibility Statement and Academic Support Information

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.

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 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.

Please check the calendar for important dates! Hover+crtl+click

[Academics/AcademicCalendar](#)

Learning Unit I.

Foundations of Psychology

Week 1

8/24-9/1

Introduction and Welcome!

Read Syllabus
Discussion; Introduction
Submission

Due the 28th

Week 2		Read Chapter 2.
Sept 2 -8	The Foundations of Psychology	Discussion/Essay Quiz

Week 3		Read Chapter 3.
Sep 9-15	Research Methods	Discussion/Essay
Census Day the 10th		Quiz
Vets. Day 11th		

Week 4		Read Chapter 4.
Sept 16-22	Brain and Biology	Discussion/Essay Quiz

Week 5		Read Chapter 5.
Sept 23-29	Sensation and Perception	Discussion/Essay Quiz

Learning Unit II.

Learning and Cognition

Week 6		Read Chapter 6.
Oct.1-6	Consciousness	Discussion/Essay Quiz

Week 7		Read Chapter 7.
Oct. 7-13	Learning	

Week 8		Read Chapter 8,9. Discussion/Essay
Oct.14-20	Memory & Begin Language and Thought	Collaboration Assignment in Discussion
Columbus Day Oct. 14		
Week 9		Midterm
Oct. 21-27		Quiz (on Chapter 9)
		Read Chapter 10
Week 10	Motivation and Emotion	Discussion/Essay
Nov. 4-10th		Quiz (10)
Learning Unit III.		
Human Factors		
Week 11		Read Chapter 11. Discussion, Quiz
Nov. 11 Veterans Day	Development	Library Research Overview
-17		Read Chapter 12 Discussion/Essay
Week 12		Quiz
Nov.18-24	Personality Theory	Research paper overview Finalize your paper topic, create an outline and find three research articles or books
Week 13		
Nov. 25-30	Fall Break	

Dec.2-8	Social Behavior	Read Chapter 13 Discussion/Essay, Quiz
Learning Unit IV.		
Disorders and Treatment		
Week 14 Dec.9-15	Psychological Disorders	Read Chapter 14 Discussion/Essay, Quiz
		Research Papers Due
Week 15 Dec.16-22	Final TBA	

The instructor reserves the right to make modifications to the calendar at any time.

