PSY 201A SYLLABUS – WINTER 2020

INTRODUCTION TO PSYCHOLOGY, PART I

Instructor: Kristen Kane
Course Reference Number: 1095101
Credits: 4
Meeting times and Location: On line using Moodle

Contact Information:
Kristen Kane
Office Hours: Tuesdays and Wednesdays 1:00 to 2:30
Thursdays 10:00 to 12:00
Please email or phone me to make an appointment to ensure I am available.

Rm. 2.181

Phone Number: (541) 506-6036
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Textbooks and Materials

OpenStax College, Psychology (2014) OpenStax College. 8 December 2014. Retrieved from
https://openstax.org/details/books/psychology (required)
Download for free at http://cnx.org/content/col11629/latest/

Hacker, Diana. (2017), A Pocket Style Manual (8th edition)
MA: Bedford/St. Martin's (Recommended for APA style referencing)
(link to free and open resource:
https://www.academia.edu/40252142/A_Pocket_Style_Manual_by_Diana_Hacker_Nancy_Sommers_)

Course Description

Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific re-search, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. PSY 201A and 202A are not sequential and may be taken in any order. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Upon successful completion students should be able to:
1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior.
2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels.
3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.
4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.
5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

Core Learning Outcomes (General Education Courses Only)

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. *(Communication)* – **Major**
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. *(Critical thinking and Problem-Solving)* **- Major**
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. *(Quantitative Literacy)* **Not Addressed At All**
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. *(Cultural Awareness)* **- Major**
5. Recognize the consequences of human activity upon our social and natural world. *(Community and Environmental Responsibility)* **Minor**

Classroom Expectations

This class will be taught using Moodle on-line method. Students are expected to have the necessary skills to complete an on-line class, such as sending e-mails, posting comments and questions on the forum and attaching or uploading assignments. Students also need to have their own hardware, software and Internet access with e-mail capabilities to take an on-line course. Computer labs at The Dalles Campus Library and at the Hood River Center have a limited number of computers available with Internet access for student use. If students require assistance, they may contact StudentTechHelp@cgcc.edu, (541) 506-6084
Monday - Thursday, 8:30 am - 6 pm, Friday 8:30 - noon

A variety of teaching aids will be used to enhance the learning experience including: websites to visit, discussion forums, reflection papers and a final research paper. Students are expected to have read the material before they log on for the weekly course work and discussion forums. Students will be expected to be able to do library research and write a final paper APA style, with correct referencing. Students will be expected to have used critical thinking skills when reading the material, rather than just highlighting the material for important points.

Late Work Policy

Late work is accepted, however unless *__prior__* arrangements have been made and agreed upon by me:
- 2pts will be deducted from your paper for every day that it is late.
-1 pt. will be deducted from your forum posts for every day that it is late.
To allow time for grading and posting final grades, papers **will not** be accepted after 12:00 noon, **Wednesday, March 18, 2020.** All forum postings must be completed by noon on **Thursday, March 19, 2020**.

What Students Can Expect

- Students can expect readings and assignments to align with Intended Outcomes for the Course and each unit. Assignments and readings are designed to be meaningful to your development as a student of psychology and to provide opportunities to demonstrate your ability to apply what you are learning.
- Students can expect the instructor to respond to questions and e-mails within 24 hours (Monday to Friday: instructor may not check the course or e-mails on weekends and holidays).
- Students can expect the instructor to grade assignments and forum postings within one week of submission. Students can expect the instructor to provide feedback on all assignments and at least one of the five forum postings per week.
- Students can expect to be able to monitor grades (by clicking on My Grades) and Activity (click on Participants/Your name/Activity Reports/(select which activity report you want to look at – most students want the Outline Report)
- Students who are proactive in communicating with instructor if questions arise concerning assignments and grades can expect guidance and clarification (if you aren't sure what your grade is or if you are missing assignments, ASK)

Evaluation and Grading

Assignment	Number of Assignments	Total Points per Assignment	Total Points/Category	Total Weighted Points (Rounded up) See Moodle/PSY 201A/ Grading/ Course Total
Moodle Forums (worth 30% of your final grade)	5/week x 11 weeks = 55	15 (per week)	165	**30**
Reflection Papers (worth 35% of your final grade)	8	100	800 (will show as 100 weighted points in Moodle)	**35**
Final Paper (worth 30% of your final grade)	1	100	100	**30**
Self-Check Quizzes (worth 5% of your final grade)	9	25	225	**5**
Total Points			**1290**	**100**
Extra Credit Points				**Sum weighted at .1**
Extra Credit -Introduction -Evaluation	2	2	4	
Extra Credit -Scavenger Hunt -APA Tutorial	2	5	10	
Final Paper Extra Credit -Outline -Reference Page -Writing Desk review of draft	1 1 1	10 10 20	40	
Total Points with Extra Credit (worth .5% of your final grade)			**1344**	**100.1**

Points	Weighted Points	Letter Grade
1161-1290	90-100	**A**
1032-1160	80-89	**B**
903-1031	70-79	**C**
774 - 902	60-69	**D**
773 and below	59 and below	**F**

Reflection Papers
Students are expected to write a one to two-page weekly reflection paper commenting (NOT SUMMARIZING) on how the concepts of the weekly reading/lecture might apply to their own life experience or the life experience of someone that they know. These papers may be written in first person. No outside research is necessary or expected. It is suggested that students take one or two concepts and expand upon them in depth, instead of touching upon every concept for that week. Students may want to refer to the chapters' learning objectives for topics. Reflection papers are due by 11:59 pm on Sundays. See Moodle calendar if you require further clarification with dates.

Reflection papers will be graded in the following way:
25 pts - Writing Style
45 pts - Content
30 pts - Illustration of critical and reflective thinking

Final Research Paper
Final papers will be 1500 to 2000 words (6-8 pages, not including title page and reference page). These papers must include **at least 3 different sources (textbook not included) on your Reference page**. **Papers must be cited APA style**. Students should contact the instructor with a proposal or thesis statement for this paper.

Final papers will be graded in the following way:
35 pts – Format (including correct APA style referencing), Organization and Style
45 pts - Content
20 pts - Illustration of critical thinking

Grading rubrics, APA reference information and examples of papers are posted on Moodle in Resources for Students Book

Papers must be typed and cited APA style.

Moodle Forums
Moodle Forums are an important part of this course. They generally are meant to take the place of classroom discussions. Students are expected to have read the chapter prior to responding to the Forum discussion questions. Forum discussions are graded on a scale of 1-3. See examples and grading rubric posted on Moodle for more information. Students are expected to participate in Forum discussions at least once per week. Students are expected to participate in Discussion forums at least once per week.

Students are responsible for **five discussion postings per week (all 5 questions will have a post)**. Students must answer 3 out of

the 5 questions. The 2 questions that you do not answer must have a response to another student's posting.
5 questions = 3 answers + 2 responses
Examples of Forum Postings with grades can be found on the homepage under 'Examples of Papers and Forum Postings'.

Self-check Practice Quizzes
Self-check quizzes are formative and allow you to test your understanding of the contents of the chapters. Each quiz contains 25 multiple choice questions and are worth 5% of your final grade. Students may retake the quiz as many times as they like. The highest score will be counted towards your final grade. Students should earn a minimum of 15/25 (60% or a "C") to achieve all connected learning objectives.

Extra Credit
Students will receive extra credit equal for the following:
-2 pts. for posting an Introduction during Week #1
-5 pts. for completing the PSY 202A Scavenger Hunt
-5 pts. for completing the APA style Referencing Tutorial (listed under Research Information at the top of the page)
-10 pts. for submitting "working" list of references for Final Research Paper
-10 pts. for submitting Outline of Final Research Paper
-20 pts. for providing evidence of submitting a draft of your Final Research Paper to the Writing Desk
-2 pts. for completing the on-line course evaluation survey at the end of the term. *A list of students who completed the evaluation will be generated, but the evaluations will remain completely confidential and anonymous.*

Tentative Activity/Assignment Schedule

Unless otherwise indicated all papers and forums are to be completed/submitted by Sunday of each week no later than 11:59pm

Week	Date	Topic	Reading Assignments	Assignments	Total Possible Points for Assignments
1	1/6	Introduction to Psychology	Introduction to Psychology: Moodle	Introduction (optional) Scavenger Hunt (optional) Forum postings	2 (Extra Credit) 5 (Extra Credit) 15
2	1/13	**The Evolution of Psychology**	Chapter 1	Reflection Paper Ch. #1 (due 1/19) Forum postings Self-Check Quiz	100 15 25
3	1/20	**The Research Enterprise in Psychology**	Ch. 2	Reflection Paper Ch. # 2 (due 1/26) Forum postings Self-Check Quiz	100 15 25
4	1/27	**The Biological Basis of Behavior**	Ch. 3	Reflection Paper Ch. #3 (due 2/2) Forum postings Self-Check Quiz Students should begin thinking about their final paper topic	100 15 25

5	2/3	**Sensation and Perception**	Ch. 5	Reflection Paper Ch. #5 (due 2/9)	100
				Hypothesis or Topic Statement for Final Paper due	
				Forum postings	15
				Self-Check Quiz	25
				APA Style Tutorial (optional)	5 (Extra Credit)
6	2/10	**Variations in Consciousness**	Ch.4	Reflection Paper Ch. #4 (due 2/16)	100
				Reference page for Final Paper due	10 (extra credit)
				Forum postings	15
				Self-Check Quiz	25
7	2/17	**Human Development**	Ch. 9	Reflection Paper Ch. #9 (due 2/23)	100
				Outline for Final Paper	10 (extra credit)
				Forum postings	15
				Self-Check Quiz	25
8	2/24	**Learning**	Ch.6	Reflection Paper Ch. #6 (due 3/1)	100
				Submit final draft of Research Paper to the Writing Desk. Provide evidence of submission.	20 (extra credit)
				Forum postings	15

				Self-Check Quiz	25
9	3/2	**Human Memory**	Ch. 8	Final Paper (due 3/8	100
				Forum postings	15
				Self-Check Quiz	25
10	3/9	**Language and Thought**	Chapter 7 (Language and Thought)	Reflection Paper Ch. #7 or #8 (due 3/15)	100
				Forum postings	15
				Self-Check Quiz	25
11	3/16	Course Overview Forum Postings Evaluation		Forum postings (all forum postings due 11:59 pm, Thursday, March 19, 2020 Evaluation (optional)	15 2 (Extra Credit)

Disclaimer: Syllabus is subject to change as demanded by the needs of the class.

Policy Statements

Academic Honesty – Plagiarism/Cheating Statement:
> Students are expected to be honest and ethical in their academic work. Academic dishonesty includes cheating and plagiarism. All work submitted in this course is to be your own new, original work written in response to the assignments. Consciously or unknowingly presenting the ideas or writings of others as your own will result in academic sanctions that may include a grade of F for the assignment or for the class and possible institutional sanctions including suspension or expulsion. See the Student Handbook. https://www.cgcc.edu/students.

ADA Statement:
> CGCC is committed to providing support to students with disabilities. Students requesting assistance related to a disability should contact the Student Support Services Coordinator at (541) 506-6046 or by email at sdahl@cgcc.edu as early in the term as possible for information and assistance regarding accommodations.
> 711 Relay. For more information, visit www.cgcc.edu/disability.

Non-Discrimination Statement:
> It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Flexibility Statement:
> The course content and requirements may be adjusted in response to institutional, weather, or class situations as needed, with adequate notice to students.

Alternative Assignment Statement:
> Requests for accommodations must be made during the first week of the course by submitting in writing the dates of observances.

Diversity, Equity and Inclusivity Statement:
> Columbia Gorge Community College is dedicated to building and fostering a global, positive learning environment where individual differences are welcomed, appreciated, and respected. CGCC respects the expression of diverse perspectives, abilities, interests and backgrounds, understanding that these will strengthen our ability to collaborate effectively and to solve complex challenges. The college provides equal access to and opportunity in our academic programs and facilities.

Student Support Services Available:
> If you or a fellow student do not have reliable access to food or other essential needs, or if personal concerns are interfering with success, there are resources and counseling services available through CGCC's Support Services. For information, please contact Shayna Dahl at 541-506-6046; sdahl@cgcc.edu, or visit www.cgcc.edu/support.