General Psychology
Richland College, DCCCD

Instructor Information
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Office Location: C-202
Office Hours: To be Announced
Division Office and Phone: C-243; 972-238-6230

Course Information
Course Title: General Psychology
Course Number: PSYC 2301
Section Number: 83090
Semester/Year: Spring, 2020
Credit Hours: 3
Class Meeting Time/Location: 12:20 pm to 1:40 pm on MW in N-119
Certification Date: Monday, February 3rd, 2020
Last Day to Withdraw: Thursday, April 16th, 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.
The Richland College Honors Program

Honors courses incorporate a variety of learning experiences that emphasize critical thinking skills through collaborative learning, development of research skills, growth in personal leadership, and advanced communication skills, both oral and written. Each Honors course is carefully designed to achieve a minimum of two of the six Honors Student Learning Outcomes listed below. Accordingly, this Honors course will incorporate learning activities and assignments designed to achieve the following Honors Student Learning Outcomes.

1. Analyze and synthesize primary research, current events, and new or original works.
2. Develop written communication skills and express ideas in discipline-specific language.
3. Learn collaboratively and develop community.
4. Develop oral communication skills and express independent ideas.
5. Analyze the relationship between classroom concepts and the surrounding community.
6. Improve awareness of the social and ethical responsibilities related to the discipline.

Successful completion of this class will result in Honors designation (#) for this course section on your transcript, as in A#, B#, and so on. For these credit hours to count towards a Richland Honors Certificate or Richland Honors Scholar designation, the transcript must reflect that you earned an A# or B# grade at Richland. For more information about the Richland Honors Certificate or Richland Honors Scholars designations, visit RLCs Honors Program Website.

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.

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>Unit One, Literature Search Quiz</td>
<td>1 @ 40 points</td>
<td>40 points</td>
</tr>
<tr>
<td>Unit One, Quizzes</td>
<td>5 @ 10 points per quiz</td>
<td>50 points</td>
</tr>
<tr>
<td>Unit Two, Quizzes</td>
<td>6 @ 10 points per quiz</td>
<td>60 points</td>
</tr>
<tr>
<td>Unit Three, Quizzes</td>
<td>5 @ 10 points per quiz</td>
<td>50 points</td>
</tr>
<tr>
<td>Unit Four, Quizzes</td>
<td>4 @ 10 points per quiz</td>
<td>40 points</td>
</tr>
<tr>
<td>Weekly Mini-Projects</td>
<td>16 @ 30 points per mini-project</td>
<td>480 points</td>
</tr>
<tr>
<td>Total Points in Course</td>
<td>-</td>
<td>720 points</td>
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</table>

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>648-720</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>576-647</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>504-575</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>432-503</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-431</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>
Description of Graded Work

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](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. However, comprehension of key points within each article will aid students during regular examinations. 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.
- Our Literature Search Quiz may consist of, but not limited to, vocabulary, multiple choice, short answer, matching, and essay type questions.
- Students will take our Literature Search Quiz inside our course in eCampus.
- **Duration:** Students will have 30 minutes to complete our Literature Search Quiz.
- **Attempts:** Students will have two attempts at our 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 one Literature Search Quiz worth 40 points to determine that all articles were collected and properly stored.**

Quizzes:

- **Addressed Student Learning Outcomes: All**
- **Addressed Core Objective: N/A**
- **Addressed Institutional Vision: To Learn**
- There are 20 Quizzes in our course
- Students will read assigned sections of our textbook throughout our semester
- 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
- Each mini project will last two weeks
- **Duration:** Students will have 30 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 10 points.**

**Mini-Projects, and Assessments:**

• **Addressed Student Learning Outcomes**: All
• **Addressed Core Objective**: All
• **Addressed Institutional Vision**: All
• **Marketable Skill**: Critical Thinking
• Students will work on 16 mini projects throughout the semester
• Each mini project will last one week
• Mini projects may consist of, but not limited to, assessments, research, social media management, graphic design, data management, and service-learning.
• Our course in eCampus will contain more information and directions related to each week’s mini project.
• Scoring of each mini project is dichotomous (e.g., “complete” or “incomplete”).
• **Each mini project is worth 30 points**

**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.

- **Food and Drink Policy**
  - Students may consume food and beverages in class, assuming all consumed items fall within legal and institutional parameters. Students are responsible for cleaning their area of all food debris and beverage containers. *Failure to thoroughly clean your area after consuming food or a beverage may result in an F for this course.*

- **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>Open</th>
<th>Due Date</th>
<th>Assignments</th>
<th>Notes/Description</th>
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<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>Quiz: Chapter 1</td>
<td>Introduction and Research Methods</td>
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<td>Week 1: Mini Project</td>
<td>Calibration, Introduce</td>
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<td>Service-Learning and Role Adoption</td>
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<td>Unit One: Literature Search Quiz</td>
<td>Peer-Reviewed Literature Search</td>
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<td>Quiz: Chapter 2</td>
<td>Neuroscience and Biological Foundations</td>
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<td>Week 2: Mini Project</td>
<td>Marketable Skills: Critical Thinking</td>
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<td>Ancel Keys, Physiology and Food</td>
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<td>Quiz: Chapter 3.1</td>
<td>Stress and Health Psychology</td>
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<td>(Section 3.1 ONLY)</td>
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<td></td>
<td></td>
<td>Quiz: Chapter 4.1 - 4.3</td>
<td>Sensation and Perception</td>
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<td></td>
<td>(Sections 4.1, 4.2, &amp; 4.3 ONLY)</td>
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<td></td>
<td></td>
<td>Week 3: Mini Project</td>
<td>Perception and Food</td>
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<td></td>
<td>Quiz: 9.1 &amp; 9.2</td>
<td>Life Span Development</td>
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<td></td>
<td>(Sections 9.1 &amp; 9.2 ONLY)</td>
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<td>Week 4: Mini Project</td>
<td>Walter Mischel: The Marshmallow Test</td>
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<td>Quiz: Chapter 10</td>
<td>Motivation and Emotion</td>
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<td>Week 5: Mini Project</td>
<td>Disgusted and Hangry: Food Related Emotions</td>
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<td>Quiz: Chapter 6</td>
<td>Learning</td>
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<td>Week 6: Mini Project</td>
<td>Various Topical Options</td>
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<tr>
<td>Week</td>
<td>Mini Project</td>
<td>Chapter(s)</td>
<td>Topic(s)</td>
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<td>7</td>
<td>Alexdanra Rosati: Foraging Cognition</td>
<td>Chapter 8: Thinking, Language, and Intelligence (Sections 8.3 &amp; 8.4 ONLY)</td>
<td>Thinking, Language, and Intelligence (Section 8.1 ONLY)</td>
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<td>8</td>
<td>Alcohol Paper</td>
<td>Chapter 11</td>
<td>Personality</td>
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<td></td>
<td>Dan Jurafsky: “The Language of Food”</td>
<td>Chapter 12</td>
<td>Psychological Disorders</td>
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<tr>
<td>9</td>
<td>Personality, Food Preferences, and Foraging Behavior</td>
<td>Quiz: Chapter 3.2 &amp; 3.3</td>
<td>Stress and Health Psychology (Sections 3.2 &amp; 3.3 ONLY)</td>
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<tr>
<td>10</td>
<td>Quiz: Chapter 13</td>
<td>Psychological Disorders</td>
<td>Eating Disorders</td>
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<tr>
<td>11</td>
<td>Quiz: Chapter 14</td>
<td>Therapeutic Approaches</td>
<td>Nutritional Psychiatry</td>
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<td>Social Psychology</td>
<td>Week 13: Mini Project</td>
<td>Complete Service-Learning Project</td>
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<tr>
<td>12</td>
<td>Quiz: Chapter 9.3 &amp; 9.4</td>
<td>Week 14: Mini Project</td>
<td>Thinking, Language, and Intelligence (Section 8.2 ONLY)</td>
</tr>
<tr>
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<td>Jane Elliott</td>
<td>Quiz: Chapter 3.4</td>
<td>Stress and Health (Section 3.4 ONLY)</td>
</tr>
<tr>
<td>13</td>
<td>Intragroup and Intergroup Dynamics</td>
<td>Week 15: Mini Project</td>
<td>Intergroup Dynamics</td>
</tr>
<tr>
<td>14</td>
<td>Course Reflection</td>
<td>Week 16: Mini Project</td>
<td>Course Reflection</td>
</tr>
</tbody>
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