

## Course Information

Semester & Year: Fall 2022

Course ID & Section #: PSYCH 1 D3614

Instructor's name: Philip Mancus

Day/Time: M/W 10:05 a.m. – 11:30 a.m.

Location: DM 29

Number of units: 3

## Instructor Contact Information

Office location: DN 6

Office hours: Mondays, 11:40 a.m. to 12:20 p.m.

Phone number: 707-465-2362

Email address: [Philip-Mancus@Redwoods.edu](mailto:Philip-Mancus@Redwoods.edu)

## Required Materials

**Required Textbook: Psychology 2e**, by Spielman, Jenkins, and Lovett (2020). Published by OpenStax. This is an open access textbook, which is virtually free. You can view the book online, download a PDF, and/or order a print copy (for a fee). There are several ways to get access.

1. Go directly to OpenStax by clicking this link: [Psychology 2e](#).
2. Order from the [CR Bookstore Portal](#). You may be charged a modest fee.
3. Find it online using the **ISBN: 978-1-951693-23-7**

**Other Materials:** None

## 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

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 & information competence as applied to psychological topics.
4. Analyze how experience, culture, learning and biology affect behavior and cognitive processes.

## Recommended Preparation

Students should ideally be eligible for placement in ENG 1A or its equivalent when taking this class.

## Proctored Exams

There is a mandatory, comprehensive final exam, which you will take in class during finals week.

## Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also 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:

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

Please ensure your written accommodation request is delivered to me at least one week before the first scored assignment so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated except under extenuating circumstances.

## Course Policies

### Modules

The course materials for this class are on the Canvas course website, organized into units. Each chapter unit gets its own module. In each chapter module you'll find a chapter overview, lecture video, and a link to the chapter quiz. There are also modules for uploading your term paper assignments.

Chapter modules open the Saturday before we discuss that particular chapter in class. Your homework prior to coming to class that week is to read the assigned chapter, read the unit overview, and watch the lecture video(s). Then, attend class. Finally, you'll need to make at least one attempt on the chapter quiz (on Canvas) by the following Friday.

### Evaluation and Grading

#### Participation/Discussion Credit (30%)

Each day we meet as class is worth 10 points, made up of two 5-point segments. You earn the first 5 points by being on time and present for the entire class period. The second 5 points is awarded on a scale from 1 to 5, based on the quality of your participation. The quality of your participation is determined by actively engaging in discussion, asking and answering questions, demonstrating that you've made the effort to read and understand the assigned chapter, and writing in response to prompts given by your instructor. NOTE: Although I do not allow make ups for missing class, I will convert your four lowest scores in this category ten points each. In case of COVID 19, see my specific policy below.

#### Chapter Quizzes (30%)

We cover 15 chapters during the semester, one chapter per week. For each chapter, you will take a twenty question, twenty-point chapter quiz on Canvas. For each quiz, you get two attempts and you have 40 minutes to complete each attempt. Canvas will record the score of your *latest* attempt. Each chapter quiz opens the Saturday prior to our first discussion of that material in class (except Ch. 2, which opens the Saturday afterwards). You must make at least one attempt on the quiz before being allowed to move on to the next and you'll have two weeks to complete each chapter quiz before it closes. unit For more information, See the Semester Schedule, below.

## Term Paper (30%)

During the term you will write one term paper, which you will complete in three stages. The first stage draft is due at the end of Week 4, the second stage draft is due the end of Week 8, and the third stage and final product due end of Week 12. Each individual draft is worth 100 points, for a total of 300 points. The directions for writing your paper can be found on the Canvas Course Website. I will also provide in-class guidance on how to write the paper at each stage.

## Final Exam (10%)

At the end of the semester, you will take a mandatory, comprehensive final exam worth 100 points. The exam consists of four short essay questions, one for each of the learning outcomes of the course (please see the first page of the syllabus). You will take the exam in class during exam week and will have two hours to complete it. PLEASE NOTE: Students who skip the exam will receive an automatic D in the course, or lower, depending on your final score. Therefore, although the final exam is a relatively low percentage of your grade compared to the other categories, it is imperative that you take the exam.

**Table 1. Calculating Your Final Grade**

Grading Category	Points per Assignment	Number of Assignments	Total Possible Points
Participation/Discussion	10 points per day	30 days	300 points
Chapter Quizzes	20 points per quiz	15 chapters	300 points
Term Paper	100 points per draft	3 drafts	300 points
Final Exam	100 points	1 exam	100 points
<i>Grand Total</i>			<i>1000 points</i>

## Grades

The course website will show your current score in the class as a percentage. I use the following scale in determining your final letter grade:

<b>A</b> = 93% and above	<b>A-</b> = 90-92%	<b>B+</b> = 87-89%
<b>B</b> = 83-86%	<b>B-</b> = 80-82	<b>C+</b> = 77-79%
<b>C</b> = 70-76%	<b>D</b> = 50-69%	<b>F</b> = 49% and below

An Incomplete (I) is given at your instructor's discretion and will only be granted to those students who continue to participate in class, have completed all prior work, and who have made arrangements with me by the end of the 15<sup>th</sup> week. This is a rare privilege and is not granted lightly.

## Attendance and COVID 19

Attendance is defined as being in class on time and staying the entire time. Because I allow four free missed classes, discussion credit cannot be made up. Because quizzes and paper submissions are done on Canvas, I do not allow make ups for these. However, if your ability to perform in this class is affected for longer than two subsequent class periods because of a diagnosable illness such as a confirmed case of COVID 19, I will make other accommodations for you, following the [protocols outlined by College of the Redwoods](#). **Please, DO NOT come to class if you are sick or think you might be contagious.**

## Admissions Deadlines & Enrollment Policies

### FALL SEMESTER 2022

Convocation/Flex ..... Aug 18 & 19

Classes Begin.....	Aug 20
All-college Holiday (Labor Day) .....	Sep 5
Census Day .....	Sep 6
Flex forms for FT & Associate Faculty Due .....	Sep 9
Census Roster Due Date.....	Sep 13
All-College Holiday (Veteran’s Day) .....	Nov 11
No classes (Fall Break) .....	Nov 21 & 22
All-College Holidays (Thanksgiving) .....	Nov 23, 24 & 25
Flex activities for Associate Faculty Due .....	Dec 2
Final Exams .....	Dec 10 – 15
Classes End .....	Dec 16
Grades Due .....	Dec 23
All-college Holidays .....	Dec 26 – Jan 2

## Academic Integrity

In the college 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. 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](#).

### Instructor Specific Policy on Academic Dishonesty

*In this class, all work done for credit must be your own, completed by you without assistance from anyone other than basic editing, unless otherwise directed.* Students new to college are sometimes unfamiliar and uncertain of what is acceptable and what isn’t. This section establishes my policy for academic dishonesty and its consequences. One of the biggest problems in an online environment is plagiarism, which is trying to pass off someone else’s ideas, data, or text as if they were your own. I treat plagiarism as a form of academic dishonesty. This means it will benefit you to know what it is and how to avoid it. For a quick guide on plagiarism, the [Online Writing Lab](#) at Purdue University is a great resource.

*It is your responsibility to know what plagiarism is and to refrain from it entirely.* Copying and pasting someone else’s text (even if you modify it slightly) without the use of quotation marks is one example of plagiarism. Referring to information and ideas from someone or somewhere else without properly citing the source is another example. In addition to plagiarism, academic dishonesty includes but is not limited to cheating, collusion, complicity, abuse of resources, computer misuse, fabrication or falsification, unpermitted multiple submissions, and bearing false witness. *Students who are caught committing academic dishonesty on an assignment immediately forfeit all credit for that assignment.* For repeat offenses, I will file notify Student Services and you may be dropped from the course and may receive a failing grade.

### 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](#).

## **Classroom Etiquette**

Interaction in the classroom requires paying attention to the way we can potentially affect others. Peaceful, logical, evidence-based, constructive, critical thinking and inquiry is encouraged. Aggressive, destructive criticism is not. Just like you wouldn't shout in someone's face in class, avoid communication that is corrosive and divisive.

## **Policy on Hate-Based Communication**

In this class I have a zero-tolerance policy when it comes to individuals, groups, or organizations professing ideologies that target, intimidate, and/or dehumanize individuals or groups based on their perceived race, color, ethnicity, nationality, national origin, citizenship, language, religion, age, sex, sexual orientation, gender identity, body size, marital status, genetic status, veteran status, assault and trauma survivor status, and/or physical ability. Such expression is antithetical to the spirit of the academy and to the mission of the college. Individual actions that express hatred, contempt, or degradation of others will not be tolerated. Any and all speech, gestures, adornment, emblems, codes, insignias, signs, symbols, slogans, flags, propaganda, paraphernalia, or other memes that express or represent hate-based ideology, or discrimination against protected classes, or otherwise signifies identification with, sympathy for, affiliation with, or membership in a hate group are strictly prohibited from this virtual classroom. Any violation of this policy will result in the student(s) having classroom privileges suspended until compliance is assured.

## **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. Please let me and other students know if you have preferences for how you are addressed.

## **Canvas Information**

In this class we meet face-to-face, but there is also an online course website where you will take your quizzes and submit your term paper, and where you can find course notes and your gradebook. Here are login instructions for Canvas:

- Open your web browser and go to [redwoods.instructure.com](https://redwoods.instructure.com) (click the following hyperlink to go there: [Canvas Log In](#)). Or, go to the [College of the Redwoods Home Page](#) and click "Canvas."
- Enter your username and password. Your username is your Web Advisor login (e.g., flastname123 – first initial + lastname + the last three digits of your student ID number). The initial password for everyone is your eight-digit birthday (mmddyyyy).
- Once logged in, find the link for this class. Click the link to enter the course. If you need assistance logging in please go to the following webpage: [Canvas Login Help](#). It is highly advised that you change your initial password once logged in.
- For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160. Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

## **Setting Your Preferred Name in Canvas**

Students have the ability to 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. This does not change your legal name in our records. See the [Student Information Update form](#).

## Emergency Procedures

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 personal email and/or phones. Registration is not necessary in order 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](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

### Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

### Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.

- e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
- a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## Student Services & Resources

### Academic Counseling and Learning Support

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 **Learning Resource Center** (Eureka) includes the following resources for students. (Del Norte and Klamath-Trinity students can go to their respective student service centers).

- [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 include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- 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

### Student Health and Wellness

- Resources, tools, and trainings 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.
- [Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling. Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Digital Resources for Writing your Term Paper

### Entry Level Journals in Psychology

The list below includes science magazines that are readable by a general audience. You can go directly to those websites if you wish, but sometimes they'll make you pay for the article. Better to go through the Articles and Databases under the [Library](#) link portal to get the article that way.

Journals and Magazines with a Psychology Focus	
American Scientist	<a href="https://www.americanscientist.org/">https://www.americanscientist.org/</a>
BBC News Science Focus	<a href="https://www.sciencefocus.com/">https://www.sciencefocus.com/</a>
Directions in Psychological Science	<a href="https://www.psychologicalscience.org/publications/cur">https://www.psychologicalscience.org/publications/cur</a>
Discover	<a href="https://www.discovermagazine.com/">https://www.discovermagazine.com/</a>
Frontiers in Psychology	<a href="https://www.frontiersin.org/journals/psychology">https://www.frontiersin.org/journals/psychology</a>
Monitor on Psychology	<a href="https://www.apa.org/monitor">https://www.apa.org/monitor</a>
National Geographic	<a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a>
New Scientist	<a href="https://www.newscientist.com/">https://www.newscientist.com/</a>
Perspectives on Psychological Science	<a href="https://www.psychologicalscience.org/publications/per">https://www.psychologicalscience.org/publications/per</a>
Psychology Today	<a href="https://www.psychologytoday.com/us">https://www.psychologytoday.com/us</a>
Quanta Magazine	<a href="https://www.quantamagazine.org/tag/cognitive-">https://www.quantamagazine.org/tag/cognitive-</a>
Science	<a href="https://science.sciencemag.org/">https://science.sciencemag.org/</a>
Scientific American	<a href="https://www.scientificamerican.com/">https://www.scientificamerican.com/</a>
The Psychologist	<a href="https://thepsychologist.bps.org.uk/">https://thepsychologist.bps.org.uk/</a>
Wired	<a href="https://www.wired.com/">https://www.wired.com/</a>

### How-To Term Paper Guides

- [Various Topics in Psychology](#)
- [About the Library](#): Library policies, services, and collections
- [Copyright on Campus](#): Copyright law specific to college and university faculty and students
- [Journal Articles](#): Strategies for finding, reading, understanding, and citing journal articles
- [Primary Sources](#): Sources of primary documents in the Credo Reference database and CR Library resources
- [Statistical Abstract of the United States](#): How to use this database to find statistical data



- [Videos](#): Accessing & Using: Finding and using online videos for research projects and personal interest

## Course Syllabus Subject to Change

As your instructor, I reserve the right to make changes to this syllabus and the course content. While I make every effort to follow the policies and schedule laid out herein, there may be times when changes are necessary. I will inform the class of any changes using the Canvas Announcements tool.

## Semester Schedule

*We normally begin discussion for each chapter starting on the day it is first mentioned in the schedule.*

<b>Week</b>	<b>Saturday</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Following Friday</b>
Week 1	20-Aug	1 Introduction to Psychology	2 Research Methods	<i>Chapter 1 Quiz Due</i>
Week 2	27-Aug	3 Biopsychology		<i>Chapter 2 Quiz Due</i>
Week 3	3-Sep	<b>Labor Day - Class Does Not Meet</b>		<i>Chapter 3 Quiz Due</i>
Week 4	10-Sep	4 States of Consciousness		<i>Chapter 4 Quiz Due</i>
<b>Term Paper: Stage 1 is due September 18 on Canvas or September 14 in person.</b>				
Week 5	17-Sep	5 Sensation and Perception		<i>Chapter 5 Quiz Due</i>
Week 6	24-Sep	6 Learning		<i>Chapter 6 Quiz Due</i>
Week 7	1-Oct	7 Thinking and Intelligence		<i>Chapter 7 Quiz Due</i>
Week 8	8-Oct	8 Memory		<i>Chapter 8 Quiz Due</i>
<b>Term Paper: Stage 2 is due October 16 on Canvas or October 12 in person.</b>				
Week 9	15-Oct	9 Lifespan Development		<i>Chapter 9 Quiz Due</i>
Week 10	22-Oct	10 Emotion and Motivation		<i>Chapter 10 Quiz Due</i>
Week 11	29-Oct	11 Personality		<i>Chapter 11 Quiz Due</i>
Week 12	5-Nov	12 Social Psychology		<i>Chapter 12 Quiz Due</i>
<b>Term Paper: Stage 3 is due November 13 on Canvas or November 9 in person.</b>				
Week 13	12-Nov	14 Stress, Lifestyle, and Health		<i>Chapter 14 Quiz Due</i>

<b>Week</b>	<b>Saturday</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Following Friday</b>
<b><i>Fall Break</i></b>	19-Nov	<b><i>Class Does Not Meet</i></b>	<b><i>Class Does Not Meet</i></b>	<i>No Quiz This Week</i>
Week 14	26-Nov	15 Psychological Disorders		<i>Chapter 15 Quiz Due</i>
Week 15	3-Dec	16 Therapy & Treatment		<i>Chapter 16 Quiz Due</i>
<b><i>Finals Week</i></b>	10-Dec	<b><i>Final Exam</i></b>		