

Course Information

Semester: **Spring** Year: **2021**

Course ID: **Psych 1** Section #: **V0465**

Instructor's name: **Stephen Quiggle**

Distance Education (DE) Course units: 3

Instructor Contact Information

Email address: Stephen-quiggle@redwoods.edu (preferred method of contact)

Phone number: (707) 223-1713

Office hours: Available by email, text, phone, or prearranged appointment

Course Materials

Textbook title: **Psychology** Edition: **2**

Authors: **Spielman, M., Jenkins, W., Lovett, M., et al. (2020).**

ISBN: **13: 978-1-951693-23-7**

Other media and resources will be provided by the instructor

Download, view, and access the open education (free) text here:

<https://openstax.org/details/books/psychology-2e?Book%20details>

Catalog Description

This course focuses 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.

Course Schedule Overview

Class begins on Tuesday, January 19th and ends on Friday, May 14th; Each week in this course begins on Mondays at 6 a.m. and ends on Sundays at 11:59 p.m. This is a distance education (DE) course that will be facilitated online using Canvas as the learning management system (LMS), there will be no required face to face meetings, although there may be opportunities for voluntary participation in synchronous ConferZoom meetings during the semester.

Our course will proceed with **modules** that will cover one or more weekly topics mirroring the textbook chapters (though not necessarily following the order of the textbook, so be attentive). **Modules** will contain topic-pertinent lecture notes, media, ancillary instructions and (often) topic-driven discussions, assessments, and/or assignments that are due; Modules will open at 6:00 a.m. on respective Monday mornings and close at 11:59 p.m. on the following Sunday nights. Though course material and resources from each module will remain accessible, contributions to discussion or assignment/assessment submission times will close if they have a specific due date (contact the instructor in advance to arrange for the possibility of late submissions).

This class is asynchronous. We will not be meeting in a cyber-class on scheduled days at scheduled times. You are at liberty to log in to Canvas and review educational material at any time. Likewise, you may contribute to the open discussion forums and complete open or due assessments and assignments on your own schedule, though within the due by dates for any given graded assignment.

Admissions deadlines & enrollment policies

Spring 2021 Dates:

-) Classes begin: 1/16/21
-) MLK birthday (holiday) 1/18/21
-) Last day to add a class: 1/22/21
-) Last day to drop without a W and receive a refund: 1/29/21
-) Census date: 2/1/21
-) Lincoln's birthday 2/12/21
-) President's day 2/15/21
-) Spring Break 3/15-3/20/21
-) Last day for student-initiated W (no refund): 4/02/21
-) Last day for faculty-initiated W (no refund): 4/02/21
-) Final examinations: 5/10/21-5/14/21
-) The semester ends: 5/14/21
-) Grades available for transcript release: approximately 5/31/21 (I'll have grades completed by 5/20)

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.

Weekly Schedule

Module schedules, topics, and due dates (course work weeks are from Monday to Sunday)

Module / Week	Topic	Review / Resources	Activity / Assessment/ Assignment due
Week 1: 1/19 (Tuesday)	Tour Canvas – LMS course overview	Investigate LMS tools and resources	Introduction forum (due by Thursday) Syllabus quiz (due by Sunday)
Module 1 - Week 2: 1/25	Introductions to psychology and history of abnormal behavior in context	Chapter 1 Course notes Related media	Discussion forum (initial post by Thursday)
Quiz 1 (Ch. 1 & 2)	The research enterprise Psychological research Correlates Experiments	Chapter 2 Course notes Related media	Quiz 1 (Ch. 1 & 2)

If you're going to drop the course, please do so by 2/1	Methodologies	Academic writing support	
Module 3 - Week 4: 2/8	Biopsychology There is a brain attached to a spinal cord (CNS)... but we're so much more than that!	Chapter 3 Course notes Related media	Discussion Forum Due (by Sunday): Written Assignment I – popular press article synopsis
Module 4 - Week 5: 2/15	Consciousness	Chapter 4 Course notes Related media Academic database search	Quiz 2 (Ch 3 & 4)
Module 5 - Week 6: 2/22	Sensation & perception	Chapter 5 Course notes Related media	Discussion Forum
Module 6 Week 7: 3/1	Learning Conditioning	Chapter 6 Course notes Related media Extra credit opportunities	Quiz 3 (Ch 5 & 6)
Module 7 - Week 8: 3/8	Thinking & intelligence (not remotely the same thing!) Emotions & motivation	Chapter 7 Chapter 10 (we're proceeding out of chapter order) Course notes Related media	Discussion Forum Due (by Sunday): Written Assignment II – Annotated bibliography (AB)
Week of March 15 th – Spring Break – there are no scheduled classes.			
Module 8 - Week 10: 3/22	Memory	Chapter 8 Course notes Related media	Quiz 4 (Ch 7, 8, & 10)
Module 9 - Week 11: 3/29	Social psychology	Chapter 12	Discussion Forum

		Course notes Related media	
Module 10 - Week 12: 4/5	Personality	Chapter 11 Course notes Related media	Personality Inventory Quiz 5 (Score your inventory) Due (by Sunday): Written Assignment III – Executive Summary (ES)
Module 11 - Week 13: 4/12	Stress, lifestyle, & health	Chapter 14 Course notes Related media	Discussion Forum
Module 12 - Week 14: 4/19	Psychological disorders & treatments	Chapters 15 & 16 Course notes Related media	Quiz 6 (Ch 15 & 16)
Module 13 - Week 15: 4/26	Industrial & organizational Psychology	Chapter 13	Discussion
Module 14 – Week 16: 5/3	Lifespan development	Chapter 9 Course notes Related media	Due (by Sunday): Written Assignment IV – Assessing writing styles for scholarly efficacy Quiz 7 (Ch 9 & 13)
Module 15 - Week 17: 5/10	Review, synthesize, completion	Media provided	Final discussion

I intend to follow the schedule above, however, if I must make changes, I'll notify you well in advance.

Standard 10% grading scale:

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

Evaluation & Grading Policy

Every discussion forum, quiz, written assignment, book report, or other assessment is accompanied by a clear grading rubric that states the parameters and standards relative to the assessment type. This course will use a standard 100% grading scale calculation (e.g. there are no weighted or curved grades). All

assessments are due by the recorded and delineated date (though you may complete assessments early). Please communicate with me in advance if you will not be able to meet the due date; late work may be accepted for a reduced grade; communication is key. I am mindful that emergencies arise; case-by-case, I will consider accepting late work that was not addressed with prior arrangements for full credit, however, in these instances, there will be a clear emergency or legitimate reason. You are encouraged to check in with me about any course concerns.

Assessments

Eight (8) discussion forums graded at (up to) 10 points each (introduction is not graded)	120
Four (4) written assignments at 20 points each	80
Seven (8) quizzes (including a 10 pt syllabus quiz) at 15 points each	115
Total of points possible	315

Extra Credit possibilities:

Two extra credit “movie synopsis” opportunities at up to 10 points each

Periodic, random, and specifically earned “above-and-beyond” credit for exemplary posting in discussion forums (as arbitrarily decided by Quiggle)

Periodic unannounced “Treasure chests” in the Grey Matter Café (Discussion forum)

Term assessments

Weekly Discussion Forum

Each week you are requested to:

- engage in the forum by Thursday with your initial response to the discussion prompt (2)
- by Saturday, respond to at least one other classmate’s posts (2)
- posts are 5+ sentences that specifically pertain to the prompt (2)
- include at least one scholarly or academic resource with APA citation (2) (see Quiggle’s initial post)
- review for spelling, syntax, and formatting (2)

I strongly suggest that you review the discussion prompt every other week and then write your response in a Word document, run it through spell check, and review it. Then, copy and paste your work into the discussion forum. This will allow you to edit and save the document... and you reduce the “Oh, s_ _t!” potential lament of missing something.

Weekly Quizzes

-) From the fifteen (15) questions in each bi-weekly multiple-choice quiz, choose the *most correct* answer (up to 15 points)
-) You may take the quiz once, there is no time limit
-) Quizzes will be open and available for one week and then close on Sunday nights

Written Assignments

There are four (4) 1-2 pages written assignments (see the rubrics in “Files”):

1. Complete a review synopsis of a popular press article
2. Conduct an academic literature review and write an annotated bibliography (AB) of one article
3. Conduct an academic literature review and write an executive summary (ES) of one article
4. Write a scholarly review to compare the three types of writing above

Ample examples and exemplars will be provided for all course writing parameters.

Extra Credit will be available upon occasion: film synopsis (there’s a list in “files”), extra discussion forum credit, and / or a video review (presented in the discussion forum – Gray Matter Cafe).

Student Feedback Policy

All course assessments will be submitted online and will appear in Gradebook. You may review your cumulative grade at any point. I will typically have discussions, quizzes, extra credit, and any other assignments graded within 48 hours of being turned in with feedback for continued support, improvement suggestions, or just a hearty, “Well done!”

If I have concerns about the timeliness, quality, or content of your work, I will contact you privately. I support everyone in the class and would be pleased if all students earned the grade that they would like. Read that as *I’m fine with a course where everyone earns an “A”*.

Proctored Exams

None. You may use your text, notes, ancillary course materials, online resources, or any other mechanism you can think of. Please do not use other people... most people don’t like to be used.

General Information

Prerequisites/Co-requisites/Recommended Preparation

There are no prerequisites as such, however, I strongly suggest that you possess scholarly writing skills and better than average computer literacy skills and online abilities.

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 the library
-) Klamath-Trinity: 530-625-4821 Ext 103

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Canvas Information

This is a DE course that utilizes the Canvas learning management system (LMS) for content delivery, resource retrieval, address, interaction, and assessment. Familiarize yourself with Canvas before you begin coursework. You should log in to Canvas course shell at least three times each week. If you make an inquiry of the instructor, I will respond within 24 hours during the week (M-F).

Log in to Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birthdate

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>

Technology skills, requirements, and support (required for online classes)

Tech equipment and skills are required for student success and of equal importance as required textbooks and materials,

Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint, and more) with a valid CR email.

Necessary Computer Skills - [instructor: identify the computer skills necessary for students to succeed in your course.]

Technology Requirements (computer, other hardware, and software) - [instructor: identify the computer requirements and any hardware or software necessary for students to succeed in your class.]

Technology Support - [instructor: identify your role in providing technology support]

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor, or your mycr.redwoods.edu email, contact 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.

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 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](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It, therefore, encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students can 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](#).

Community College Student Health and Wellness

Resources, tools, and training regarding health, mental health, wellness, basic needs, and more designed for California community college students, faculty, and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

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](#)

The [Counseling](#) Department offers assistance to students in need of professional counseling services such as crisis counseling.

The Learning Resource Center (LRC) includes the following resources for students:

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

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 email and/or phones. Registration is not necessary 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](#).