

Course Information

Semester & Year: **Summer 2023**

Course ID: **Psych 1** Section #: **Psychology-1 V6448**

Instructor's name: **Stephen Quiggle**

Day/Time or *Online: **Online**

Location or *Online: **Online**

Number of units: **3**

Instructor Contact Information

Office location or *Online: **Online**

Office hours: **Available by appointment (prearranged by email)**

Phone number: **(707) 223-1713**

Email address: **Stephen-Quiggle@redwoods.edu**

Catalog Description

A course focusing on the scientific study of behavior and mental processes. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in psychology. Topics include biological foundations, perception, learning, cognition, emotion, motivation, development, personality, social psychology, psychological disorders and therapies, and applied psychology. This course is transferable to four-year colleges and is a prerequisite for most upper-division psychology courses.

Course Student Learning Outcomes

Students will be able to:

1. Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge within the context of historical trends in psychology.
2. Recognize and understand the impact of diversity on psychological research, theory, and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
3. Demonstrate critical thinking skills and information competence as applied to psychological topics.
4. Analyze how experience, culture, learning, and biology affect behavior and cognitive Class Schedule

Accessibility

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

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

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

Required Materials

Textbook title: *Psychology, 2nd revised edition*

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

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

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

Other course media and resources will be provided.

Class begins on Tuesday, May 30th, and ends on Thursday, July 20th; this is a distance education (DE) course that will be facilitated 100% online using the Canvas learning management system. There will be scheduled *optional* Zoom sessions.

Course Schedule

Weekly Schedule

Week of...	Topic	Reading/media	Activity / Assessment/ Assignments due
Module 1 - 5/30	Introductions to: Classmates Course Overview Psychology Overview Psychology as Science & the research enterprise	Chapter 1 – Intro to Psych Video 1 Chapter 2 – Psych Research Video 2	Discussion Intro – 6/4 Discussion topic I – 6/4 Quiz 1 is due by 6/4 Review course parameters and resources (look ahead at the writing assignments and term paper requirements)
Module 2 – 6/5	The brain (mind, too)/body connection States of consciousness	Chapter 3 – Biopsychology Review media	Discussion 2 Quiz 2

	Sleep & meditation Effects of substances & drugs	Chapter 4 – Consciousness Review media	Choose a term paper topic from the list Formative written assignment I
Module 3 -6/12	Perception & sensation Memory	Chapter 5 – Perception Review media Chapter 8 – Memory Review media	Discussion 3 Quiz 3 Begin term paper research
Module 4 -6/19	Learning Thinking – focus on critical skills	Chapter 6 – Learning & conditioning Review media Chapter 7 – Thinking & intelligence	Discussion 4 Quiz 4 Formative written assignment II: One Annotated Bibliography (AB)
Module 5 - 6/26	Emotions & Motivation –Maslow’s hierarchy Personality development genetics + environment	Chapter 10 – Emotions & Motivation Review media Chapter 11- Personality Review media	Discussion 5 Personality inventory The Big FIVE Turn in a reference page with 3+ references & 1 annotated bibliography (AB)** ** new AB
Module 6 - 7/3	Overview of highlights of human development from birth to death Human interactions Attractions...shyness	Chapter 9 – Lifespan development Review media Chapter 12 – Social Psychology Review media	Discussion 6 Quiz 5 Option to turn in term paper outline for instructor review/feedback
Module 7 – 7/10	Psychopathologies &	Chapter 15 - Disorders	Discussion 7

	Treatments	Review media Chapter 16 - Treatments Review media	Quiz 6
Module 8 - 7/17 (class ends on Thursday 7/20)	Being in the world... Gracefully, gratefully, and with purpose and inspiration!	Chapter14 – Stress, lifestyle, & health Review media	Discussion 8 – Share Final Term Quiz Term paper due by Thursday

I intend to follow the above schedule, however, if changes are necessary, you will be notified well in advance.

I grade on a standard 10% grading scale:

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

Evaluation & Grading Policy

Your grade will be determined by the quality, depth, and address of your discussion engagement, term paper writing assignment completion, weekly quiz scores, and extra credit (optional) completion. There is a total of 210 points (there are extra credit opportunities).

Discussion engagement (8 graded forums)	80
6 Quizzes - 10 points each	60
1 Final Term Quiz	20
Term paper	40
Optional extra credit (up to 10 points)	
Total	200

Prerequisites/Co-requisites/Recommended Preparation

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

Here are some very useful resources: <https://www.redwoods.edu/online/Help-Student>

Where you will find

- **Free for Students - Office 365 Education**
- **Canvas Tutorials & Support**

Special Accommodations Statement

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

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Student Feedback Policy

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

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

Proctored Exams

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

Student Accessibility Statement and Academic Support Information

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text

elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs, and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Students who discover access issues with this class should contact the instructor.

Each assignment in this course has a scoring rubric (how your work is evaluated).

Weekly Discussion Forum

Each week you are requested to:

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

I strongly suggest that you review the prompt each week and then write your response in a Word document, run it through spell check, and review it. Then, copy and paste your work into the discussion forum. This will allow you to edit and reduce the "Oh, s_ _ t!" factor and likelihood of missing something.

Weekly Quizzes

- From the ten questions in each weekly quiz, choose the *most correct* answer (up to 10 points).
- You may take the quiz once, there is no time limit.

Formative Written Assignments

- I – A simple research process copy/paste of a citation and abstract into a Word document.
- II- Three (3) citation resources with an annotated bibliography (explained in an instructor video and written rubric provided).

Final Term Quiz

- Essentially the same format and parameters as the weekly quizzes.

Term Paper

The goal of this short-term paper is to learn about applying scholarly writing and academic research to a psychological topic **(please do not use ChatGPT or other resources other than your own brain and inspiration).**

- 4-5 pages including cover & reference page; double spaced, 1" margins, 12-point font (Times or Cambria), spell & sentence check for the completed document (10).
- at least three academic resources and a completed bibliography in APA format (10).
- Expressed qualitative review and comprehension of the chosen topic.
- Clear, concrete examples provided.

You are requested to write a succinct topic narrative that addresses the prompt you will be given. A minimum of 3 scholarly resources is required for each essay (not counting textbook, images, or videos). Use both in-text/body (parenthetical) citations and a reference page (bibliography). Use APA style. This assignment is due by the last day of class (Thursday, July 20th).

Extra Credit will be available for up to 10 points; likely the opportunity to watch/review a movie from the list provided. Extra credit will help boost your grade, but it will not substitute for a missed term paper!

Ample examples and exemplars will be provided in weekly instructor videos and you will be provided with written rubrics for all course writing parameters.

The following are institutional resources, information, and policies

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

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

Special programs are also available for eligible students include:

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support, and encouragement for eligible income-disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or 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
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

Admissions deadlines & enrollment policies

Summer 2023 Dates:

Classes begin: 5/27/23 (ours begins on 5/30)

- Last day to add a class: 06/02/23 (or 06/08/23 – Dean’s signature required)
- Last day to drop without a “W” and receive a refund: 06/08/23.
- Census date: or 20% into class duration: 06/09/23
- Last day for student-initiated W (no refund): 06/30/23
- Last day for faculty-initiated W (no refund): 06/30/23
- Final examinations: 07/17/23-07/20/23
- Grades available for transcript release: approximately 07/28/23

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade, and the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor’s directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily blocked from class. Additionally, 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](#).

Preferred Name in Canvas

Students can have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update Form](#).

Canvas Information

If using Canvas, including navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

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

Password is your 8 digit birthdate

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

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

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

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

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

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

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

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor, or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable contributing their perspectives to classroom discussions. It, therefore, encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first-year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression.

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