

Syllabus for General Psychology @ SFHS

Course Information

Semester: Fall Year: 2022
Course ID: Psych 1 Section #: E3639
Instructor's name: Stephen Quiggle
Days/times: M W F 8 a.m. – 9 a.m. at South Fork High School
Location: Learning Center
Course units: 3 (10 units HS credit)

Instructor Contact Information

Email address: Stephen-quiggle@redwoods.edu (preferred method of contact)
Phone number: (707) 223-1713
Office hours: By appointment and before or after class (on M/W/F)

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.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- J Eureka: 707-476-4280, student services building, 1st floor
- J Del Norte: 707-465-2324, main building near library
- J Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

At SFHS, you may make arrangements directly with your professor.

COVID Adjustments

Our course will follow all edicts and requirements as set forth by the college administration adhering to state guidelines, SFHS ordinances and protocols; presently, our course instructional format is face-to-face. However, there is potential that this format may change; changes could include the necessity of reformatting to a hybridized or distance education instructional format. As information in affecting protocols and procedures are determined, students will be well informed.

Required Materials

Textbook title: *Psychology, 2nd revised edition*

Authors: Spielman, R., Jenkins, W. Lovett, M. (2020); ISBN: **13: 978-1-951693-23-7**

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

<https://openstax.org/details/books/psychology>

Other course media and resources will be provided.

Class Schedule

Class will begin on Monday, August 22nd and end on **December 15th**; we will meet every **Monday / Wednesday / Friday** unless there is a holiday or as otherwise noted.

Week	Topic	Read/View/Review	Activity / Assessment/ Assignment due
One: 8/23	Course overview (including using Canvas) Introduction to Psychology	Chapter 1 Media	Introductions meet your coursemates syllabus quiz
Two: 8/30	Science of Psych and the Research enterprise	Chapter 2 Videos Writing support	<i>Review the difference between popular press and research articles</i>
Three: 9/7 Monday is a holiday	Brains, bodies, behavior; Genetics and the CNS	Chapter 3 Videos Academic data base/writing support (F)	
Four: 9/13	Sensation and perception	Chapter 5 video	Quiz 1: Chapters 1-3 & 5

Five: 9/20	Consciousness	Chapter 4 video	Written Assignment Due – Academic database search >>> Annotated Bibliography
Six: 9/27	Learning - conditioning	Chapters 6 Video	
Seven: 10/4	Intelligence - creativity	Chapters 7 Video	<i>Take an I.Q. test... for fun</i>
Eight: 10/11	Memory	Chapter 8 video	Group assignments and planning
Nine: 10/18	Emotions /motivations	Chapter 10 video	Midterm – Chapters 4, 6, 7, 8, &10
Ten: 10/25	Lifespan development	Chapter 9 Video Group presentation planning	
Eleven: 11/1	Lifestyle choices Health & stress	Chapter 14 video	Written Assignment Due – AB II
Twelve: 11/8	<i>Groups</i>	<i>Groups</i> <i>M/W/F- present in class</i>	Presentations Term paper outline due
Thirteen: 11/15	personality	Chapter 11 video	<i>Take a personality test... for fun</i>
Fourteen: 11/22	Give Thanks	Take the week off	Don't eat too much
Fifteen: 11/29	Defining disorders Treating disorders	Chapter 15 Chapter 16	

Sixteen: 12/6	Social Psychology	Chapter 12	Term Paper Due
Seventeen: 12/13	Organization/industry/	Chapter 13 <i>Review course material</i> video	Term exam – chapters 9, 11-16

Assessments & evaluations

Your grade will be determined by your participation in discussions, class contributions (clear rubrics provided), writing assignments, and quiz/exam scores (there are extra credit opportunities).

Assessment	Point Value
Weekly participation and discussions 10 points each week (discussions may often include written artifacts and group interactions)	150
1 Quiz	20
A mid-term exam	30
A term exam	30
2 annotated bibliographies @ 10 points each	20
Term paper outline	10
Term paper	30
Group presentation (each person earns own grade)	10
Two extra credit opportunities at up to 10 points each	
	Total of 300

I require that students attempt/complete each assessment to earn a passing grade in the course

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, 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 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). Late work will not receive credit unless arrangements have been made at least three (3) days prior unless there is a legitimate, documented emergency.

Admissions deadlines & enrollment policies

Fall 2022 Dates

-) **Classes begin: 8/20/22 (our class begins on 8/22)**
-) **Last day to add a class: 9/6**
-) **Last day to drop without a "W" and receive a refund: 9/6**
-) **Census date: 9/6**
-) **Veteran's Day 11/11**
-) **Fall Break (Thanksgiving) 11/21-11/25**
-) **Last day for student-initiated W (no refund): 10/30**
-) **Last day for faculty-initiated W (no refund): 10/30**
-) **The final examination block for our course is the last Wednesday meeting (12/15)**
-) **The semester ends: 12/16**
-) **Grades available for transcript release: approximately 12/27**

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 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 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](#).

Canvas Information

This course utilizes the Canvas learning management system (LMS) for course enhancement. Familiarize yourself with Canvas before you begin coursework. You should log in to the Canvas course shell the day before class meets to see if there are any updates in “announcements”. 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>

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 for

South Fork High School

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Duck, Cover and Hold/Earthquake (Green)
 2. Building Evacuation Fire/Earthquake (Yellow)
 3. Shelter in Place/ Modified Lockdown (Blue) **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL “MODIFIED OPERATION HIBERNATE” (must radio gym and D wing classes)** or communication via radio, and office staff will go door to door informing staff of modified lockdown. **When over, an “ALL CLEAR” will be verbal signal over the intercom (must radio gym and D wing classes).**
 4. Lockdown Imminent Danger (Red) Imminent Danger Signal – **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL “OPERATION HIBERNATE”, OVER THE INTERCOM (must radio gym and D wing classes). WHEN OVER, AN “ALL CLEAR” WILL BE VERBAL SIGNAL OVER THE INTERCOM (must radio gym and D wing classes). DO NOT CALL THE OFFICE OR USE THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.**
 5. Threat Assessment w/o schoolwide action (White)
- *Refer any threats to staff or students to the principal or designee.

Each procedure should contain the following elements:

1. Code designation
 - a. Verbal: (Code Green, Yellow, Blue, Red, and White)
 - b. Bell signal (Bells or Fire Alarm) **(must radio gym and D wing classes)**