General Psychology
Richland College, DCCCD

Instructor Information
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Office Hours: By Appointment
Division Office and Phone: School of Law and Public Service; C-243; 972-238-6230

Course Information
Course Title: General Psychology
Course Number: PSYC 2301
Section Number: 81009
Semester/Year: Fall, 2020
Credit Hours: 3
Class Meeting Time/Location: Entirely online and in eCampus
Certification Date: Saturday, September 5th, 2020
Last Day to Withdraw: Thursday, November 12th, 2020

Course Prerequisites
College level ready in Reading.

Course Description
General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.(3 Lec.)

Student Learning Outcomes
Upon successful completion of this course, students should be able to do the following:

1. Identify various research methods and their characteristics used in the scientific study of psychology.
2. Describe the historical influences and early schools of thought that shaped the field of psychology.
3. Describe some of the prominent perspectives and approaches used in the study of psychology.
4. Use terminology unique to the study of psychology.
5. Describe accepted approaches and standards in psychological assessment and evaluation.
6. Identify factors in physiological and psychological processes involved in human behavior.
Texas Core Objectives
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials


Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Note #2: Students who are part of the IncludED program do not need to purchase any learning materials unless directed by the instructor.

Graded Work
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.
### Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Unit, Assessment</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Unit Three, Assessment</td>
<td>1 @ 30 points</td>
<td>30 points</td>
</tr>
<tr>
<td>Unit Four, Assessment</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Unit One, Literature Search Quiz</td>
<td>1 @ 30 points</td>
<td>30 points</td>
</tr>
<tr>
<td>Unit Two, Literature Search Quiz</td>
<td>1 @ 30 points</td>
<td>30 points</td>
</tr>
<tr>
<td>Unit Three, Literature Search Quiz</td>
<td>1 @ 30 points</td>
<td>30 points</td>
</tr>
<tr>
<td>Unit Four, Literature Search Quiz</td>
<td>1 @ 30 points</td>
<td>30 points</td>
</tr>
<tr>
<td>Unit One, Quizzes</td>
<td>5 @ 15 points per quiz</td>
<td>75 points</td>
</tr>
<tr>
<td>Unit Two, Quizzes</td>
<td>6 @ 15 points per quiz</td>
<td>90 points</td>
</tr>
<tr>
<td>Unit Three, Quizzes</td>
<td>5 @ 15 points per quiz</td>
<td>75 points</td>
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<tr>
<td>Unit Four, Quizzes</td>
<td>4 @ 15 points per quiz</td>
<td>60 points</td>
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<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total Points in Course</strong></td>
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<td><strong>500 points</strong></td>
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### Final Grade

<table>
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<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
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<tr>
<td>450-500</td>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>400-449</td>
<td>80-89%</td>
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<td>350-399</td>
<td>70-79%</td>
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<td>300-349</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-299</td>
<td>0-59%</td>
<td>F</td>
</tr>
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</table>
Description of Graded Work

Mini-Projects, and Assessments:

• Pre-Unit: Assessment, Marketable Skills
  o Addressed Student Learning Outcomes: 4
  o Addressed Core Objective: Critical Thinking
  o Addressed Institutional Vision: To Learn
  o Marketable Skill: Critical Thinking
  o Students will acquire and read one article from a provide list of references.
  o Students will write a paper using Critical Thinking Questions, and Critical Thinking Descriptors.
  o Students will receive more detailed instructions for this assessment within eCampus.
  o Students must complete this assessment using e-Campus.
  o This assessment is worth 25 points. Scoring of this assessment is dichotomous (e.g., “complete” or “incomplete”).

• Unit Three: Assessment, Alcohol Paper
  o Addressed Student Learning Outcomes: 1, and 6
  o Addressed Core Objective: Critical Thinking, Communication, Empirical and Quantitative Reasoning, and Social Responsibility; Varies by Year
  o Addressed Institutional Vision: Build Sustainable Local and Global Communities
  o Students will receive, and read, a scholarly article about alcohol
  o Students will write a response paper, with a minimum of 250-words, about the provided article.
  o Students will receive a list of questions to guide their writing.
  o Students must complete this assessment using e-campus.
  o This assessment is worth 30 points. Scoring of this assessment is dichotomous (e.g., “complete” or “incomplete”).

• Unit Four: Assessment, Jane Elliot
  o Addressed Student Learning Outcomes: 2, and 3
  o Addressed Core Objective: Critical Thinking
  o Addressed Institutional Vision: To Learn
  o Students will watch a video about Jane Elliot’s work with her elementary class.
  o Students will write a discussion thread about the video, as well as reply to a peer’s thread.
  o Students will receive a list of questions to guide their writing.
  o Students must submit their discussions within our course in e-campus.
  o This assessment is worth 25 points. We may use an adapted Value Rubric to score and grade this assignment, or scoring of this assessment may be dichotomous (e.g., “complete” or “incomplete”).

Note: Students will not receive deadline extensions or retakes for any missed
assessment since there are bonus opportunities in our course, and students can complete our assessments from remote locations. See, “Point Thruster Assignments, BONUS,” for additional information on our bonus assignments.

**Literature Search Quiz:**

- **Addressed Student Learning Outcome:** 1
- **Addressed Core Objective:** N/A
- **Addressed Institutional Vision:** To Learn

Students will receive a list of references for this assignment. Each student needs to find all referenced, full-text, peer-reviewed sources by browsing library databases, PubMed, Google Scholar, or other scholarly storehouses of peer-reviewed information.

Students should work with collegiate staff, librarians, and their professor to find and acquire peer-reviewed articles from library holdings. Contacting a librarian is a good start to obtain assistance with literary searches (Ask a Librarian). However, directly approaching a librarian in Richland’s physical library to find sources is prudent.

Students should digitally organize references on their computer, or smart device.

Students do not need to read and comprehend articles to do well on our Literature Search Quiz. **Note:** A search for peer-reviewed literature is often the first step in scientific research.

It is each students’ responsibility to acquire and organize their articles. Hyperlinking to articles is not prudent.

All Literature Search Quizzes may consist of, but not limited to, vocabulary, multiple choice, short answer, matching, and essay type questions.

Students will take our Literature Search Quizzes inside our course in eCampus.

**Duration:** Students will have 30 minutes to complete each Literature Search Quiz.

**Attempts:** Students will have two attempts on each Literature Search Quiz, and the highest score from the two attempts will calculate into the student’s overall grade in this course.

Students will take four Literature Search Quizzes worth 30 points per quiz to determine that all articles were collected and properly stored.

**Note:** Students will not receive a deadline extension or retake for missing our Literature Search Quiz (LSQ) since there are bonus opportunities in our course, and students can complete our LSQ from remote locations. See, “Point Thruster Assignments, BONUS,” for additional information on our bonus assignments.

**Quizzes:**

- **Addressed Student Learning Outcomes:** All
- **Addressed Core Objective:** N/A
- **Addressed Institutional Vision:** To Learn
There are 20 quizzes in our course.
Each quiz relates to content presented in our textbook.
Students will read assigned sections of our textbook throughout our semester as directed in eCampus by each Unit Overview.
Students will take a quiz related to each assigned reading.
Each quiz may consist of, but not limited to, vocabulary, multiple choice, short answer, matching, and essay type questions.
Students will complete our quizzes inside our course in eCampus.
Duration: Students will have 20 minutes to complete each quiz
Attempts: Students will have two attempts at each quiz, and the highest score from the two attempts will calculate into the student’s overall grade in this course.
Each quiz is worth 15 points

Note: Students will not receive deadline extensions or retakes for any missed quiz since there are bonus opportunities in our course, and students can complete all quizzes from remote locations. See, “Point Thruster Assignments, BONUS,” for additional information on our bonus assignments.

Point Thruster Assignments, BONUS:

- Each unit’s folder within our course in eCampus contain four Point Thruster Assignments.
- Valuations of each Point Thruster Assignment varies and is related to the difficulty of each assignment.
- Instructions outlining each Point Thruster Assignment were provided in our LMS.
- We will grade all Point Thruster Assignments as “complete” or “incomplete.” Students will not receive partial credit on any Point Thruster Assignment.
- Students may complete one, and only one, Point Thruster Assignment for each unit of our course.
- Points awarded for each submitted Point Thruster Assignment will vary according to the difficulty of the submitted and completed work.

Attendance and Your Final Grade
Attendance may influence a student’s grade in this course, and I will maintain and submit attendance records to Richland College for administrative purposes that may impact a student’s financial aid. Additionally, I strongly recommend daily visits to eCampus.

Late Work Policy
Students must submit a request to submit assignments beyond the due date to the professor via email prior to the assignment’s scheduled due date. The professor of this course reserves the privilege to accept or deny any request to submit late work. All late submissions of assignments may receive a grade after all other on-time assignments receive grades. A student, who received approval to submit a late assignment, may not necessarily receive a grade for the approved late submittal. Once again, all late assignments receive grades after on-time assignments, given there
is time permitting in our semester, and if final grades were not already submitted to the administration of Richland College.

Other Course Policies

- **Revisionary Statement**
  - The professor of this course reserves the privilege to modify the contents, assignments, and calendars associated with this syllabus in any manner, at any time, and as deemed necessary by the professor of this class.

- **Disregard Blackboard’s Automatic Grading Calculations Policy**
  - Blackboard will automatically compute averages from grades in eCampus’ Grade Center. These averages ARE NOT an accurate reflection of a student’s overall grade in this course. Students must only consider total earned points when determining their grade level in our course. Students will receive grading updates via our Student Progress Reporting System (SPR). Our SPRs do not reflect final grades and may only contain subjective information such as, “satisfactory” or “unsatisfactory.” It is the student’s responsibility to monitor their progress in our course and to approach the professor with questions about grades should questions arise.

- **Email Turnaround Time**
  - Email is responded to daily during the work week, and occasionally over weekends. Please contact me with any question you have regarding course content, assignments, or material.

- **Minimum Technology Requirement**
  - To successfully complete this course, you should be able, at a minimum, to email attachments, use word processing programs and simultaneously work on multiple browser windows. You should have a compatible browser and be able to access Blackboard, LMS. For more information contact an RLC Online Advisor at Online Learning, Contact Information.

- **Netiquette and Professional Expectations**
  - Standards of courtesy and respect must be maintained at all times during regular and e-Campus "classrooms." Join in any discussion, but remember that this is still a “classroom” setting, and that respect is crucial for any intellectual discussion.
  - Discussion and classroom areas are places for intelligent and respectful airing of ideas. Name calling and personal attacks are not okay. Similarly, we must display tolerance for all thoughtful, and scholarly supported, ideas.
  - Any violation of the standards of appropriate online behavior, or any violation of the student code of conduct, will be reported to the Dean of Students. The Dean will take appropriate disciplinary action on behalf of the college and the student may receive an F for this course at the discretion of the professor.
• **Electronic Use**
  
  - Students may use electronic devices during class. Students must maintain the highest standards of professionalism while using electronic devices during our course. Students must abide all legal and institutional parameters for electronic use while in class (Online or On-Site). *Failure to abide by all legal and institutional policies related to the appropriate use of electronic devices while in class may result in an F for this course.*
  
  - I may choose to record lecture using video or audio equipment. Additionally, I may publish recordings to an LMS for educational purposes.

**Institutional Policies**

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

[Richland Institutional Policies](http://www.richlandcollege.edu/syllabipolicies)

**Course Calendar**

*This schedule is tentative and subject to change at any time and at my discretion.*

<table>
<thead>
<tr>
<th>Opens</th>
<th>Due Date</th>
<th>Assignments</th>
<th>Notes/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-24-2020</td>
<td>08-27-2020</td>
<td>Pre-Unit: Assessment</td>
<td>Marketable Skills: Critical Thinking Required for Course Certification</td>
</tr>
<tr>
<td>08-24-2020</td>
<td>09-01-2020</td>
<td>Unit One: Literature Search Quiz</td>
<td>Peer-Reviewed Literature Search Required for Course Certification</td>
</tr>
<tr>
<td>08-24-2020</td>
<td>09-03-2020</td>
<td>Quiz: Chapter 1</td>
<td>Introduction and Research Methods Required for Course Certification</td>
</tr>
<tr>
<td>08-24-2020</td>
<td>09-08-2020</td>
<td>Quiz: Chapter 2</td>
<td>Neuroscience and Biological Foundations</td>
</tr>
<tr>
<td>08-24-2020</td>
<td>09-10-2020</td>
<td>Quiz: Chapter 3.1</td>
<td>Stress and Health Psychology (Sections 3.1 ONLY)</td>
</tr>
<tr>
<td>08-24-2020</td>
<td>09-15-2020</td>
<td>Quiz: Chapter 4.1 – 4.3</td>
<td>Sensation and Perception (Sections 4.1, 4.2, &amp; 4.3 ONLY)</td>
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<tr>
<td>08-24-2020</td>
<td>09-17-2020</td>
<td>Quiz: Chapter 9.1 &amp; 9.2</td>
<td>Life Span Development (Sections 9.1 &amp; 9.2 ONLY)</td>
</tr>
<tr>
<td>09-18-2020</td>
<td>09-22-2020</td>
<td>Unit Two: Literature Search Quiz</td>
<td>Peer-Reviewed Literature Search</td>
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<tr>
<td>09-18-2020</td>
<td>09-24-2020</td>
<td>Quiz: Chapter 11</td>
<td>Motivation and Emotion</td>
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<tr>
<td>09-18-2020</td>
<td>09-29-2020</td>
<td>Quiz: Chapter 6</td>
<td>Learning</td>
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<td>09-18-2020</td>
<td>10-01-2020</td>
<td>Quiz: Chapter 8.1</td>
<td>Thinking, Language, and Intelligence (Section 8.1 ONLY)</td>
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<tr>
<td>Date</td>
<td>Date</td>
<td>Assignment</td>
<td>Subject</td>
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<td>09-18-2020</td>
<td>10-06-2020</td>
<td>Quiz: Chapter 7</td>
<td>Memory</td>
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<td>09-18-2020</td>
<td>10-08-2020</td>
<td>Quiz: Chapter 4.4</td>
<td>Sensation and Perception (Section 4.4 ONLY)</td>
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<td>09-18-2020</td>
<td>10-13-2020</td>
<td>Quiz: Chapter 5</td>
<td>States of Consciousness</td>
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<td>10-20-2020</td>
<td>Unit Three: Literature Search Quiz</td>
<td>Peer-Reviewed Literature Search</td>
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<tr>
<td>10-14-2020</td>
<td>10-22-2020</td>
<td>Unit Three: Assessment</td>
<td>Alcohol Paper</td>
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<td>10-14-2020</td>
<td>10-27-2020</td>
<td>Quiz: Chapter 8.3 &amp; 8.4</td>
<td>Thinking, Language, and Intelligence (Sections 8.3 &amp; 8.4 ONLY)</td>
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<td>10-14-2020</td>
<td>10-29-2020</td>
<td>Quiz: Chapter 12</td>
<td>Personality</td>
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<td>10-14-2020</td>
<td>11-03-2020</td>
<td>Quiz: Chapter 3.2 &amp; 3.3</td>
<td>Stress and Health Psychology (Section 3.2 &amp; 3.3 ONLY)</td>
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<td>10-14-2020</td>
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<td>Quiz: Chapter 13</td>
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<td>Quiz: Chapter 14</td>
<td>Therapeutic Approaches</td>
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<td>11-11-2020</td>
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<td>Unit Four: Literature Search Quiz</td>
<td>Peer-Reviewed Literature Search</td>
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<td>11-11-2020</td>
<td>11-19-2020</td>
<td>Unit Four: Assessment</td>
<td>Jane Elliott</td>
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<td>11-11-2020</td>
<td>11-24-2020</td>
<td>Quiz: Chapter 15</td>
<td>Social Psychology</td>
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<tr>
<td>11-11-2020</td>
<td>12-01-2020</td>
<td>Quiz: Chapter 9.3 &amp; 9.4</td>
<td>Life Span Development (Sections 9.3 &amp; 9.4 ONLY)</td>
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<td>11-11-2020</td>
<td>12-03-2020</td>
<td>Quiz: Chapter 8.2</td>
<td>Thinking, Language, and Intelligence (Section 8.2 ONLY)</td>
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<td>11-11-2020</td>
<td>12-08-2020</td>
<td>Quiz: Chapter 3.4</td>
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<tr>
<td>08-24-2020</td>
<td>09-17-2020</td>
<td>Unit One: Bonus</td>
<td>Point Thruster Assignment</td>
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<tr>
<td>09-18-2020</td>
<td>10-13-2020</td>
<td>Unit Two: Bonus</td>
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<td>12-08-2020</td>
<td>Unit Four: Bonus</td>
<td>Point Thruster Assignment</td>
</tr>
</tbody>
</table>

Note: All Assignments Close on Established Due Dates at 11:59 pm and Students must Submit all Assignments into eCampus for Grading Purposes.