Syllabus – PSYCHOLOGY 2301- 43001

Instructor Name: Professor A.W. Massey, MS Office: N-215 Phone: 972-860-7156 – Please try and make contact via email first Office Hours: By Appointment Only. Division: Social Sciences and Human Services Course Number: PSYC 2301 Email: awmassey@ldcccd.edu

This course officially opens on January 21, 2020 – May 14, 2020

CERTIFICATION DATE for this course is FEBRUARY 3, 2020

DROP DATE: April 16, 2020


Purchase course materials at Eastfield Book Store OR ONLINE VIA Eastfield Bookstore to ensure compatibility.

To access useful materials for this course on ecampus on your computer or an Eastfield computer use Mozilla, Firefox, or Chrome as your browser at www.dcccd.edu/ecampus. You will need to log in to ecampus using your student ID number, which is on your registration receipt. Follow the instructions on ecampus. If you encounter problems with ecampus, please call Technical Support at 1-866-374-7169. This syllabus is for online classes. For online students all assignments, tests, and quizzes are online. For lecture students exams may be taken online or in class, at the instructors discretion.

The Professor reserves the right to amend this course syllabus for lecture and online courses. Any amendments will be posted online in your course page/site through e-Campus/Blackboard Course announcements. All students will be sent an email via e-Campus/Blackboard with the amended material. It is the student’s responsibility to check announcements and emails on a daily basis so not to miss any critical information concerning the course.

Welcome to Introduction to Psychology- General Psychology 2301. I am confident that we will have a productive Semester learning selected issues related to psychology.

The course topics are interesting and I believe that you will enjoy reading your assigned course book. This Professor may require students to take exams, complete homework assignments, quizzes, and psychology assessment assignments on-line via e-campus/Blackboard and SafeAssign in addition to
taking exams in the classroom, for lecture students. The course Professor may proctor exams at will for online and lecture courses.

This is a fast paced course and will require intensive reading and studying of designated chapters in addition to taking exams and writing a mandatory psychology focused assignment paper (APA Format) or mandatory assessment paper as instructed by the Professor of this course.

It is anticipated that you will have four (4) major chapter exam grades each worth up to 100 points (be advised this may change for lecture students depending on class activity), one (1) mandatory psychology assignment paper worth up to 100 points.

4 exams (400 points) + 1 mandatory psychology assignment paper (100 points) assignments = 500 points.

Your goal is to earn the highest number of points on each exam and mandatory psychology assignment paper.

The Mandatory Psychology Assignment Paper is due before 5:00 PM on MARCH 24, 2020 at which time grading will begin (not before). Please note this on your schedule because no late submissions will be accepted for any reason.

Extra credit MAY also be provided during the semester at the discretion of the course Professor. Be advised, that you are not entitled to extra credit. If you are not present in class the day extra credit is announced, for any reason, you will not be allowed to submit the extra credit assignment. No extra credit assignments will be accepted late for any reason. Extra credit is not a replacement for required course work so Do Not ask for extra credit assignments to make up for course work.

Determining Course Evaluation/Grade:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Major Exams</td>
<td>400</td>
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</table>
Required Assignment Paper 100

TOTAL 500 POINTS

FINAL COURSE GRADE

450 - 500 = A
400 – 449 = B
350 - 399 = C
340 - 349 = D
339 < F

Opportunities for extra service ‘may’ be provided during the semester.

Technology:

All required course work is DUE as outlined by your professor in the course. Waiting until the last minute to complete required course work can be problematic as issues may arise. Do Not use iPads, iPhones or laptops with wireless connections to complete or submit course work.

You should complete your class assignments using a compatible browser in eCampus. For a “check” of compatibility, once you login to your course, go to the Browser Test option. If you encounter problems with technology, call tech support at 972-669-6402, NOT your Instructor/Professor. You will be given a “ticket number/case number.” It is your responsibility to write down that number for future reference, as well as, obtaining the name of the individual you speak to. It is highly recommended that you take your tests on a stable network; do not use iPads, iPhones, or laptops with wireless connections.

Experiencing technological difficulties or not having access to a computer or course textbook are not acceptable reasons for missing required course work/assignment/s deadlines.
Students should plan in advance to complete assignments utilizing resources available to them, for example the Eastfield College library and computer lab (make certain that computers utilized in these areas to complete course work have Respondus Lockdown already on them or you will not be able to complete your exams or quizzes).

**Respondus Lockdown Browser**

**All exams require Respondus Lockdown Browser.**

It is your responsibility to ensure that computers used to complete course work have Respondus Lockdown, downloaded from e-campus.

In order to take exams and quizzes you must download Respondus Lockdown “immediately”. Do this via e-campus. Do not download Respondus Lockdown from the internet, because it will not work. Once it is downloaded on our computer, you do not have to go through the process for future testing.

**If you have trouble downloading Respondus Lockdown please contact student tech support.** Personnel assigned to tech support are quite helpful and will assist you with the process. You can reach them at 1-866-374-7169 or 972-669-6402. This is a student responsibility.

It is your responsibility to contact student tech support “immediately” should you encounter any technical issues, NOT your professor. You are required to obtain a ticket number, as well as, the name of the individual you speak to.

Do not call or email your Professor about any technical issues you encounter until after you have spoken to tech support and have the aforementioned information.

**EASTFIELD COLLEGE EMAIL POLICY**
Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: http://www.dcccd.edu/netmail/home.html No grades will be communicated via an outside email source.

E-mails sent to the instructor without a dcccd.edu address will not be read or receive a response. All e-mails must include the student class identification and section number in the subject line (exp. PSYC-2301-42490 or 42492), please include your full name (first and last), as it is on your enrollment and registration information. A working telephone number /cell number must be included in the e-mail so I may contact you if needed.

Be advised that failure to follow the aforementioned directions will result in your e-mail/s not being read or responded to.

This strict policy is important in order to maintain your course information as private as possible.

Your professor may send e-mails to students pertaining to course announcements, requirements, activities etc. it is imperative that you make certain that your e-mail address is correct and that the phone number included in the e-mail is correct as well.

Course Description – found in Eastfield College catalog

Catalog Description: Pre-requisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in reading. Introduction to Psychology surveys major topics in the study of behavior. Factors which determine and affect behavior are examined. Psychological principles are applied to human experience. Intellectual Competencies 1. Reading – The ability to analyze and interpret a variety of printed material – books, documents and articles. 2. Writing – The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience. 3. Listening – analyze and interpret various forms of spoken communication. 4. Critical Thinking – Think and analyze at a critical level. 5. Computer Literacy – Understand our technological society, use computer based technology in communication, solving problems, acquiring information.  

TEXAS SUCCESS INITIATIVE (TSI) 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 1301/1302, 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. [https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4]

Student Learning Outcomes

1. Identify various research methods and their characteristics used in the scientific study of psychology. Research Methods: Students will be able to identify various research methods used by psychologists and the advantages and limitations to each for example Case Studies, Observation, Correlation, Experimentation, etc.

2. Describe the historical influences and early schools of thought that shaped the field of psychology. Psychological Approaches: Students will be able to identify and distinguish between the major theoretical perspectives such as Evolutionary, Neurological, Psychodynamic, Behavioral, Cognitive, Humanistic, and Socio-cultural.

3. Describe some of the prominent perspectives and approaches used in the study of psychology. Major Concepts: Students will be able to identify and apply major concepts unique to 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.

Exemplary Educational Objectives for Psychology 2301 • To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition. • To use and critique alternative explanatory systems or theories • To develop and communicate alternative explanations or solutions for contemporary social issues • To identify and understand differences and commonalities within diverse cultures DETERMINING COURSE GRADE: Evaluation Procedure Activity POINTS 4 Major lecture exams worth 100 points each 120 HW Assignments worth 10 points each 120 Term Paper worth 80 points 80

TOTAL 500 POINTS FINAL COURSE GRADE
TESTS/EX: Tests require the use of the Responds Lockdown Browser and are administered online if you are an online student. For lecture classes exams and quizzes may be administered online or in class at the discretion of the course Professor. Exams and Quizzes may also be proctored at the Professor’s discretion for both online and lecture classes.

Tests are timed. You will be allowed 80 minutes to take your exam. ALL EXAMS are taken in the classroom.

If you do not have the proper computer equipment and are a dual credit student it is your responsibility to notify your school liaison and dual credit office immediately. If you do not have the proper computer equipment another alternative is to use a college computer that already has Respondus Lockdown Browser downloaded on the computer. It is your responsibility to make this determination by asking library or computer lab personnel to direct you to a computer that has Respondus Lockdown Browser. It is important that you obtain the name of the computer lab or library personnel that assists you for verification purposes.

*There are no Make-up Exams or quizzes for any reason.

FINANCIAL AID STUDENTS: If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Failure to contact the Instructor will result in your name being submitted to the Financial Aid Office as a “non-attendee.” All students receiving financial aid must open an Email account through NetMail. See directions in this syllabus for opening an Email account. The account is free. You may set it up by going to www.dcccd.edu and clicking on Student Services, Online Services, and Student Netmail. All students receiving financial aid must open a student NetMail account. You must attend and participate in your on-campus (lecture) or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your oncampus (lecture) and online psychology course in order for you to receive financial aid. You must participate in academic related activities pertaining to the course but not limited to the following examples: attending class, submitting academic assignments, taking exams, completing interactive video assignments; participating in computer-assisted instruction; attending study groups assigned by the instructor; or participating in online ongoing discussions boards (course introductions do not count) about academic issues relating to course materials. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online and/or lecture classes and are engaged in academically related activities such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid and financial aid status. ACADEMIC HONESTY: Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is
not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Students are expected to perform and take all exams without outside assistance unless authorized by the instructor in writing. Scholastic dishonesty includes, cheating, plagiarism or any attempt to receive credit for work that is not one’s own.

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, sharing, stealing, or soliciting the contents of an un-administered test, and substituting for another person to take a test, or having someone substitute for you to take a test, homework assignment, or submitting written /assignment/reports not written by the student.

The willful giving or receiving of information unauthorized by the instructor during an exam, illicitly obtaining exam questions in advance, using someone else’s work for written assignments as if it were one’s own or any dishonest means of attempting to fulfill course assignments.

Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it as one’s own written work.

This is the act of taking someone else’s words or ideas and using them as your own. I consider this cheating and academic dishonesty. You will receive a grade of a zero on the assignment and you will be subjected to the disciplinary actions under Academic Honesty section.

Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college.

You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college for any of the aforementioned violations.

Food, Drink, and Smoking  Food and Drink are not permitted in classrooms. Eastfield College is a smoke-free zone. There is no smoking including Vaping permitted on the college campus. Attendance and Participation in Lecture Classes:  I expect students to attend classes on a regular basis. Attendance is
important. The course Professor reserves the right to call roll anytime during the class period. Absence is
defined as not being present in class when the roll is called. Staying for the entire class and
participating in the discussions can significantly enhance your learning experience. Students will be call
upon randomly to discuss course material so reading, studying, and understanding course concepts is
critical. Students who have more than (2) recorded absences may have one full letter grade
deducted from their final course grade at the end of the semester. This is an 8 week course so
attendance is critical toward learning concepts presented in the course materials.

Participation in Lecture Classes:

Attendance and Participation for Online Students:

There is no classroom attendance required in this online course. However, the course is set up with
specific assignments and tests having due dates/times that must be met to receive credit.

Failure to meet the stated deadline for any reason will result in no credit points for the assignment or
test. Withdrawal Policy 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 listed dates (find your
course schedule to determine your certification and drop dates below) Failure to do so will result in your
receiving a performance grade, usually an “F” if you drop a class or withdraw from the college before
the official drop/withdrawal deadline, you will receive a “W” (withdraw) in each class dropped. For more
information about drop deadlines, refer to the current printed Credit Class Schedule, contact the
Admissions/Registrar’s Office at 860-7167 (Room C119). Please check online course site for the specific
W date. See official Fall certification and withdrawal dates below:

SPRING SEMESTER CERTIFICATION AND WITHDRAWAL DATES

• CERT DATE – FEBRUARY 3, 2020

• "W" DATE APRIL 4, 2020

For more information about withdrawal deadlines, refer to the current printed Credit Class Schedule,
contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119). If you drop a class via
eConnect, make sure to print a copy of the confirmation and keep the copy. In the event of a
discrepancy it will be the responsibility of the student to provide documentation of having dropped the
class.

Stop Before You Drop For students who are enrolled in college level courses for the first time in the fall
of 2007, Texas Education Code 51.907 limits the number of courses you may drop. You may drop no
more than six courses during your entire undergraduate career unless the drop qualifies as an
exception. Your campus counseling/advising center will give you information on the allowable
exceptions (it is the student’s responsibility to ask the counseling/advising center) not your professor. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other course with a “W.” Therefore, please use caution when dropping courses in any Texas public institution of higher learning, including all seven Dallas County Community Colleges. Please visit https://www1.dcccd.edu/coursedrops

EMERGENCY/INCLEMENT WEATHER PROCEDURE: In case of emergency or inclement weather conditions, Eastfield students should listen to and monitor local radio and television stations. The earliest an announcement may be broadcast is 6 a.m. Students may also refer to the Eastfield College web page www.eastfieldcollege.com for the Inclement Weather announcement under the Features area of the front page. The announcement will be posted immediately following the decision to close the college.

DCCCD Emergency Operating Procedures http://video.dcccd.edu/rtv/DO/emergency.dcccd.wmv

REPEATING THIS COURSE (Third Attempt to Enroll in a Course: 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 Dallas County Community Colleges since the Fall 2002 semester. For complete information and updates, go to: http://www.dcccd.edu/thirdcourseattempt/

STUDENT E-MAIL: Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send your papers as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student email account. The account is free. You may set it up by going to www.dcccd.edu and click on Student Services, Online Services, and Student NetMail. All students receiving financial aid must open a student NetMail account.

RELIGIOUS HOLIDAYS/OBSERVANCES: Absences for observance of a religious holy day are excused. Notification of the absence must be given to the instructor in writing at least two weeks prior to the date of the holy day. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a mutually agreed upon time after the absence. ADA Guidelines Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972-860-8348 or email efcdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/idex.html.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT of 1974 (FERPA) In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No
telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

TITLE IX AND DIVERSITY

Title IX and Diversity: Eastfield College is committed to creating and fostering a learning and working environment that reflects, respects, and celebrates diversity. This is an integral part of the College’s mission to provide excellence in teaching and learning. If you encounter harassment, sexual harassment, sexual misconduct, relationship violence, sexual assault, stalking, retaliation or discrimination based on sex, race, color, religion, age, national origin, disability, sex, sexual orientation, and/or gender identity, and/or gender expression, we encourage you to contact the college’s Title IX coordinator, at (http://www.eastfieldcollege.edu/SSI/title-ix/report-incident) or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

Office of Institutional Equity in coordination with DCCCD colleges, has the primary responsibility for reviewing updating and implementing policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX

For more information about Title IX and the college’s policies, see the Eastfield College website: http://www.eastfieldcollege.edu/SSI/title-ix/index

Students with Disabilities:

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of institutional Equity at (214) 378-1633. Eastfield College Disability Service Office – (972) 860-8348.

College Title IX Coordinators

Eastfield Rachael Wolf  Title IX
EFC@dcccd.edu (972) 860-7358

DCCCD District Title IX Coordinator

Office of Institutional Equity LaShawn Grant Title IX

District@dcccd.edu (214) 378-1633

OBTAINING FINAL COURSE GRADES USING eConnect: Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

Behavioral Expectations
1. Please be on time. Late arrivals and early departures are disruptive.
2. Silence your cell phone.
3. Treat your classmates and the instructor with respect.
4. Do not use any recording devices in the classroom unless it is an approved accommodation.
5. You are welcome to use laptops, tablets etc. in the classroom, but only for academic purposes.

Children on Campus
The institution strives to protect an environment most conducive to teaching and learning for all enrolled students. Children who are taking part in organized scheduled activities or who are enrolled in specific classes are welcomed. Minor children, however, should not be brought to the institution unless closely supervised by their parent. Minor children should not be brought into classrooms, laboratories or other facilities of the college. This practice is disruptive to the learning process. In the case of an emergency where the student-parent has no alternative but to bring the child to campus, classroom faculty or the administrative heads of other units have full discretion as to whether a child may be allowed to quietly stay in the location. These individuals may require that children be removed by the student-parent from the setting if, in their opinion, the presence of the child is deemed to be disruptive to the learning process. For reasons of security and child welfare the institution will not permit unattended children to be left anywhere on the premises. Parents who have problems with childcare should visit the Counseling and/or Advisement Center to receive referrals to childcare services in the area.

Food and Drink Policy
Food, drinks, and tobacco products are prohibited in Eastfield College classrooms.

The guidelines in this syllabus may be changed, deleted, or amended at any time by the instructor.

COURSE CALENDAR

This is a tentative course calendar. The instructor reserves the right to make changes. All changes will be announced in class. It will be the responsibility of the student to keep up with such changes. Please note that ALL course work is due on or before May 14, 2020, 11:00 PM

NO ASSIGNMENTS ACCEPTED VIA EMAIL
This is a tentative course calendar. The Professor/Instructor reserves the right to make changes. All changes will be announced in class for lecture classes and in the course announcement page for online courses. Students are responsible for keeping up with such changes by checking the announcement page on a daily basis.

ALL COURSE WORK MUST BE COMPLETED ON OR BEFORE MAY 14, 2020, 11:00 PM. THERE ARE NO EXTENSIONS on ANY work required for this course.

MANDATORY PSYCHOLOGY ASSESSMENT PAPER DUE MARCH 24, 2020, 5 PM.

A.W. Massey

In order to earn up to 100 points you will need to select a psychological disorder you wish to write about. This will be discussed in class. This will provide sufficient time to submit the paper/report before 5:00 PM on MARCH 24, 2020, 5 PM. NO LATE PAPERS ACCEPTED

Eastfield Psychology Department Assignment

Read the article provided below. After reading the article answer the ten questions that follow in order, numbering 1 – 10. Each question is worth up to 10 points.

Please submit the assignment in a separate word document (compatible with blackboard/e-campus). Do not attach this document to or with your submission or you will receive a “0” for the assignment.

Your responses must be on a separate word document submitted as an attachment compatible with blackboard/e-campus in order for it to be graded. Failure to follow these directions will result in a grade of “0” for your submission.

Read each question carefully and answer each one thoroughly, providing support and thorough explanation for your answers. Your answers must reflect college-level writing and should be written in complete sentences using proper grammar and sentence structure.

You must respond to each of the questions in no less than 2 (two) full paragraphs, this includes questions pertaining to the listed charts. Do not repeat the question in your answer. Use additional sentences to complete your responses if needed. Failure to follow these directions will result in “0” points.
Keep in mind that all questions (1-10) must be answered or you will receive “0” points for the assignment. This is a mandatory SACS assignment (there are no exceptions).

Providing responses that do not address the questions, repeating the question in your response, or responses that have grammatical errors will result in “0” points.

The dates for completing this mandatory assignment for each term are listed below:

**Harvest Term 1 Classes** - This assignment opens on Date: 1/21/20 and must be completed prior to 5:00 P.M. on Date: February 28, 2020.

**Harvest Term 2 Classes** – This assignment opens on Date: 3/24/20 and must be completed prior to 5:00 P.M. on Date: April 28, 2020.

**16 Week Term Classes** – This assignment opens on Date: 1/21/20 and must be completed prior to 5:00 P.M on 3/24/20

Responses must be submitted as an attachment, in a word document, via Safe Assign – Safe Assign is a program that checks for plagiarism. Do not use Google Docs. Please make certain that your responses are your thoughts and your ideas. A link has been provided for submission of this mandatory assignment in the course content area of your course page. Do not write your responses directly in the submission box, or submit your responses on separate documents. Do not attach your submission as a link in the submission box. Do not submit a blank document in the submission box. Remember submit your document as an attachment.

Please Carefully Read Below:

Plagiarism defined: The practice of taking someone else’s work or ideas and passing them off as one’s own.

If work is submitted and SafeAssign confirms Plagiarism has occurred, the student will receive a grade of “0” for the assignment including and up to an “F” in the course, as well as, being reported to the Eastfield College Dean of Academic and Institutional Excellence.

Sufficient time has been provided for completion of this assignment. Do not wait until the last minute to complete the assignment. Also please note that No late assignments will be accepted for any reason.

This is not an optional assignment.

I am certain that you will find the information in the article to be interesting and thought provoking.

Good Luck and I look forward to reading your responses.
A new analysis of the American Freshman Survey, which has accumulated data for the past 47 years from 9 million young adults, reveals that college students are more likely than ever to call themselves gifted and driven to succeed, even though their test scores and time spent studying are decreasing.

Psychologist Jean Twenge, the lead author of the analysis, is also the author of a study showing that the tendency toward narcissism in students is up 30 percent in the last thirty-odd years. These data are not unexpected. I have been writing a great deal over the past few years about the toxic psychological impact of media and technology on children, adolescents and young adults, particularly as it regards turning them into faux celebrities—the equivalent of lead actors in their own fictionalized life stories.

On Facebook, young people can fool themselves into thinking they have hundreds or thousands of “friends.” They can delete unflattering comments. They can block anyone who disagrees with them or pokes holes in their inflated self-esteem. They can choose to show the world only flattering, sexy or funny photographs of themselves (dozens of albums full, by the way), “speak” in pithy short posts and publicly connect to movie stars and professional athletes and musicians they “like.”

Using Twitter, young people can pretend they are worth “following,” as though they have real-life fans, when all that is really happening is the mutual fanning of false love and false fame.

Using computer games, our sons and daughters can pretend they are Olympians, Formula 1 drivers, rock stars or sharpshooters. And while they can turn off their Wii and Xbox machines and remember they are really in dens and playrooms on side streets and in triple deckers around America, that is after their hearts have raced and heads have swelled with false pride for “being” something they are not.

On MTV and other networks, young people can see lives just like theirs portrayed on reality TV shows fueled by such incredible self-involvement and self-love that any of the “real-life” characters should really be in psychotherapy to have any chance at anything like a normal life.

With mobile devices that provide them with 24 hour social connection and entertainment, young people have a difficult time sitting through a two-hour movie, a one-hour college class, a 30 minute family meal, or even a five minute conversation with a friend without glancing at their phone multiple times. They believe that what they have to view, to read, or to text is more
important than everyone and everything around them. Where are their manners, their self-control, their common courtesy?

These are the psychological drugs of the 21st Century and they are getting our sons and daughters very sick, indeed.

As if to keep up with the unreality of media and technology, in a dizzying paroxysm of self-aggrandizing hype, town sports leagues across the country hand out ribbons and trophies to losing teams, schools inflate grades, energy drinks in giant, colorful cans take over the soft drink market, and psychiatrists hand out Adderall like candy.

All the while, these adolescents, teens and young adults are watching a Congress that can’t control its manic, euphoric, narcissistic spending, a president that can’t see his way through to applauding genuine and extraordinary achievements in business, a society that blames mass killings on guns, not the psychotic people who wield them, and—here no surpise—a stock market that keeps rising and falling like a roller coaster as bubbles inflate and then, inevitably, burst.

That’s really the unavoidable end, by the way. False pride can never be sustained. The bubble of narcissism is always at risk of bursting. That’s why young people are higher on drugs than ever, drunker than ever, smoking more, tattooed more, pierced more and having more and more and more sex, earlier and earlier and earlier, raising babies before they can do it well, because it makes them feel special, for a while. They’re doing anything to distract themselves from the fact that they feel empty inside and unworthy.

Distractions, however, are temporary, and the truth is eternal. Watch for an epidemic of depression and suicidality, not to mention homicidality, as the real self-loathing and hatred of others that lies beneath all this narcissism rises to the surface. I see it happening and, no doubt, many of you do, too.

We had better get a plan together to combat this greatest epidemic as it takes shape. Because it will dwarf the toll of any epidemic we have ever known. And it will be the hardest to defeat. Because, by the time we see the scope and destructiveness of this enemy clearly, we will also realize, as the saying goes, that it is us.

Dr. Keith Ablow is a psychiatrist and member of the Fox News
1. Provide a good summary or explanation for the author’s position as presented in the reading.
2. What information does the author use to support his position? Is this good evidence? Why are why not?
3. What assumptions does the author make? Are these assumptions valid?
4. After reading this article, do you agree with the following statement: “We are raising a generation of delusional narcissists.” Explain why or why not.
5. Dr. Twenge found that students today score higher on narcissism than in previous generations. Provide an alternative explanation for this finding not included in the article.
6. Look at the graph provided at the end of the article and explain what the graph is indicating.
7. Which of the three graphs shown below correctly summarizes the information described in the first paragraph of the article? Indicate your answer as A, B, or C AND then explain why you chose the graph. In other words, explain what the chosen graph is indicating.
8. Considering the research method used in Twenge’s research (results described in the graph), can anything be concluded about the **causes** of these results? Why or why not?

9. If the trend in narcissism continues, as described in this study, how would you expect the measures of narcissism to look in future research?

10. In what ways does your own culture (history, values, politics, economics, communication styles, beliefs and practices) shape your view of the Generation described in the article? In your environment how would you address the pertinent issues regarding the civic responsibilities of your community based on this article?

% of Students Who Say They Are Gifted

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