INSTRUCTOR INFORMATION

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Office Location: A310

Office Hours: By Appointment Only

Division Office and Phone: Liberal Arts / 972-273-3480

The best way to contact me is by email. Please put our class (PSYC 2301 71434) in the subject line. You can expect a response within 1-2 days, often sooner. If you would like to meet in person, please email me to make an appointment. I will try to arrange with you to meet at a time convenient for both of us.

COURSE INFORMATION

Course Title: General Psychology

Course Number: PSYC 2301

Section Number: 79426

Semester / Year: Spring, 2020

Credit Hours: 3

Class Meeting Times / Location:

This is an 8-week psychology course that is designed to be completed in a fully online format.

Certification Date: January 27, 2020

Last Day to Withdraw: February 26, 2020

Course Prerequisite Required: 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, PSYC 2301 students will:
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

OpenStax College (2014) *Psychology*. Rice University, Houston, TX: OpenStax CNX. Click this link to access required textbook: OpenStax Textbook Access
For a print copy (not required): ISBN 9781938168352
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.

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>Syllabus Challenge (Quiz)</td>
<td>1 @ 10 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>14 @ 10 points each</td>
<td>140 points</td>
</tr>
<tr>
<td>Term Paper</td>
<td>1 @ 200 points each</td>
<td>200 points</td>
</tr>
<tr>
<td>Unit Exams</td>
<td>3 @ 100 points</td>
<td>300 points</td>
</tr>
<tr>
<td>Extra Credit (Optional)</td>
<td>1 @ 12 points</td>
<td>12 points</td>
</tr>
</tbody>
</table>

TOTAL: 660 points

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>594 – 660</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>528 - 593</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>462 - 527</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>396 - 461</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0 – 395`</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

DESCRIPTION OF GRADED WORK

Guidelines for Student Success
All students will participate in the following activities to assure that the Texas Core Objectives for Student Learning are met. Your instructor may include additional activities to enhance your educational experience.

Unit Divisions: The course is divided into three units. This means you will have a little over two weeks to complete all the work in that unit. The course calendar (Appendix A) shows the suggested “due dates” for quizzes, essays and exams to help keep you on track. Print out the calendar and check off tasks as you complete them. All of the assignments including the
essays, chapter quizzes, and unit exam with one essay question are due before 11:59 p.m. on the date that unit closes. **You can work ahead, but you cannot go backward.** There will be an opportunity to re-take one exam (multiple-choice part only) during Finals week.

**Syllabus Challenge:** (20 points) There will be a quiz over information in this syllabus (called a Syllabus Challenge) located in the “Start Here” section on eCampus. Complete the Syllabus Challenge as soon as possible so you are familiar with the expectations of the course right away. **This quiz is used as the attendance certification assignment and should be completed before the 3rd class day of the semester. It will only be available during the first unit and cannot be made up later.**

**Chapter Quizzes:** (140 points total) Students will read the assigned chapters from the text and take chapter quizzes over the material. There are 14 chapter quizzes. We will skip chapter 13, which covers Industrial and Organizational Psychology. Each quiz is 10 questions long and students have one hour to complete each attempt. Taking chapter quizzes is part of the formative learning process. Students will have three chances to master the material in each chapter before the unit closes. A score of 70% is recommended (but not required) for students to advance to the next chapter quiz. The recorded score will be the highest score achieved. All quizzes are open-book/open-notes. Questions will be in multiple-choice format. I use a large pool of questions, which are chosen randomly for each attempt. Therefore, students will not likely see the same question twice. For best results, read the chapter, review the related videos and PowerPoint presentation, and take the quiz. The next day, after a period of rest, review the chapter again and take the chapter quiz a second time. You should see your score increase on the second try. You can wait to take the third attempt of a chapter quiz until a few days before you take the unit exam. This time, the chapter quiz is also a good review before you take the unit exam. All three attempts can only be completed before the unit closes. Once the unit closes, quizzes are no longer available and cannot be made up later.

**Late submissions:** All quizzes, discussions, essays, and the unit exam are due no later than 11:59 p.m. on the day the unit closes. Anything not submitted by that time will earn a score of zero (0). Students are encouraged to keep up with the suggested due dates on the calendar so they do not get behind. **Nothing will be accepted after the unit closes.**

**Unit Exams:** (300 points total) There will be three unit exams. Each exam will be worth 100 points and will consist of 45 multiple-choice or true/false questions (2 points each) and 1 short answer question (worth 10 points, scored by the criteria described below). All exams are open-book/open-notes. Questions will come from a large pool of questions and will be chosen randomly for each attempt. Therefore, students will not likely see the same question twice.
**Part 1 of Exam:** Multiple-Choice and True/False (90 points) Students will have two chances to take the first part of the unit exams before the unit closes. The recorded score will be the higher score achieved. You will only have 90 MINUTES to take Part 1 of the Unit Exam. This gives you about 2 minutes per question, so budget your time wisely. This is a summative assessment.

**Part 2 of Exam:** Short Answer Question (10 points) There are four possible short answer questions for each unit exam. You will only have 30 minutes at the time of the exam to submit your response and you will only get ONE CHANCE. This is your chance to communicate your critical thinking and the knowledge you have acquired in this unit. Take your time PRIOR to taking the exam to think about each possible question and write a thorough response to each one. At the time of the exam, you will be given one question chosen randomly. Do not submit a response to another question. It will be given a score of zero. Your short answer response in the unit exam needs to be 250-400 words in length and should completely answer the questions. Students are expected to define terms and provide examples to show their understanding of the concepts. Please use correct spelling and grammar. Use several short paragraphs with clear, concise sentences. If you cite specific research, be sure to include bibliographic information, even from our textbook, such as: (OpenStax, Psychology. OpenStax CNX. 2018, p. 21). If you use online citations, be sure to include a link to the specific research (I will check!). Incomplete sources are a form of plagiarism and are not allowed. Use an actual essay format, not a list of bullet points.

**Scoring Guidelines for Exam Short Answer Questions** (10 points)
- Completely answers questions 2 points
- Defines all terms and/or concepts 2 points
- Provides examples and/or evidence supporting response 2 points
- Uses several short paragraphs with clear, concise sentences 2 points
- Uses proper citations and APA formats 1 point
- Essay is within length guidelines (250-400 words) 1 point

To facilitate Part 2 of the test, it is best to type your responses (an outline to help you write it quickly or you can write the whole response) in a separate document and save it in TXT format. Then, when you open the essay part of the exam, you will see which question you are expected to answer. Simply retrieve the document, highlight your response to the designated question, and copy/paste it into the textbox on the exam. Take a few minutes to double-check your spelling (there is a spell-checker in the textbox) and make corrections before submitting your response (see Appendix D for all possible essay questions for each unit exam).

NOTE: APA format is required for citing references only. I expect the essay to be written in essay format, but without any extra APA elements such as a Running Header or Abstract. Exams are due at 11 p.m. on the day the unit closes so be sure you are done in time. There are NO MAKE UP EXAMS for the essay part of the exams. Since the essay is graded
individually, scores should show up within a week. Email your instructor if you have questions.

MAKE-UP EXAMS: If a student misses a deadline for an exam (when the unit closes), a grade of zero will be given. Students will be allowed to makeup one exam (Part 1 ONLY), either a missed exam or just an exam you would like to re-take for a higher grade. Makeup exams will be available on eCampus during the last week of class, as indicated on the class calendar. You must notify your instructor before the last week of classes if you plan to makeup an exam.

HOW DO YOU DISPUTE THE ACCURACY OF A QUIZ/EXAM QUESTION?
Sometimes a student will question the accuracy of a quiz/exam question and wonder if they really got it wrong. Every effort is taken to be sure that all questions are accurate but mistakes do happen. With more than 100 multiple choice questions for each chapter, there are a lot of questions to double-check! However, I do respect your desire to confirm your learning.

TIPS: Remember, you can take quizzes up to three times each. I highly recommend you take each quiz all three times. Try to space each attempt several hours apart or even on different days. Most weekly readings are about 30 pages long. Taking a quiz three times in one hour is not likely to give you a much better score. The questions might be different but the content is the same. Take a quiz and if you do not do as well as you would like, read through your notes, use the PowerPoint presentations and take advantage of the study website before you try it again.

Watch out for questions that ask for “EXCEPT” (as in, “all of the following … except”) or “NOT TRUE” (“which of the following is not true for …?”) – These can sometimes be tricky. Generally, with these types of questions, you will find three of the choices specifically in the text with the fourth one being “hard to find.” That one is usually the exception the question is looking for.

Here is the procedure for disputing a question in an online assessment:
- Copy the wording of the question and the answer choices into a document so I can see the exact question. Telling me it was #4 on Quiz 3 does not tell me anything since questions are given in random order on both quizzes and exams.
- Indicate which answer you put as correct (the one that was marked wrong).
- Research in your textbook the support you find for why YOUR answer is the correct one.
- Cite the page number and location of the support you found in the text.
- Write your request to check your quiz/exam into an email and give me at least a week to do the research. There is no guarantee that you will earn your points so I recommend you go ahead and take the quiz again (using the above tips to help you!) Telling me that you cannot figure out why you got it wrong will not work. You need to be able to explain why YOUR answer is the correct answer and back up your explanation with evidence from the textbook.

TERM PAPER
The instructions for this assignment will be distributed during the first two weeks of the semester. Students must submit an electronic copy (through eCampus), as well as a hard copy of this paper by the date which will be specified in the instructions.

STUDENT RESPONSIBILITIES
1. Students need to log in to eCampus class regularly.
2. Check your email daily and communicate any concerns you have with your professor. Be sure your email address in eCampus is accurate. Also, be sure any emails from your professor will not go into your junk mail folder. It is your responsibility to ensure satisfactory email communication with your instructor.
3. When sending an e-mail to your professor, the subject line must include your name, course and section number, and a brief description of your message. Also, be sure to sign your name (as it appears in eCampus) in the email! If this process is not used, your email may be lost. You can expect a reply within a day or so, if not sooner. ~ Example: John Doe, PSYC 2301 71341, Quiz #3
4. Be aware of deadlines for essays, chapter quizzes, and unit exams. Use the calendar in Appendix A to help you keep track of deadlines.

USING ECAMPUS
This course is conducted online via Blackboard on eCampus. You can directly access our class at http://ecampus.dcccd.edu. If this is your first time to access eCampus, follow directions just below the login area. Our class will become available about a week or two before the start of the semester. If you do not see the class within a week of our start date, please contact the instructor (ljbonham@dcccd.edu) for more information. After the semester begins, if you have trouble with eCampus, please contact eCampus technical support at 972-669-6402 or 1-866-374-7169 with the following information. Keep this information handy just in case you have trouble later and cannot access eCampus to find it again! Having the right information and keeping needed information handy can help us improve our technical help support system:
   1. Name of course (Example: Psychology 2301; it will be helpful to have the course rubric e.g. PSYC)
   2. Section number of primary course (Example: 71431) 3. Name of instructor (Jones Bonham)
4. Name of student and student identification number
5. Day and time when trouble started
6. Specific information about the problem that is occurring
7. What server are you on? There is an uppercase white letter in the upper right corner of eCampus indicating which server you are on (e.g. B, C, etc.)

LINKS RELATED TO COURSE CONTENT
• American Psychological Association http://www.apa.org/
• National Institute of Mental Health www.nimh.nih.gov
• North Lake College https://www.northlakecollege.edu
• Psi Beta National Honor Society www.psibeta.org

DROP POLICY
If you are unable to complete this course, you must officially withdraw by Wednesday, **February 26, 2020**. Withdrawing is a formal procedure which **you must initiate**; your professor cannot do it for you.

MAKE UP EXAMS
An excused absence is required to make-up an exam. This requires medical documentation for illness or pre-arrangement with the instructor. If you will be missing an exam, you must contact the instructor **NO LATER** than the day and time for which the exam is scheduled. If no contact is made by that time, a grade of zero will be recorded with **NO** opportunity for a make up exam.

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.
**North Lake Institutional Policies** (http://www.northlakecollege.edu/syllabipolicies)

THE ACADEMIC SUCCESS CENTER (ASC)
Academic Success Center (ASC): Located in the lower level of the NLC Library
The Academic Success Center cultivates student success and supports instruction in an inclusive environment where students are encouraged and empowered to achieve excellence. Comprised of the Blazer Computer Lounge, ELP Language Lab, Writing Center, and Online Writing Lab (OWL), the ASC has a variety of services designed to help students improve their writing, reading, and language skills.
**Blazer Computer Lounge (L-134)**
With 12 computers and WiFi Internet access, the lounge is available to students and community members who are working on academic or personal projects individually or in groups.

**Writing Center (L-132)**
Writing Center services are available to all North Lake students and members of the community, not just those enrolled in English classes. Users can be assisted with class assignments, college application essays, personal statements and other documents. The Writing Center also offers free Grammar Clinic classes. Tutors are skilled writing specialists who can help students:
- Clarify their writing tasks
- Develop and organize their papers
- Explore revision options
- Detect grammar and punctuation errors
- Properly document sources
In addition to Central Campus hours, writing tutors are also available at the North Campus in their Learning Resource Center, Tuesday – Thursday from 10:00 a.m. to 2:00 p.m.

**Online Writing Lab (OWL):**
[Online Writing Lab Website](#)

A service of the North Lake Writing Center, the Online Writing Lab, or OWL, provides assistance to students, faculty, and staff at every stage of the writing process. OWL allows busy users to submit papers to our writing tutors electronically and get feedback within 48 - 72 hours. This service expands North Lake's reach and provides flexibility and accessibility to those who find it difficult to meet with a tutor face-to-face.

For more information, the Academic Success Center can be reached by phone at (972) 860-3927.

**COUNSELING SERVICES**
Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by or supervised by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues, and develop appropriate skills.
To make an appointment call 972-273-3333 or go to A 311.
For additional information, go to [Counseling Services Website](#)
APPENDIX A: COURSE SCHEDULE AND COURSE CHECKLIST

See Separate Document

APPENDIX B: ESSAY TOPIC

Each essay needs to be 450-600 words in length and should completely answer the questions. Students are expected to define terms in the essay and provide examples to show their understanding of the concepts. Please use correct spelling and grammar. Please use several short paragraphs with clear, concise sentences. If you cite specific research, be sure to include bibliographic information, even from our textbook, such as: (OpenStax, Psychology. OpenStax CNX. 2018, p. 21). If you use online citations, be sure to include a link to the specific research (I will check!). Please use APA format for citing ALL references. Incomplete sources are a form of plagiarism and are not allowed.

The instructions for this assignment will be distributed during the first two weeks of the semester. Students must submit an electronic copy (through eCampus), as well as a hard copy of this paper by the date which will be specified in the instructions.

Do not type your essay directly into the text box. Upload a file with your essay (click on "Browse My Computer," find your file and click "submit"). Name the file with the appropriate name. For example, Essay 1 Three Stage Memory Model. Be sure to use one of the following formats when saving your file: DOC, DOCX, or PDF.

Grading Guidelines Your work will be graded along a continuum, ranging from excellent to unacceptable work. Below is a description of the grading scheme. (200 possible points)

- Completely answers questions 45 points
- Defines all terms and/or concepts 45 points
- Provides examples and/or evidence supporting response 45 points
- Uses several short paragraphs with clear, concise sentences 45 points
- Uses proper citations and APA formats 10 points
- Essay is within length guidelines (450-600 words) 10 points

Essay must be submitted before the unit closes. No late essay will be accepted.

APPENDIX C: SHORT ANSWER QUESTIONS ON UNIT EXAMS

There are four possible short answer questions for each unit exam. You will only have 30 minutes at the time of the exam to submit your response and you will only get ONE CHANCE. The short answer response is your chance to communicate your critical thinking and the knowledge you have acquired in this unit. Take your time to think about each possible question and write a thorough response to each one PRIOR to taking the exam. At the time of the exam, you will be given one question chosen randomly. Do not submit a response to another question. It will be given a score of zero. Your short answer response in the unit exam needs to be 250-400 words in length and
should completely answer the questions. Students are expected to define terms and provide examples to show their understanding of the concepts. Please use correct spelling and grammar. Use several short paragraphs with clear, concise sentences. If you cite specific research, be sure to include bibliographic information, even from our textbook, such as: (OpenStax, Psychology. OpenStax CNX. 2018, p. 75). If you use online citations, be sure to include a link to the specific research (I will check!). Incomplete sources are a form of plagiarism and are not allowed. Use an actual essay format, not a list of bullet points. NOTE: APA format is required for citing references only. I expect the essay to be written in essay format, without any extra APA elements such as a Running Header or Abstract.

**ESSAY GRADING GUIDELINES ON UNIT EXAMS**

Your work will be graded along a continuum, ranging from excellent to unacceptable work. Below is a description of the grading scheme. (10 points total for each short answer response)

- Completely answers questions 2 points
- Defines all terms and/or concepts 2 points
- Provides examples and/or evidence supporting response 2 points
- Uses several short paragraphs with clear, concise sentences 2 points
- Uses proper citations and APA formats 1 point
- Response is within length guidelines (250-400 words) 1 point

**Unit 1: Chapters 1-5**

1. Describe the advantages and disadvantages of case studies, surveys, and naturalistic observation, giving an example of each. (Ch. 2)
2. Describe the main functions and location of the cerebellum, the three parts of the brainstem, and the reticular formation. (Ch. 3)
3. List the four stages of sleep and describe what happens in each stage. (Ch. 4)
4. Explain the opponent-process theory. (Ch. 5)

**Unit 2: Chapters 6-10**

1. How would you use the heuristic of accomplishing a large goal or task by breaking it into a series of smaller steps to write a research paper? (Ch. 7)
2. List the three parts of the brain involved in memory processing and explain what role they play. (Ch. 8)
3. List and describe Erikson's eight stages of psychosocial development, illustrating each with a successful and unsuccessful resolution. (Ch. 9)
4. Define and illustrate the needs at each level of Maslow's hierarchy of needs. Describe a time in your (or a friend's) life when (1) a “higher” motive had to wait until a “lower” motive was met, and (2) a “higher” motive occurred before a "lower" need was met. (Ch. 10)

**Unit 3: Chapters 11-16**

1. Describe and explain Freud's three levels of consciousness and his three components of personality. (Ch. 11)
2. Name at least four of the characteristics of groupthink. Why does groupthink sometimes go wrong? What can you do to correct it? (Ch. 12)

3. Contrast obsessive-compulsive disorder with obsessive-compulsive personality disorder. (Ch. 15)

4. Define behavior therapy, then describe and illustrate how classical conditioning, operant conditioning, and observational learning are used to increase adaptive behaviors and decrease maladaptive ones. (Ch. 16)