THE PROFESSOR RESERVES THE RIGHT TO AMEND THE SYLLABUS AS NECESSARY

Required Materials


**YES YOU NEED THE BOOK 😊 Please do not ask me, “Do I really need the book?” The answer is YES YOU NEED THE BOOK 😊**

ECAMPUS:

You will need to be able to access ecampus in order to do well in this course. Ability to access ecampus will facilitate tasks such as: completing assignments, communicating with your instructor, obtaining class notes, being able to receive your grades etc. It is STRONGLY recommended that you print off the notes prior to the lecture in order for you to have them while listening to lecture. Students who do this tend to perform much better in the course. I will provide you with all of my notes. I am a fast talker and the semester goes by very quickly so having the notes available to you will help you perform well in this course. You also want to make sure your personal information is correct (i.e., email address) because I will send you emails through this system and if you do not have an up to date email address you will miss out on important information I send you. You can get to ecampus by using a couple different methods:

1. You can go to Richland College’s homepage: [http://www.rlc.dcccd.edu/](http://www.rlc.dcccd.edu/) and on the right hand corner there is the word, “ecampus” in green letters. Click this and it will send you to ecampus.

2. This is a direct link to ecampus: [https://blackboard2.dcccd.edu/webapps/portal/frameset.jsp](https://blackboard2.dcccd.edu/webapps/portal/frameset.jsp)
   This link will take you straight to ecampus’ homepage.

If you have never logged onto ecampus you will want to follow the instructions below the “user name” and “password.” I have also listed instructions here as well:

**VERY IMPORTANT:** If this is your first time to log in to ecampus, find the "Login Here" box. Type an "e" followed by your seven-digit Student ID# (it is very important to know this number; you will need it for many things on campus, including logging on to ecampus; I recommend memorizing this
number as soon as possible) for BOTH the USERNAME and the PASSWORD as in the example below:

username: e9876543
password: e9876543

*You will be immediately prompted to change your password.

The ecampus login is NOT the same as the econnect login. If you still cannot log in, please contact Technical Support on the web or by phone at 1-866-374-7169 or 972-669-6402.

**Course Information:**

**Prerequisite:** One of the following must be met: (1) Developmental Reading 0093, (2) English as Second Language (ESOL) 0044, or (3) have met the Texas Success Initiative (TSI) reading standard.

**Description:** General psychology (2301) surveys major topics in the study of behavior. Factors which determine and affect behavior are examined. Psychological principles are applied to the human experience.

**Objective:** This course will cover a wide range of psychological concepts, theories, and topics. In particular, students will be exposed to various psychological approaches, including social, personality, neurological, cognitive, developmental, and clinical psychology via class lectures, audio/visual media, class discussions, activities, and/or handouts. This course further covers theoretical aspects of general psychology, terminology, and normal behavior characteristics for self and others. It should also promote the development of critical thinking.

**Learning Outcomes:** Upon Completion of PSYC 2301, students should be able to demonstrate:
1. an understanding of the history psychology and its development.
2. an understanding of the research methods used in psychology.
3. knowledge of the basic language of psychology.
4. a description of the basic theories of psychology and how they are used.
5. an understanding of how to apply the above to everyday life.

**CORE OBJECTIVES**

**Critical Thinking Skills** – The ability to think creatively, innovatively, inquire, and analyze, evaluate and/or synthesize information.

**Written and Visual Communication Skills** - The ability to effectively develop, interpret and express ideas through written, oral and / or visual communication.

**Empirical and Quantitative Skills** - The ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.

**Social Responsibility** - The ability to demonstrate intercultural competence, knowledge of civic responsibility, and / or the ability to engage effectively in regional, national, and global communities.
Participation/Attendance

Attendance is not necessarily mandatory; however, it is a portion of your grade and if you do not come to class on a regular basis you will not do well and there is a much higher probability you will fail the course. Grade point average and class attendance are positively correlated, such that, the more you come to class the higher your grade. Reversely, the less you come to class the lower your grade. You paid for this college class, so you might as well get something out of it. The tests are heavily influenced by lecture, in-class activities, and in-class discussions; therefore, if you miss class you will miss important information for exams and for your everyday life. Do not be dumb. Come to class.

Your participation grade will consist of:
1. Being present in class (i.e., not sleeping)
2. Staying in class (i.e., not coming in late, or leaving early)
3. Participating in class (i.e., via discussions in class, activities conducted in class)

*Students will lose a maximum of 2 points per day if they are not in class. Therefore, a student always knows his/her participation grade by adding up the amount of days missed, multiplying this number by 2, and then subtracting this number by 40. Points will also be deducted from your participation grade if you leave early, come late, sleep, etc. The participation grade (40 points) is combined with the activities grade (60 points) which is a total of 100 points. Summer courses are built to compact 16 weeks of material in 5 weeks; therefore, a student must make every attempt to be in class daily. We cover roughly 1 chapter’s worth of material every class period.

Exams

Three exams will be given throughout the semester. You will need three scantrons (Form No 882-E) for the three exams in the course. The can be purchased at the book store (located in the Sabine building), or there are vending machines with scantrons for purchase in El Paso and Medina buildings. They look like this:

Each exam will be worth 100 points. The exams will be structured with a combination of multiple choice and short answer questions. Exam questions will be taken from class lectures and assigned readings. Make-up exams will only be administered if the student provides a University approved excuse (see Catalog). If a student has an university approved excuse AND CONTACTED ME regarding the missed exam then he/she can make up the exam on the day of the final exam (see schedule of final exams for date). This means, you the student, will have to study and take your final exam along with the exam that you missed (e.g., exam 1 or exam 2). It is highly recommended that you make every attempt to be there on the exam to avoid this situation. Students have to CONTACT ME 1st in order to take any make-up test. Students that did NOT CONTACT me will not be allowed to take the exam on the final exam date and the student will receive a zero and will fail the course.
Assignments

There will be two major assignments for this course. You will have the “What’s in it for me?” activity (worth a total of 30 points) and you will have a “Respecting Diversity” activity (worth a total of 30 points). The material needed to complete these activities will be posted on ecampus. They are described in detail below.

1. WHAT’S IN IT FOR ME? ACTIVITY

The assignment you will complete in this course is the, “What’s in it for me?” activity and will comprise 30 points of your participation grade. It is common knowledge that students spend time studying, reading, learning, prepping for test, etc. in order to do well in the class. However, professors rarely get a chance to witness these actions because they are performed outside of the classroom. This is your opportunity to provide me with some insight into your study habits. You will need to report the date, description of activity (e.g., studying, reading, researching), and the amount of time spent on said activity on the sheet that I provided for you. You will also turn the self-reflection sheet, regarding your thoughts on the activity you completed. Research shows that students who spend more time studying outside of class tend to exhibit higher grade point averages (Nonis, Philhours, & Hudson, 2006).

You are REQUIRED to document at least 4 occurrences of time spent on studying/learning psychological concepts (see attached activity sheet example) each time you turn in your sheet. In psychology, the 1st step in modifying/improving your behavior is to be aware of your current behavior (i.e., to have self-awareness). The time you spend on studying/learning psychological phenomena should be reflected in your grade. If you are not satisfied with your current grade, then you have the opportunity to reflect back on your previous attempt at studying/learning psychology and can modify your behavior accordingly. You will turn in A HARD COPY to me two times during the semester and each activity sheet will be worth 10 points and the reflection sheet is worth 5 points (10 points an activity sheet and 5 points for reflection questions X 2 times during the semester = 30 total participation grade) of your participation grade.

I WILL NOT ACCEPT ANY LATE WORK!! If you do not turn in a hard copy to me on these aforementioned dates then you will receive a zero for the activity sheet that you did not turn in. This will affect your overall grade; therefore, it is important that you complete the activity by the due date.

You will ONLY receive full credit (i.e., 10 points) if you have completed the following criteria for the What’s in it for you? Activity sheet

1. The date you completed the activity
2. A brief description of the activity
   a. If you took notes you must record what type of notes (e.g., Cornell, Mind Maps, Lecture outlines, notecards, t-notes, etc.)
   b. If you researched psychological principles on-line you must list your topics of interest
3. The total time you spent on your activity
4. The code that corresponds with the activity (at the bottom of the activity sheet)
5. The total hours you spent on your activity during the tracking period
6. The other information listed on the activity sheet (name, identification #, class hours, etc.)

You will ONLY receive full credit (i.e., 5 points) if you have completed the following criteria for the Self-Reflection sheet

You will need to document on the Self-reflection sheet:
1. **Important information** on the sheet (name, date, activity #, etc.)

2. **Answer** the five meta-cognitive reflective questions
   a. These answers must be **honest** and **clearly articulated**
   b. The answers must be in **COMPLETE sentences**
   c. Must use **proper grammar** and **SPELL correctly**

---

2. **RESPECTING DIVERSITY ACTIVITY**

1. You will watch a video of Jane Elliott’s video, “A Class Divided.” We will briefly discuss this during lecture, but you are REQUIRED TO WATCH the video ON YOUR OWN TIME. This video is available to watch online at this link: [http://www.pbs.org/wgbh/pages/frontline/shows/divided/](http://www.pbs.org/wgbh/pages/frontline/shows/divided/) I will also have this link on ecampus for you to view. If you choose you may be able to rent this documentary or get it on Netflix, but this is the link for the full video online. Once you have watched the film you will then complete the “Class Divided” reflection questions (there are ten questions you will answer after viewing the video; these will need to be completed in complete, grammatically correct sentences). The reflection question sheet will be on ecampus for you to complete. This will be a word document, where you will TYPE your answers and TURN IN A HARD COPY TO ME on the due date. If you do not give me a hard copy of this, you will not receive credit. **Watching the video and correctly completing the questions is worth 30 points of 100 points. I WILL NOT ACCEPT LATE WORK!!**

**Extra Credit**

There will be two different opportunities for extra credit points in this course. You may choose any of the following choices stated below, but will only receive a **MAXIMUM of 10 points extra credit**. For example, if you completed two learning center workshops throughout the semester (which is a total of 10 points) and you did the research paper, you **WILL NOT get more than 10 points extra credit.** Please be aware of this and complete your 10 points wisely if you choose to engage in an extra credit opportunity.

1. **Attending a learning center workshop.**
   Students may also earn extra credit by attending the learning center’s workshops. These are 50-minute workshops to help you in areas you choose (e.g., study skills, anger management, test anxiety). These workshops are worth 5 extra credit points for each 50-minute workshop you attend. You may go to as many as you choose; however, you will only receive 10 extra credit points at the maximum which is two workshops. You will receive a sheet of paper you need to hand into me in order to receive credit. They only allow 15 people per session; therefore, **you should not procrastinate!** See website, under “Connections, Study Skill Workshops” for times and dates that the workshops will be held.

   Website: richlandcollege.edu/learning-center
   Building: Medina Hall – M216
   Phone number: 972-238-6226
   email address: TLC-RLC@dccc.edu

2. **Complete research paper.**
   You will find 1-scientific, peer-reviewed, journal articles regarding social psychology. This includes a wide-range of topics to choose from and many theories to investigate. I have provided you with an appropriate article and summation of this journal article for you to use as a template to write your own summaries on ecampus. **I HIGHLY RECOMMEND YOU FOLLOW THIS EXAMPLE!!** Your
article must come from Richland’s library system: EBSCO search engine. Below are step by step instructions regarding logging on and searching for your journal article.

Follow these steps for utilization of the search engine EBSCO:
2. Click on “databases”
3. Click on “Academic Search Complete”
4. Then you will get to the Library login page—type in your name and 7-digit ID #
5. Click “submit”

This will bring you to the EBSCO site:
1. Click “advanced search” – this will give you 3 options for word searches: you can search your key words in the title, text, the author, etc.—change the “select a field”
2. Click “peer reviewed” “full-text” and select the search date to 2008

You must make sure that this journal article is appropriate according to the criteria listed above (i.e., peer reviewed article, 2008-present, etc.). This article MUST involve empirical data, meaning the psychological concept was observed and/or experimented in some way (e.g., there will be a method, results, and discussion section in an appropriate source). It is HIGHLY RECOMMENDED AND ENCOURAGED that students ask for approval before using a source as their journal summary. This paper will need to follow APA (American Psychological Association) FORMAT! I have provided you with a template you can follow in order to correctly format your paper. You may also visit: [http://www.apastyle.org/](http://www.apastyle.org/). This website has many useful instructions, video tutorials, etc.

In order to receive FULL CREDIT you must incorporate the following criteria:

a. 2 pages MINIMUM/maximum
b. APA style (follow template, double space, times roman 12-font, etc.)
c. Article chosen must be empirical from 2008-present and must be relatable to the class material.
d. Spelling, grammar, sentence structure, punctuation, etc. ALL must be 100% perfect
e. Must be well-articulated sentence structures (PROOFREAD, PROOFREAD, PROOFREAD!!!!!) Have someone else proofread your paper!!
f. The paper must have a coherent structure (e.g., brief summation of the concepts investigated, the methodology used, the findings, critiques of study, and future directions for research) and it must flow well and make sense!
g. Student must present a general understanding of the article chosen.
h. Student must follow all basic directions listed on the rubric given that will be used to grade the summaries.

**I also give MANY opportunities throughout the course for extra credit. You will need to be present on the days the extra credit assignments are given. This is yet another reason why you should definitely make an effort to be present every day in class.**

**DIRECTIONS TO DR. JONES’ OFFICE:**
*I have been told in the past that my office is difficult to find. If you decide to see me during my office hours my office is in the Wichita Hall (WH) building (building across from Sabine; on the West end of campus), room: 276. When you enter the WH building you will go upstairs and walk all the way down the hall until it dead ends (on the north end). Then you will take a right at the dead end and my office is on the very last hall. There are pictures all over the door along with my name; it is hard to miss once you get to the hallway. I
recommend printing off the campus’ map and have it readily available until you know your way around the campus more. Here’s a link to get a campus map: http://www.richlandcollege.edu/map/

Evaluation & Grading Scale
There is a total of 400 points to be earned during this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage Range</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>400-360</td>
<td>100%-90%</td>
<td>Exam 1</td>
</tr>
<tr>
<td>B</td>
<td>359-320</td>
<td>89%-80%</td>
<td>Exam 2</td>
</tr>
<tr>
<td>C</td>
<td>319-280</td>
<td>79%-70%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>D</td>
<td>279-240</td>
<td>69%-60%</td>
<td>Activity/Participation</td>
</tr>
<tr>
<td>F</td>
<td>239-200</td>
<td>59% and below</td>
<td>Total in course</td>
</tr>
</tbody>
</table>

*Your activity/participation grade will include your “What’s in it for me?” and self-reflection activity (see assignments), which is 30 points and 30 points will come from your respecting diversity activity (see assignments). The remaining 40 points will come from your attendance and participation in the class (see attendance).

Classroom Policies

1. **Do not email or call to ask what materials will be in missed classes.**
   Material covered in class is your responsibility. If you miss class, find a classmate with whom you can share resources. I do not have the physical time to recap everything to everyone who misses class. I suggest you make a genuine effort to be present during class and befriend classmates in order to get information missed in class.

2. **Do not email or call asking to be bumped up to the next letter grade.**
   I do not entertain these requests. I have provided you with many opportunities for extra credit points.

3. **Do not email using poor communication form.**
   I consider email to be a formal channel of communication. Therefore, I expect you to identify yourself, to use proper capitalization, spelling, and punctuation. Do not use « text language » or associated abbreviations. I have 200 hundred + students and I need you to tell me your name, course number, and section number. These things can be found on the syllabus. Emails that are not properly addressed and written will be ignored.

4. **Do not email or call about anything that is already explained in the syllabus.**
   These emails/calls will be ignored. You have all the information about this course and the grading procedure on this document.

5. **Students are expected to be punctual.**
   This involves you coming to class on-time and staying present the entire class (not sleeping, etc.). Actions that defy punctuality will be noted.

6. **Students are expected to be respectful to all other students and professor.**
   Psychology courses seem to evoke debates, discussions, questions, personal anecdotes, etc. I appreciate and welcome these opportunities; however, you need to be open-minded, courteous, and practice your listening skills while others are speaking.

7. **Students are not allowed to bring any electronic device to class.**
   This includes but is not limit to: cell phones, laptops, ipads, ipods, etc. You may RECORD the lectures if you would like, but please let me know. Food and drinks are allowed. 😊
*You have to provide me with your undivided attention for a maximum of the course. Please be respectful by attending class and being an active student for the duration of the course. In return, I promise you will learn, have fun, and be a little bit more disciplined at the end of the semester. Thank you😊

**Institution Policies**
For Institutional Policies, please refer to the Richland College website at [www.richlandcollege.edu](http://www.richlandcollege.edu) or go to [www.richlandcollege.edu/syllabusinfo/syllabiIn容纳ation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabiIn容纳ation.pdf)

**Richland College's Quality Enhancement Plan ~ 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 on: [http://richlandcollege.edu/qep/](http://richlandcollege.edu/qep/)

**ACADEMIC PROGRESS**
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check *Step 6 - Advisement and Registration* at [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details.
Tentative Lecture/Topic Schedule:

Introduction & Research Methods

Neuroscience & Biological Foundations

Sensation & Perception

States of Consciousness

EXAM 1: THURSDAY, JULY 18TH

ACTIVITY/REFLECTION DUE: TUESDAY, JULY 23RD

Learning

Memory

Thinking, Language, and Intelligence

Lifespan Development I & II

Motivation & Emotion

EXAM 2: TUESDAY, JULY 30TH

A CLASS DIVIDED QUESTIONS DUE: MONDAY, AUGUST 5TH

ACTIVITY/REFLECTION DUE: MONDAY, AUGUST 5TH

Personality

Psychological Disorders

Therapy

Social Psychology

TENTATIVE: Stress and Health Psychology

FINAL: THURSDAY, AUGUST 8TH

Last day to drop a class with a “W”: TUESDAY, JULY 30TH

*Please note this is your last opportunity to drop the course. If you are not passing by this date you need to drop because you will more than likely fail and a W is better than an F on a transcript.

PAY ATTENTION TO THE SYLLABUS MANY OF THE ANSWERS TO YOUR QUESTIONS ARE IN THIS DOCUMENT!!!!!!!