SYLLABUS: [ONLINE - 6Wk] -- for the course: 2015FA-PSYC-2301-81446-TAULBEE-T
(Prerequisites: Pass TASP Reading Standards or complete Developmental Reading 0093)
(Drop with a “W” date: December 8, 2015 To drop this course is the responsibility of the student)
       [All the above may be purchased at the Richland College Bookstore on campus]

LEARNING UNIT #1:  CHAPTER & TOPIC
1  Introduction to Psychology
2  Biology and Behavior
8  Human Development
EXAM #1>>>>>> (For examination dates see MyPsycLab menu under “Examinations”)

LEARNING UNIT #2 :  CHAPTER & TOPIC
5  Learning
7  Cognition, Language, and Intelligence
EXAM #2>>>>>> (For examination dates see MyPsycLab menu under “Examinations”)

LEARNING UNIT #3 :  CHAPTER & TOPIC
3  Sensation and Perception
6  Memory
9  Motivation and Emotion
EXAM #3>>>>>> (For examination dates see MyPsycLab menu under “Examinations”)

LEARNING UNIT #4 :  CHAPTER & TOPIC
4  Consciousness
11 Personality Theory and Assessment
EXAM #4>>>>>> (For examination dates see MyPsycLab menu under “Examinations”)

LEARNING UNIT #5:  CHAPTER & TOPIC
10 Health and Stress
12 Psychological Disorders
13 Therapies
EXAM #5>>>>>> (For examination dates see MyPsycLab menu under “Examinations”)

Exam Time Limit: 60 minutes. Exams will be multiple choice and true/false and valued at 100 points each
- Grade determined on 5 exams, one 50 point assignment (to be announced in class along with its "due date"), plus any extra credit
- Grading Method and Scale:  5 Exams:
  495 - 550+ A = 90%
  440 - 494  B = 80%
  385 - 439  C = 70%         NO MAKE-UP EXAMS
  330 - 384  D = 60%
  0 - 329   F = 0-59%
Examination Point Deductions (for time over-runs): Propriety (correctness, properness, conformity) to standards established in the normal classroom require that a limit be placed on the time one may have to take an examination.

The time limit for this exam is **60 minutes** (before penalty points are deducted)

Because in a normal classroom the examination terminates with the end of the class hour, when that class leaves the room and another occupies it, over-running the examination time is not possible. In fairness such a limitation must be placed on online testing also. However, even though there is a forty-five minute limit for you to take any given examination the system will not shut down or lock you out which allows you to take as much time as you wish to finish. Anything above 60 minutes would clearly be against the spirit of the testing parameters and to assure you do not abuse this open opportunity to cheat (by taking more time than the limit) penalties shall be imposed on those who extend their examination time beyond the 60 minute limit. The following schedule of point deductions shall, therefore, apply to all examinations:

<table>
<thead>
<tr>
<th>TIME OVER-RUN IN MINUTES</th>
<th>AUTOMATIC POINT DEDUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 minutes</td>
<td>10 points deducted</td>
</tr>
<tr>
<td>10.01 – 20 minutes</td>
<td>30 points deducted</td>
</tr>
<tr>
<td>20.01 +</td>
<td>50 points deducted</td>
</tr>
</tbody>
</table>

By example: if you took an examination and received a grade of 86 but you took 70 minutes (1hr and 10 min) to complete that examination you would have overrun the limit by 10 minutes and thus be penalized 10 points and your final score would be recorded as a 76. These are non-negotiable parameters. So when you finish an exam be sure to submit it as soon as you finish or the minutes will continue to collect and you will be penalized accordingly.

Extra Credit - Discussion Board: During each “Learning Unit” (there are five per semester) students will be given a question to discuss with each other on the Discussion Board. After each exam for each Learning Unit the Discussion board question for that unit will be removed and a new question for the new Learning Unit will be presented. To find the question go to the course menu and click on the red button which reads, “Discussion Board” You will be presented with the question and may interact with other students. Though the question is extra credit it is a REQUIRED part of the course.

Each Discussion Board question will be worth five (5) points for a possible total of twenty-five (25) for the entire semester. These points may be added to any exam or exams you wish and will be counted in the grand total of points you earn for the semester along with your examination grades.

Course Description: PSYC 2301: Introduction to Psychology surveys major topics in the study of behavior. Factors which determine and affect behavior are examined. Psychological principles are applied to the human experience.

Richland College's Quality Enhancement Plan, QEP Learning to Learn: Developing Learning Power
Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto [http://www.richlandcollege.edu/qep2013/](http://www.richlandcollege.edu/qep2013/).

Psychology 2301 Course Objectives:

1. Demonstrate an understanding of the history of psychology and its development
2. Demonstrate an understanding of what the study of psychology involves
3. Demonstrate knowledge of the basic language of psychology
4. Describe the basic theories and methods of psychology, how they are used, and what direction they are going
5. Demonstrate an objective understanding of processes such as group processes
6. Demonstrate an appreciation for the uniqueness of each person
7. Demonstrate an understanding of how to apply the above to everyday life

Special Information:

ADA Statement: Richland College Operational Memorandum No. EJ-801 states therein: "If you are a student with a disability and/or special services needs who requires ADA accommodations, please contact Richland College Disability Services Office."

Religious Holidays: Richland College Operational Memorandum No. EJ-801 states therein: "Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog Student Obligations section."

In the case of an on-line course this applies only to those days examinations are given and on which the student would be unable to take a given examination because for religious holiday reasons --- in which case the notification IN ADVANCE of the holiday by the student to the professor is a requirement.

Core Curriculum Intellectual Competencies (CCIC): Introduction to Psychology 2301 satisfies the following CCIC defined by the Texas Higher Education Coordinating Board.

- **Reading:** The ability to analyze and interpret a variety of printed materials - books, documents, and articles - above the 12th grade level.
- **Writing:** The ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience - above the 12th grade level.
- **Speaking:** The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience - above the 12th grade level.
- **Listening:** Analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, readings - above the 12th grade level
- **Critical Thinking:** Think and analyze at a critical level
- **Computer Literacy:** Understand our technological society, use computer based technology in communication, solving problems, and acquiring information.

Exemplary Educational Objectives (EEO) in Psychology: Introduction to Psychology 2301 satisfies the following EEO defined by the Texas Higher Education Coordinating Board

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition
- To examine social institutions and processes across a range of historical periods, social structures, and cultures
- To use and critique alternative explanatory systems or theories
- To develop and communicate alternative explanations or solutions for contemporary social issues
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the are under study
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through
the news media and other appropriate information sources about politics and public policy
To identify and understand differences and commonalities within diverse cultures

**Disruptive Behavior & Consequences:**

**Disruptive Behavior:** Any person whose unusual, unreasonable or unacceptable (to the professor) behavior or attitude interferes with the academic, administrative or the activities of Richland College and/or the real or virtual (online) classroom setting is a disruptive student.

Disruptive college behavior is any behavior which may result in personal or property damage and/or which possesses a threat (as assessed by the professor or other authorized college personnel) to stability and continuance of normal college or college-sponsored activities including, but not limited to:

- Non-acceptance of online etiquette norms
- Aggressive or threatening written or otherwise communicated behavior
- Chronic fabrications and deceptions
- Harassment, including personal, social, emotional, physical or sexual harassment, of an instructor, employee or other student
- Intentionally initiating a false report of fire, explosion or other emergency
- Unauthorized use, possession, or storage of a firearm while on Richland College property
- Cheating, forgery, plagiarism, unauthorized alteration, or unauthorized use of any college document or instrument or identification
- The destruction or damaging of college property or personal property of other Richland College students or personnel
- Failure to comply with the direction of college officials, including college professors, acting in performance of their duties or responsibilities

**Consequences:** Disruptive students will be asked to terminate their disruptive behavior or be dropped from the course and be reported to Richland College police. Failure to comply with the directions of the professor will result in the student being dropped from the course and notification sent to the Richland College Police.

**Academic Honesty:** Requirement for academic honesty as stated in the college catalog will be in effect in this class and is as follows:

*The Richland College Faculty Association, the college President, the Vice President of Student Learning, and the college Deans endorse this statement.*

*The Richland College Statement on Academic Honesty*

We—the Richland College faculty, administration, and staff—are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes:

What we expect from students.

The consequences of their failing to meet those expectations.

**Note:** As we use the terms “honesty” and “dishonesty,” we are referring to actions and behaviors; we are not judging the character of our students.
The Richland College faculty believes only a small minority of students “cheat.” However, we believe academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorable and report instances of academic dishonesty to the faculty or the appropriate academic dean.

**Expectations:**

*We believe academic honesty is essential, and students should avoid actions that misrepresent academic success.* We believe Richland College students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations—tests administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

**All forms of cheating on tests are academically dishonest.** Students cheat when they:

- participate in any activity that falsely represents their ability to answer test questions.
- copy—with or without permission—from another student’s test.
- use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
- request answers or assist other students with answers without authorization.
- obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

**Students’ presenting another person’s work as their own is unacceptable.** Often, academic work permits and even encourages students to use another person’s words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:

- Summarize, paraphrase, or quote another person without giving proper credit.
- Submit papers written by someone else.
- Copy verbatim (word for word) from other sources (books, Internet, and other similar materials).
- When they have questions about when and how to credit other sources, students must seek clarification from the faculty. *These matters are the student’s responsibility.*

**Unauthorized collaboration on assignments or tests is unacceptable.** Richland College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:

- provide other students with answers on homework assignments.
- present work completed by someone else.

If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. *These matters are the student’s responsibility.*

**Consequences:**

*Faculty determine the appropriate consequences for students who fail to be academically honest.* Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.

**As consequences for academic dishonesty, faculty may:**

- assign a performance grade of “F” for the assignment or test.
- document the incident in the student’s Richland College file.
- assign additional work.
- take other appropriate disciplinary actions.
Repeated violations may result in the student's expulsion or suspension from the college. Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in the “Student Code of Conduct” in the Richland College Catalog or published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm  ---- [July 2005]

This is a Developing Learning Power class and part of Richland College's Learning to Learn: Developing Learning Power Quality Enhancement Plan (QEP) in which your professor uses specific Thinking Routines to help you develop your learning power, become an even more engaged, successful learner, and master course content. Participating in Thinking Routines provides you a greater understanding of how you best learn and offers you techniques to boost your capacity to change and learn through effort and the intentional practice of thinking. Developing Learning Power shapes a exceptional learning experience, helps you advance in your academic career, and fosters traits in you of an effective lifelong learner. During the class you will be given an assignment to read an article provided to you by your professor and then to write a paper of a minimum 250 words which demonstrates your skills as one who has learned to learn.

<p>| SUMMARY |
|-----------------|----------------------------------|
| <strong>General Information</strong> | |
| College name | RICHLAND COLLEGE |
| School Name &amp; Contact Information | SCHOOL OF LEARNING ENRICHMENT &amp; ACADEMIC DEVELOPMENT; Room # C-243; Ph # 972-238-6230 |
| Semester/Term &amp; Year | FALL/2015 |
| <strong>Instructor Information</strong> | |
| Name | DR. THOMAS L. Taulbee |
| Office Telephone | 972-238-6310 |
| E-mail address | <a href="mailto:ttaulbee@dcccd.edu">ttaulbee@dcccd.edu</a> |
| Office Location | WH-234 |
| Office hours | Virtual: on-line @ 10:30 – 11:30 pm CST [or CDT] (04:30 – 05:30 GMT) |
| <strong>Course Information</strong> | |
| Course number | Psychology 2301 |
| Section number | 81446 |
| Credit hours | 3 |
| Class meeting time | Virtual – Online at any time |
| Course title | General Psychology |
| Course description | PSYC 2301: General Psychology surveys major topics in the study of behavior. Factors which determine and affect behavior are examined. Psychological principles are applied to the human experience. |
| Course prerequisites | Pass TASP Reading Standards or complete Developmental Reading 0093 |
| Course drop date | December 8, 2015 |
| Attendance policy | Attendance is “virtual” and the sole responsibility of the student. However, in order to be successful students must attend and participate in enrolled courses |</p>
<table>
<thead>
<tr>
<th><strong>To take your exam</strong></th>
<th>Go to the menu in CourseCompass and click on the “Examinations” button</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checking Your Grades</strong></td>
<td>Grade reports are no longer mailed to students. Students may acquire their grades online through the menu button in <strong>MyPsycLab</strong> entitled “My Grades.” Or through eConnect at <a href="http://econnect.dccc.edu">http://econnect.dccc.edu</a> or by telephone at 972-613-1818.</td>
</tr>
</tbody>
</table>
| **Course objectives/ Learning outcomes** | **Core courses**

Intellectual Competencies and Exemplary Educational Outcomes identified by district discipline committees – **see Exemplary Educational Objectives at**

www.dcccd.edu/employees/departments/ea/academic+programs/core+curriculum/faculty+resources/EEO.htm.

**Developmental Courses**
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1201/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. **Additional information is available from the TSI Office in T170T or T170S (phone number 972-238-6225 or 972-238-3787 or at http://www.rlc.dcccd.edu/regi/resource/tsi.htm**.

**Specific course learning outcomes**
Specific Course Learning Outcomes are determined by program coordinators and related faculty (normally for transfer courses not in CORE).

**Institution Policies**
**Find Institution Policy:**
For Institutional Policies, please refer students to the Richland College website at www.richlandcollege.edu or go to www.richlandcollege.edu/syllabusinfo/syllabusInformation.pdf.

**STOP before you Drop**
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal Policy</td>
<td>If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date for this course (see Course Drop Date mentioned elsewhere in this syllabus). Failure to do so will result in you receiving a performance grade, usually an &quot;F&quot;. If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a &quot;W&quot; (Withdrawal) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Student Records office at 972-238-6100 or 6101 (Thunderduck Hall, T170), or contact the school office.</td>
</tr>
<tr>
<td>Repeating a Course</td>
<td>Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the DCCCD colleges since the Fall 2002 semester. See: Third Attempt to Enroll in a Course at: [<a href="http://dccc.edu/third">http://dccc.edu/third</a> courseattempt/](<a href="http://dccc.edu/third">http://dccc.edu/third</a> courseattempt/).</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Failure to attend classes could result in loss of financial aid. If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>Scholastic dishonesty is a violation of the Code of Students Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.</td>
</tr>
<tr>
<td>Campus Emergency Operation Plan and Contingency Plan</td>
<td><strong>Campus Emergency Plan</strong>: Richland College and the DCCCD have developed policies and procedures for dealing with emergencies that may occur on campus. (1) to familiarize yourself with these procedures, please take time to watch the overview video at <a href="http://video.dcccd.edu/rtv/DO/emergency_dccc.wmy">http://video.dcccd.edu/rtv/DO/emergency_dccc.wmy</a>; (2) the complete Emergency Operations Plan can be viewed and printed at the following website: <a href="http://www.richlandcollege.edu/emergency">http://www.richlandcollege.edu/emergency</a>. If you have questions or concerns, please contact the Richland College Office of Emergency management. This office can be reached by phone (972-238-3794) or by e-mail (<a href="mailto:rlcoem@dcccd.edu">rlcoem@dcccd.edu</a>).</td>
</tr>
</tbody>
</table>
**Contingency Plan:** Richland College has developed an Instructional Contingency Plan for Temporary College Closing for On-Campus Courses. Please discuss this contingency plan with your instructor. For distance learning courses, your instructor will use email to contact students in the event of extended technology downtime. To assure work in the class continues, it is important for all students to have an accurate email address recorded in both eCampus and eConnect.

<table>
<thead>
<tr>
<th>Richland College's Quality Enhancement Plan - Learning to Learn: Developing Learning Power</th>
<th>Richland College is implementing its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto <a href="http://www.richlandcollege.edu.qep">http://www.richlandcollege.edu.qep</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Progress &amp; Degree Completion</td>
<td>Students are encouraged to discuss academic goals and degree completion with their instructors. Degree plan advising is available throughout the semester. Information about academic advising locations at Richland is available under the &quot;Step 6&quot; tab at: <a href="http://www.richlandcollege.edu/admissions/process.php">www.richlandcollege.edu/admissions/process.php</a></td>
</tr>
<tr>
<td>Disclaimer Reserving Right to Change Syllabus</td>
<td>The instructor reserves the right to amend a syllabus as necessary with any changes he/she deems required and at any time during the semester</td>
</tr>
<tr>
<td>Academic Progress &amp; Degree Completion</td>
<td>Students are encouraged to discuss academic goals and degree completion with their instructors. Degree plan advising is available throughout the semester. Information about academic advising locations at Richland is available under the Step 6 tab at <a href="http://www.richlandcollege.edu/admissions/process.php">www.richlandcollege.edu/admissions/process.php</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Misc.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Class Starts</td>
<td><strong>November 9, 2015</strong></td>
</tr>
<tr>
<td>Date Class Ends</td>
<td><strong>December 17, 2015</strong></td>
</tr>
<tr>
<td></td>
<td>Class is online and thus meets every day of the week (M, T, W, Th, F, S, S). There is no on-campus room site since this is a virtual classroom setting.</td>
</tr>
</tbody>
</table>