

Course Information

Semester & Year: Spring 2024

Course ID & Section #: PSYCH 1 D6271

Instructor's name: Philip Mancus

Day/Time: Mondays and Wednesdays, 12:30 to 1:55 p.m.

Location: CR Del Norte Room DM 29

Number of units: 3

Instructor Contact Information

Office location: DM 27

Office hours: Mondays, 11:40 a.m. to 12:20 p.m. or by appointment (including online)

Phone number: 707-465-2362

Email address: Philip-Mancus@Redwoods.edu

Preferred form of communication: Canvas Messenger ("Inbox"). I usually reply within 24 hours weekdays and within 48 hours weekends.

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.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please

contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Receiving Accommodations. Please ensure your written DSPS 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.

Required Materials

Required Textbook: Psychology 2e, by Spielman, Jenkins, and Lovett (2020). Published by OpenStax. This is an open access textbook at no cost to you. ***The textbook is available through the Canvas course website.*** You can view the book online, download a PDF, and/or order a print copy (for a fee). There are several other ways to get access.

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

Other Materials: None

Canvas Course Website

There is a companion course website on Canvas. You'll normally use this site to take your quizzes and submit your writing assignments. If this might be an issue, let me know and we can make other arrangements.

Login instructions for Canvas

- Log into Canvas at [My CR Portal](#)
- For help logging in to Canvas, visit [My CR Portal](#).
- For help with Canvas once you're logged in, click on the Help icon on the left menu.
- For tech help, email its@redwoods.edu or call 707-476-4160
- Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)
- Once logged in, on top left-hand side of the screen there is a menu of your Courses.

Proctored Exams

The final exam in this class is offered both in person and online. You can choose either option. However, I reserve the right to require proctored (in person) exams as needed. I will notify you well in advance of any examination dates.

Course Policies & Procedures

Semester Overview

The semester is 15 weeks long, followed by finals week (Week 16), during which time you'll take your comprehensive, written final exam. We meet twice a week on the Del Norte campus.

Evaluation and Grading

Participation (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 how actively you engage in class, including asking and answer questions, participating in discussions, demonstrating that you've made the effort to read and understand the assigned chapter, and writing in response to prompts given by your instructor.

Quizzes (30%)

One quiz per chapter. Chapter quizzes assess how well you understand the unit material after engaging the reading, lecture, discussion, and other activities. Each quiz consists of approximately 20 multiple-choice, matching, or true/false questions worth one point each. You have 40 minutes to attempt each quiz and are granted two attempts per quiz. Canvas keeps the score of your most recent attempt. Each chapter quiz opens (becomes available to take) on the Saturday before it is scheduled to be discussed in class and remains open until the end of the semester, but you must make at least one attempt before Canvas lets you move to the next module.

The Term Paper (20%)

This assignment is to write a brief report on a psychological topic of your choice. The report is to be completed in two stages. Stage 1 prepares you for Stage 2. Each stage is worth 50 points. Stage 1 is due at the end of Week 6. The instructions for Stage 1 are found in the Term Paper module on Canvas and are available to view at the start of the course. Stage 2 is due at the end of Week 12. The instructions for Stage 2 are found in the Term Paper module on Canvas and will be available to view after the deadline for Stage 1 has passed. For each stage, you'll upload a PDF file using Canvas. Stage 1 is free form, but Stage 2 must be formatted according to [APA style](#) for student papers.

Final Exam (20%)

At the end of the semester (during Week 16) you will take a *Final Exam*. The exam consists of four questions, one for each of the major learning outcomes of the course (see the Course Syllabus). Answers are in short essay format (approximately 75-150 words for each question). You will have two hours to complete the exam (disability accommodations will be factored in). You get only one attempt. The exam is scheduled for Monday, May 6 from 12:30 to 2:30 p.m. in CRDN Room DM-29. There may be an option to take the exam online during the same time period. Please advise me of which option you will choose.

NOTE: It is mandatory that you take your final exam. Students who don't take the final exam get an automatic D in the course (or lower, depending on your score in the class), regardless of how well you do in the rest of the grading categories.

Attendance and COVID 19

Attendance is defined as being in class on time and staying the entire time. 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 arrangements 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.**

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:

A = 93% and above	A- = 90-92%	B+ = 87-89%
B = 83-86%	B- = 80-82	C+ = 77-79%
C = 70-76%	D = 50-69%	F = 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 15th week. This is a rare privilege and is not granted lightly.

Academic Integrity: Your Commitment to the Truth

In the academic community, we place a high value on truth. We set high expectations for ourselves and for our students. Students new to college are sometimes uncertain of what is acceptable and what is not.

Academic integrity essentially means submitting your own work on all assignments unless specifically told to collaborate with others. This means NO essays for hire, NO machine/artificial intelligence bots writing your stuff for you, NO having a friend write for you, NO copy and paste from the internet or some other source (this includes copying, pasting, and then modifying a word or two), NO getting help or giving help on a quiz, NO sharing quiz questions with others, NO copying someone else's discussion post, etc. All of this violates the principle of academic integrity, but more importantly, it deprives you of the opportunity to learn and to develop your own critical thinking skills.

Plagiarism

One of the biggest problems in an online environment is plagiarism, which is using someone else's ideas, data, or text without giving proper credit to the source of those ideas, data, or text. In this class, plagiarism violates the principle of academic integrity. Here are some guidelines for how to avoid plagiarism.

- You generally don't need to make a citation in a discussion, reflection, or short essay. However, if you use original ideas from outside of class, you should cite the source, even in these less formal settings.
- If it is first-hand knowledge (gained from your own experience) you don't need a citation, but you should at least identify it as such.
- If you use *data* or *statistics* from any source, including your textbook, you need to make a citation.
- If you use *text* from any source, you are *required* to enclose that text in quotation marks *and* make a citation.

You may be thinking, "Okay, but **how** do I make a citation?" For those times that you make a citation in a discussion, reflection, or short essay, you can simply refer to the source and provide either a link or publication info (author names, year of publication, where it was published). On a formal research paper or assignment where you rely on sources outside of class, use "in-text" citations (also known as parenthetical citations). Here are some examples using the manuscript style of the American Psychological Association (APA).

Smith (2002) found that students appreciate having clear guidelines on academic integrity.

Or,

In a recent survey, students reported appreciating clear guidelines on academic integrity (Smith, 2002).

Or,

Researchers found that "seventy five percent of student surveyed appreciated having clear guidelines on academic integrity" (Smith, 2002, p. 194).

Notice the author's last name and the year. If the name is part of the sentence, don't enclose it within the parentheses. If the name is not part of the sentence, then enclose it within the parentheses. And in the last one, a direct quote is made. The quotation marks enclose the text that was copied from the source and the citation includes the page number of the quote.

Once you've made a citation, the final piece on a formal paper is the *reference*. Here's an example of a reference using APA style. Notice how it includes all of the catalog information you would need to find the journal article where this information was originally published.

Smith, J. (2002). Student attitudes toward academic integrity. *Journal of Higher Education* (36)2: 191-199.

APA style dictates that references are listed in a separate section at the end of a research or analytical report.

For more on APA style, see the term paper module on the course website.

The Rules on Plagiarism

With all that said, **I treat plagiarism as violation of academic integrity and I consider it the student's responsibility 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. For now, here are some examples of plagiarism.

- Referring to information and ideas from someone or somewhere else without properly citing the source
- Copying and pasting someone else's text without the use of quotation marks
- Copying and pasting and then modifying the text a bit without using quotation marks
- Relying on excessive quotations or long quotations to fill in your paper or other assignments
- Using ChatGPT or some other AI system to write your paper
- Purchasing an essay, hiring a ghost writer, or simply having a friend write your paper
- Submitting someone else's paper
- Submitting a paper you turned in on an another assignment in this class or for another class

Policy on the Use of Artificial Intelligence and Machine Learning Generators in Your Work

I understand that AI is out of the box and there's no going back. And I get the appeal of having it do your work for you. However, that isn't learning what you're supposed to learn, it's learning to game the system. Would you want a doctor who relied on others to do their medical training for them? So why wouldn't the same principle apply to any other professional, including you?

Because of these concerns, and fully recognizing that AI is a useful tool, **my policy is that if you use generative AI (e.g., ChatGPT), you must cite it as a source. And if you use any of the actual text generated by AI, you must enclose that text in quotation marks and make a citation.**

Importantly, **this means that your use of AI should be limited to the same way you'd use any other source: as a reference, not as a substitute author.** In any academic assignment, quotations in general should be kept to a minimum. This implies that the vast majority of your work will be written by you, and not generative AI.

The Not So Nice Part

So, now that you all know, please hear me when I say that **students who are caught collaborating on an assignment without being explicitly told to do so, or who plagiarize, or commit any other form of academic dishonesty as defined by this policy, will forfeit all credit for that assignment.**

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.

For more information on academic integrity, the Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional reading 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.

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.

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](#).

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

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](#)
- [Online Tutoring Resources](#)

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

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 [Wellness Central](#).

Academic Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

EOPS

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

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

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.

CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

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 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](#) 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](#).

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.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

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](#).

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.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.

2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

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

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 and/or in class.

Spring 2024 Dates

January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 11-16	Spring break (no classes)
March 29	Last day for student-initiated withdrawal (62.5% of class)
April 1	Cesar Chavez Day (all campus holiday)
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

Semester Schedule

Week	Chapter/Topic	Assessments
Week 1	Introductions, Orientation	
Week 2	1. Introduction to Psychology	Ch. 1 Quiz
Week 3	2. Research Methods	Ch. 2 Quiz
Week 4	3. Biopsychology	Ch. 3 Quiz
Week 5	4. States of Consciousness	Ch. 4 Quiz
Week 6	5. Sensation and Perception	Ch. 5 Quiz, Term Paper Stage 1 Due
Week 7	6. Learning	Ch. 6 Quiz
Week 8	7. Thinking and Intelligence	Ch. 7 Quiz

Week	Chapter/Topic	Assessments
Spring Break	No classes this week	
Week 9	8. Memory	Ch. 8 Quiz
Week 10	9. Lifespan Development	Ch. 9 Quiz
Week 11	10. Emotion and Motivation	Ch. 10 Quiz
Week 12	11. Personality	Ch. 11 Quiz, Term Paper Stage 2 Due
Week 13	12. Social Psychology	Ch. 12 Quiz
Week 14	14. Stress, Lifestyle, and Health	Ch. 14 Quiz
Week 15	15. Psychological Disorders	Ch. 15 Quiz
Finals Week		Final Exam