# PSYCH 1 General Psychology Syllabus

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## Course Information

Semester & Year: **Spring 2024**

Course ID & Section #: **PSYCH 1 – E7413**

Instructor's name: **Liz Swindell-Hedlund**

Day/Time of required meetings: **Tues. & Thurs, 6:05 PM – 7:30 PM**

Location: **CR Eureka Campus, CAC 208**

Number of proctored exams: **2**

Course units: **3**

Required Text: *Psychology in Your Life* - paperback/hard copy ISBN: 978-0-393-87753-3

- Note: You are **not** required to obtain or use any digital tools or materials with accompany purchases of new versions of this textbook.
- **Ebook** version ISBN: 978-0-393-87752-6

Recommended: APA Style Manual
- Publication manual of the American Psychological Association.
- American Psychological Association. (2019).
- Washington DC: American Psychological Association.
- ISBN: 978-1433832161 (7th edition preferred, 6th edition acceptable).

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## Instructor Contact Information

Office Hours held via Zoom: **https://redwoods-edu.zoom.us/j/89314841702** ↪ **(https://redwoods-edu.zoom.us/j/89314841702)  Meeting ID: 893 1484 1702**

Additional location: **In-person location for hours TBD**

Office hours: **Tuesdays every week from 12:30 PM to 2 PM; available via email and by appointment**
Phone number: **(707) 496-8644**
Email address: **elizabeth-hedlund@redwoods.edu**

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# 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.

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

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# Prerequisites / Co-requisites / Recommended Preparation

ENGL-1A, College Composition: Proficiency in college level reading and writing is advised for students attempting this course.

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# 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 conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the **LIGHT Center** ⤷ **(https://www.redwoods.edu/dsps/DSPS-Home/LIGHT-Center)** , counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants and service animals, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, 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)** ⤷ **(https://www.redwoods.edu/dsps/)** . If you are unsure whether you qualify, please contact DSPS for a consultation: **dsps@redwoods.edu. (mailto:dsps@redwoods.edu)**

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

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# 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** (https://www.redwoods.edu/online) (Comprehensive information for online students)
- **Library Articles & Databases** (https://redwoods.libguides.com/az.php)
- **Canvas help and tutorials** (https://webapps.redwoods.edu/tutorial/)
- **Online Student Handbook** (https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf)
- **Online Tutoring ResourcesLinks to an external site.** (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fredwoods.libguides.com%2FTutoring%2FOnline&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=lPQnFsRsujkzGkSNI2eqR4ofcCFQuSN6PcfuoYRnp5s%3D&reserved=0)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

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

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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 **988** (you can also text that phone number) or **TEXT 741-741.** Our local 24/7 Humboldt County Crisis Line is: **707-445-7715.**

## 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** ⤵
**(https://www.timelycare.com/redwoods)** .

## 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 (mailto: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** ⤵ **(https://cvc.edu/wellness/)** .

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### Counseling                                                                    ▲

**Counseling & Advising** ⤵ **(https://www.redwoods.edu/counseling/)** 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).

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### Basic Needs Center                                                            ▲

**The Basic Needs Center** ⤵ **(https://www.redwoods.edu/student-services/Home/Basic-**
**Needs)** 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 also **submit a**
**request for services and information** ⤵ **(https://cm.maxient.com/reportingform.php?**
**Redwoods&layout_id=7)** online.

Contact info
Phone: 707-476-4153
Email: the-grove@redwoods.edu

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### Learning Resource Center                                                      ▲

Learning Resource Center includes the following resources for students:

- **Library Services** (https://www.redwoods.edu/library) to promote information literacy and provide organized information resources.
- **Multicultural & Diversity Center** (https://www.redwoods.edu/student-services/Home/Multicultural-and-Diversity-Center)
- **Academic Support Center** (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.redwoods.edu%2Fasc%2F&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Riz9ZxeBWEWFm69aT5OdIdMsHyFsoonUcvZJLf5yQ1I%3D&reserved=0) – offers tutoring and test proctoring for CR students.
- **Student Tech Help** (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.redwoods.edu%2Fsts&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2FJ23kPg%2FGw0UgR98LB1fPf7Glk7JzRZUBESsb1Vzf%2BQ%3D&reserved=0) – provides students with assistance around a variety of tech problems.

## Extended Opportunity Programs & Services (EOPS) ▲

**Extended Opportunity Programs & Services (EOPS)** ⬀ (https://www.redwoods.edu/student-services/Home/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 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** (https://www.redwoods.edu/trio/eureka) or in **Del Norte** (https://www.redwoods.edu/delnorte/TRiO) .

## Veterans Resource Center ▲

The **Veteran's Resource Center (https://www.redwoods.edu/student-services/Home/Vets)** 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.

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## CalWORKS ▲

**CalWORKs** ⬀ **(https://www.redwoods.edu/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!

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**Course Schedule Topic, Reading, and Assignment Schedule, Tuesdays & Thursday, 6:05 - 7:30**

| Class Date | Topic | Assigned Reading | Activity/Assignment Due |
|---|---|---|---|
| ——————— Week 1: Introduction, History & Orientations in Psychology ——————— - | | | |
| January 16th | Class Introduction | | |
| January 18th | Chapter 1: History & Key Principles | Chapter 1 | **Syllabus Quiz (#1)** <br><br> *First Class Discussion, Due Sunday by 12 PM* |
| ———————— Week 2: Understanding Research ———————— | | | |
| January 23rd | Ch 1: Research | Chapter 1 | **Quiz #2, Ch1** |

| Class Date | Topic | Assigned Reading | Activity/Assignment Due |
|---|---|---|---|
| January 25th | Intro to Research Assignment & Article | Research Article (Canvas) | *Discussion #2 due Sunday* |
| ———————————— Week 3: The Role of Biology in Psychology ————————————— |||||
| January 30th | Biology of Psychology | Chapter 2 | **Quiz #3, Ch 3** |
| February 1st | Biology Cont'd | Chapter 2 | *Discussion #3 due Sunday* |
| ———————————— Week 4: Consciousness… and a little Development ————————————— |||||
| February 6th | Consciousness | Chapter 3 | **Quiz #4, Ch3** |
| February 8th | Intro to Development | Chapter 4 | **Research Article Questions** |
| ———————————— Week 5: Development Across the Lifespan ————————————— |||||
| February 13th | Development of Children | Chapter 4 | **Quiz #5, Ch 4** |
| February 15th | Development of Adults | Chapter 4 | *Discussion #4 due Sunday* |
| ———————————— Week 6: Sensation & Perception ———————————— |||||
| February 20th | Sensation | Chapter 5 | **Quiz #6, Ch 5** |
| February 22nd | Perception | Chapter 5 | *Discussion #5 due Sunday* |
| ———————————— Week 7: Learning & Memory ———————————— |||||

| Class Date | Topic | Assigned Reading | Activity/Assignment Due |
|---|---|---|---|
| February 27th | Library Session | | **APA Quiz (Quiz #7)** |
| February 29th | Research Paper & APA Formatting | | |
| ———————————— Week 8: Review & Midterm ———————————— | | | |
| March 5th | Class Review | Study! | **Self-Care** |
| March 7th | - | - | **MIDTERM** |
| ———————————— **SPRING BREAK: March 11th- 16th** ———————————— | | | |
| ———————————— Week 9: APA, Research, & Library Session ———————————— | | | |
| March 19th | Learning | Chapter 6 | **Quiz #8 (Ch 6 & 7)** |
| March 21st | Memory | Chapter 7 | **Paper Outline Due** |
| ———————————— Week 10: Thinking & Intelligence ———————————— | | | |
| March 26th | Thinking | Chapter 8 | **Quiz #9 (Ch. 8)** |
| March 28th | Intelligence | | *Discussion #6 due Sunday* |
| ———————————— Week 11: Motivation & Emotion ———————————— | | | |
| April 2nd | Motivation | Chapter 9 | **Quiz #10 (Ch 9)** |
| April 4th | Emotions | Chapter 9 | *Discussion #7 due Sunday* |

| Class Date | Topic | Assigned Reading | Activity/Assignment Due |
|---|---|---|---|
| ——————————————— Week 12: Health, Well-Being, Stress… and Personality ——————————— | | | |
| April 9th | Health & Stress | Chapter 11 | **Quiz #11 (Ch 11)** |
| April 11th | Intro to Personality | Chapter 13 | **Research Paper Due** |
| ——————————————— Week 13: Personality ——————————————— | | | |
| April 16th | Understanding Personality | Chapter 13 | **Quiz #12 (Ch 13)** |
| April 18th | Biology & Assessment of Personality | Chapter 13 | ***Discussion #8 due Sunday*** |
| ——————————————— Week 14: Psychological Disorders ——————————— | | | |
| April 23rd | Overview of Disorders | Chapter 14 | **Quiz #13 (Ch 14)** |
| April 25th | Disorders Key Concepts | | ***Discussion #9 due Sunday*** |
| ——————————————— Week 15: Psychological Treatments ——————————— | | | |
| **April 30th** | Forms of Treatment | Chapter 15 | **Reading Quiz #14 (Ch 15)  Due** |
| **May 2nd** | Treatment in Action | | **Exam Review!** |
| **FINAL EXAM: Tuesday, May 7th, 2024 5:30 - 7:30 PM** | | | |

**\*NOTE:** Assignments are due on Canvas by the **start** of class on the day they are listed **unless** otherwise specified by instructions on the assignment or course calendar.\*

**Attendance & Participation (150 points total):** 10 points per week, 5 points for each class meeting; you will receive points for arriving to class each week and participating. Your regular & consistent attendance is strongly encouraged. Participation is required for part of your grade in this course to support your engagement in the course and thorough understanding of the material.

**Quizzes (10 Points each, 120 points total):** Due by the start of the first class each week (Tuesdays by 6:00 PM) and are to be completed on Canvas **before** the start of each Tuesday's class meeting. Quizzes on the week's reading prepare you for the class lectures and activities based on assigned readings. The 2 lowest quiz grades will be dropped at the end of the semester, therefore, there will be no opportunities for make-up quizzes.

**Exams (100 Points each, 200 points total):** There will be 2 exams, one midterm, and one final exam. Exams will consist of multiple choice, short answer, and essay questions. If time allows, I will hold an in class exam review *before* both exams. Exams will assess your knowledge and comprehension of all material covered in class *before* the date the exam is proctored. Exams must be completed before or on the date the exam is given. Make-up exams will not be provided after exams have been graded and returned to the class (the next class meeting after the exam has been proctored).

**Class Discussions (10 Points Each, 80 points total):** Due by **Sunday at 12:00 PM** each week before we begin the next week's topic. Class discussions will occur via Canvas on discussion forums regarding the topic of the week. You will be asked to compose a **discussion post** and **respond to at least 4 posts from peers**. One discussion grade will be dropped for you final grade.

- Prompts will be posted by Wednesday morning each week, and can be completed any time during the week, but must be completed by the **Sunday of each week at 12 PM,** before we begin our next class topic. Your lowest discussion grade will be dropped. There will be no late discussion posts accepted after Sunday each week, when discussions will be locked.
- Discussions will be graded based on the knowledge of the material demonstrated, the number of posts made (5 in total), completion by the due date, and thoroughness of responses demonstrating engagement with peers and use of the class material.

**Research Article Questions (50 Points):** This assignment is to provide you with exposure to primary research in the field of psychology. Your instructor will provide the article for you, electronically (a hard copy can be provided upon request). You need to read the article and be able to answer the questions provided here prior to the day designated in our schedule as the date for discussion of the article. You will then need to type up your answers in a paper approximately 2 pages long, double-spaced. This paper should demonstrate your knowledge of the research process. It is worth 50 points and 5 points will be taken off for every class period it is late.

1. Provide the citation for the article in APA format.
2. What Journal is the article in? Year and volume? Page numbers?
3. Is this experimental, descriptive, correlational or quasi experimental research? Explain why.

4. What is the author's hypothesis? Describe the hypothesis in your own words.

5. If this is experimental research, identify the independent and dependent variables.

6. Identify the population of individuals that are being researched. Is This a representative sample?

7. Identify some extraneous variables that could be affecting the outcome of the research.

8. Explain how the research was conducted. What was the method?

9. Explain the primary results of the study (Was the hypothesis supported by the results? Rejected? Were the results inconclusive?)

10. Do you feel that this research should be replicated? Why? How would you change the design?

11. How do you think the results of the research could be utilized by, or be applicable to, a community, society, group, or profession?

12. Why did you pick this article? How does the content of this article have applicability or relevance in your life.

**Research Assignment (200 points total) - Paper Outline AND Research Paper:** Your research assignment is a cumulative assignment, including the paper outline first the outline followed by the full research paper.

- **Paper Outline (50 Points out of 200) - Due Thursday, March 21st, 2024**.

Before completing the full assignment & research paper, you will be asked to complete an APA formatted annotated literature review for your Research Paper (that we will first discuss in class). The paper outline, referenced below in the description of the "Research Paper," requires both an outline of the structure for your paper and citations. Citations must be followed by written descriptions of your chosen research articles, books, and journal articles that you will use as sources for the body of your research paper. This **typed outline** of the paper, including a description of your topic, must include at least **one research article** and **a citation for another source.** is due on

- **Research Paper (150 points out of 200) - Due Thursday, April 11th, 2024**

While the outline of your paper is worth 50 points, the research paper you are being asked to write is worth 150 points of your overall grade. 10 points will be deducted for every day that a paper is turned in late, and no papers will be accepted after May 5, 2024. Please seek support, ask questions, and begin preparing for your paper in advance of the due date. I want to support you in completing this assignment. For you to receive support, please contact me well in advance (at least 2 weeks, a month is ideal) of the due date of the assignment (Thursday April 11th, 2024). We also have writing resources and tutoring in our library.

Choose a topic for the paper from the following (alternative topics must be approved):

1. Research different specialty fields in psychology, pick one to discuss in your paper explaining the specialty area, history of the area and important research. If you are considering Psychology as a major this assignment may help you to explore the different career options in this discipline.

2. Research a major theorist that has contributed to the field of psychology. Give his/her history and describe their theory of counseling along with how individuals change.

3. Research a major psychological disorder. Explain the disorder and its current recommended treatments. (To narrow this topic you may want to look at specific subtopics of a disorder such as particular populations or treatments.)

4. Research sleep and current theories on dreaming. Historical theories can also be included.

5. Examine the current research on sex differences in the brain.

6. What is the current research on the brain's ability to repair itself after injury?

7. What are the effects of psychological medications on the brain?

8. Examine the current research on perceptual differences in individuals who have a hearing or vision deficit.

9. How effective is hypnosis in treating addictions?

10. Research the different ways that behavior modification is being utilized to treat disorders in children.

11. What does research indicate about the correlation between scores on intelligence tests and success?

12. Discuss psychological treatments and research on the effectiveness of these treatments.

13. Read the 12/13 book of the year *Outliers* by Malcolm Gladwell. Investigate the question of nature vs. nurture in regards to intelligence and/or success. Include this research in your discussion of the book.

14. Read a biography – for instance, *Glass Castle* by Jeannette Walls. Discuss how the main subject in the book demonstrates Erik Erikson's stages of development. Include Erikson's work in your references.

15. Read the previous CR book of the year *One Flew over the Cuckoo's Nest* and watch the movie of the same title. Compare differences between the movie and book. Discuss the way the mental health system is reflected in these works. Compare the mental health system at that time compared to currently.

16. Read *My Monticello* by Jocelyn Nicole Johnson. Investigate current research available on racial discrimination and social roles. Include this research in your discussion of the characters in this book.

17. Read the past book of the year *Between the World* and Me, by Ta-Nehisi Coates. Investigate current research on prejudice and discrimination along with your discussion of the themes and main points of this book.

**Papers will be graded as follows:**

- **Content – 45 points**

The paper needs to adequately explain the topic and the research that was utilized in the discussion. Students must demonstrate their ability to read and explain the research, analyze research quality & purpose (or hypothesis), compare & contrast research strategies (where applicable), and synthesize relevant elements of research in support of their chosen topic.

- **Documentation of sources – 20 points**

In text citations must be utilized according to APA format. Your paper should also include a reference page citing verifiable sources using updated APA formatting & style.

- **Utilization of APA format – 20 points**

APA format needs to be utilized in the set up of the paper including a title page, utilization of a running head, in text citations by author/s and date, 12 font, double spaced. One point will be deducted for each APA formatting error.

- **Spelling and Grammar – 15 points**

One point will be deducted for each spelling & grammar mistake. Please proofread & edit carefully.

- **Credibility of sources – 25 points**

Sources of information utilized for this paper must be academic; found through library databases. Sources should be verifiable and documented by an author and/or organization. Peer reviewed sources will be helpful for you to use in your research.

- **Organization of information – 25 points**

The paper needs to be well organized in regard to paragraph structure, sentence

structure, and overall organization of the paper's structure and development and progression of introduction, thesis statement(s), body of the paper, integration of content, and conclusion, and summary statement(s).

**Notes for Writing your Research Paper:**

- Make sure you fully cover the topic in an academic manner (tone, style, diction, and composition - please see "*Writing Tips*" on our class canvas page for additional support).
- At least **3 academic sources** need to be utilized including research articles and/or books.

- The research should be current and verifiable by the author and or organization. Utilize the research tools **available through the library** for your research not Google/open web searching. We will be spending time with the librarian discussing the databases available through the CR library. (Library resources also linked our class Canvas page)
- **The paper needs to be written in APA format, 4-6 pages, double-spaced**. You can access a handout on APA formatting on the CR library homepage. OWL at Purdue is also a good on-line source for help with formatting.
- Consider utilizing tutoring services provided by the English faculty for support - that's why they're there! Please come and chat with me regarding any questions you have about this assignment. We will also discuss formatting in class.

# Evaluation & Grading Policy

**Class Grading Scale**

| Assignments | Points | Approx. % of Grade |
|---|---|---|
| **Attendance & Participation** | **150** | 20% |
| **Reading Quizzes** | **120** | 15% |
| **Exams (2 total)** | **200 Points Total** | 25% |
| Midterm | 100 | |
| Final Exam | 100 | |
| **Assignments** | **330 Points Total** | 40% |
| Discussions | 80 | |

| | | |
|---|---|---|
| Research Article Questions | 50 | |
| Research Outline | 50 | |
| Research Paper | 150 | |
| **Total Points** | **800** | 100% total |

**A- to A = 90%-100% of possible points**

**B- to B+ = 80%-89% of possible points**

**C- to C+ = 70%-79% of possible points**

**D to D+ = 60%-69% of possible points**

**F = <60% of possible points**

Rubrics for each individual assignment will be provided in conjunction with the date/time the assignment is provided by the instructor.

**Late Assignments:**

- Participation, quizzes, and discussion posts cannot be made up past their due date.
- **Exams** must be completed before or on the date the exam is given. Make-up exams will not be provided after exams have been graded and returned to the class (the next class meeting after the exam has been proctored).
- Other Assignments (Research Article Questions, Paper Outline, and the Research Paper) may be submitted late if necessary until **May 5th, 2024.** No late assignments will be accepted after that date. 5 points will be deducted for each day, including weekends, that an assignment is turned in late past its due date.

**Note:** I will make every effort to follow the standards and schedule of this syllabus. There may be times when changes are necessary and I will inform the class if this occurs (changes such as the order of topics addressed in class, length of time spent on a topic, or due dates for assignments - **which will never change to sooner than originally assigned**). I plan to return your work to you in a timely manner which will typically be within a week to two weeks. At the end of the semester I normally take longer than a week to return research papers, your papers will be returned by the end of the semester. I utilize Canvas grading systems, so please use this to keep track of your grades and communicate with me if you see any discrepancies.

# Fake Student Policy

Fraudulent enrollments are on the rise. To ensure that real students can get seats in the class, no shows will be dropped in the middle of the first week of classes. Also, if you are suspected of being a bot, you will be dropped from the class. If you have been dropped but are a real student, please contact your instructor right away to be reinstated in the class.

# Spring 2024 Dates

| Date | To Remember |
|------|-------------|
| January 12 | Last day to register for classes (day before the first class meeting) |
| January 13 | Classes begin |
| 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 29 | Last day for student initiated withdrawal (62.5% of class) |
| March 29 | Last day for faculty initiated withdrawal (62.5% of class) |
| March 11-16 | Spring break (no classes) |
| April 1 | District-wide closure (Cesar Chavez Day) . |
| 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 |

## ⚖️ 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 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** **(https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies)** ) 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** **(https://www.redwoods.edu/catalog)** and on the **College of the Redwoods website** **(https://www.redwoods.edu/)** .

## 🤖 AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that **AI cannot be used at any point in the completion of class assignments**, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn. If use of AI to complete any assignments is detected in my class, I will plan to speak with the student using these programs to determine what course of corrective action must be taken. I will also consult with CR administrators to determine the most appropriate course of correction action to take if the student continues to use AI to complete assignments.

## ⚠️ 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** ⤷ **(https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies)** ) 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** ⤷ **(https://www.redwoods.edu/catalog)** and on the **College of the Redwoods website** ⤷ **(https://www.redwoods.edu/)** .

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# 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. We have a responsibility to each other and our academic pursuits to engage actively and consciously in respecting one another's bodily autonomy, explorative learning, and physical safety. Please speak to me if you experience violation or threats to your safety, autonomy, and experience of inclusive respect in my class. If you do not feel comfortable talking with me, please feel welcome to consult with CR Administrative staff (detailed above in the Student Support section of this syllabus).

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# DEIA+A Commitment Statement

Each of us is responsible for creating and maintaining inclusive environments. Inclusive environments require us to work to identify, examine, and limit the ways our implicit social biases impact our actions. Learning can happen when diversity and individual differences are understood, respected, appreciated & recognized as a source of strength, benefit and resource. Incidents of bias, discrimination, and microaggressions do occur, whether intentional or unintentional. These things contribute to creating unwelcoming environments for individuals and groups at our college. CR encourages anyone who experiences or observes environments at our college that become unfair or hostile on the basis of peoples' identities to

speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the following CR resources: **Unlawful Discrimination Complaint Form** ▶ **(https://www.redwoods.edu/Portals/0/_Students/unlawful-discrimination-form-2020.03.24.pdf)** ; **Non-Academic Complaint** ▶ **(https://www.redwoods.edu/Students/Student-Complaint-Process#NAC)** ; **Title IX** ▶ **(https://www.redwoods.edu/student-services/Home/Title-IX)** ; **Grade Change** ▶ **(https://www.redwoods.edu/Students/Student-Complaint-Process#GCC)**

I welcome and encourage any students to come speak with me personally for support if/when they experience threats to safety, inclusion, discrimination, or destabilization of personal security. We can discuss alternative supports, other trusted staff members to speak to, or resources appropriate to the situation. If you don't feel safe, are fearful for your safety, security, or academic stability, please ask for support. I will do what I can within my scope as associate faculty to support you.

# Canvas

In this class, we will be using Canvas regularly as an adjunct tool throughout the semester. I will be sending out announcements in conjunction with in-class announcements on a weekly basis - it is important to stay up-to-date with these announcements, as they may apply in advance of class meetings, updating grades, assignment due dates, potential changes to class itineraries, activities, and required materials, an potential class cancellations to do unforeseen or emergency circumstances.

We will also be using Canvas to complete weekly quizzes & discussion assignments, and for submitting essays and written assignments. I encourage you to update your "notifications from canvas" settings to include push notifications that will reach you most effectively with necessary class updates. I also encourage you to explore the resources below to familiarize yourself with using Canvas and to please **ask questions** if you encounter any concerns or issues when using the site.

## Canvas Information

Log into Canvas at **My CR Portal** ▶ **(http://www.redwoods.edu/sso)**
For help logging in to Canvas, visit **My CR Portal.** ▶ **(http://www.redwoods.edu/sso)**
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 (mailto:its@redwoods.edu)** or call 707-476-4160

Canvas online orientation workshop: **Canvas Student Orientation Course (instructure.com) (https://redwoods.instructure.com/courses/6781)**

## 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** ⤷ **(https://www.redwoods.edu/admissions/Forms)** 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** ⤷ **(https://www.redwoods.edu/Portals/28/A.R.Forms.Docs/Miscellaneous/Student%20Information%20Update.pdf)** .

# 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** ⤷ **(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** ⤷ **(https://www.redwoods.edu/publicsafety)** .

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** ⤷ **(https://www.redwoods.edu/Portals/70/pdfs/DN%20CampusSafetyMap_010819-2.pdf)** 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** ⤷ **(https://www.redwoods.edu/publicsafety)** .

## Eureka Campus Emergency Procedures ▲

Please review the **campus emergency map** ⤷ **(https://internal.redwoods.edu/Portals/180/Maps%20and%20Phone%20Lists/EurekaMaps_Emergency_F19.pdf?ver=2020-02-18-112433-920&timestamp=1628553718609)** 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 **CR Police Department Public Safety** ⤷ **(https://www.redwoods.edu/publicsafety)** 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, KlamathTrinity 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 even 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)