

A.W. MASSEY  
EASTFIELD COLLEGE  
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Office Hours: Virtual: on-line @9:00– 10:00 pm CST Monday-Thursday [or CDT] (03:00 – 04:00 GMT)

SOCIAL SCIENCE, HUMAN SERVICES & BUSINESS DIVISION (G-237)  
972-860-7156

SYLLABUS: [ONLINE COURSE] **DURATION OF COURSE – JULY 11 – AUGUST 10, 2017**  
**2017 SUM 2 -PSYC-2301-46402**

(Prerequisites: Pass TASP Reading Standards or complete Developmental Reading 0093)  
(Drop with a "W" date: **AUGUST 2.** To drop this course is the responsibility of the student)

**Text: Mastering The World of Psychology, 5ed/ by Wood ISBN: 978-020-597-2074**

Chapter # Chapter Name

1 Introduction to Psychology  
2 Biology and Behavior  
8 Human Development – pages 252-274  
Examination #1 >>>> (For examination dates see CourseCompass menu under "Examinations")

8 Human Development - Adolescence and Adulthood – pages 276-285  
5 Learning  
7 Cognition and Language  
Examination #2 >>>> (For examination dates see CourseCompass menu under "Examinations")

3 Sensation and Perception  
6 Memory  
9 Motivation and Emotion  
Examination #3 >>>> (For examination dates see CourseCompass menu under "Examinations")

4 Consciousness  
11 Personality Theory  
Examination #4 >>>> (For examination dates see CourseCompass menu under "Examinations")

10 Health and Stress  
12 Psychological Disorders  
13 Therapies  
Examination #5 >>>> (For examination dates see CourseCompass menu under "Examinations")

Grading Method and Scale: 5 Exams: Grade determined on five exams plus required writing assignment and extra credit – Discussion Board.

This is a **Developing Learning Power** class and part of EASTFIELD's College's Learning to Learn: Developing Learning Power Quality Enhancement Plan (QEP) in which your professor uses specific **Thinking Routines** to help you develop your learning power, become an even more engaged, successful learner, and master course content. Participating in **Thinking Routines** provides you a greater understanding of how you best learn and offers you techniques to boost your capacity to **change and learn through effort and the intentional practice of**

**thinking. Developing Learning Power** shapes a exceptional learning experience, helps you advance in your academic career, and fosters traits in you of an effective lifelong learner. During the class you will be given an assignment to read an article provided to you by your professor and then to write a paper of a minimum 250 words which demonstrates your skills as one who has learned to learn. This will be a requirement for the course. Value 50 points.

499 - 550 A = 90%

450 - 449 B = 80%

350 - 399 C = 70% NO MAKE-UP EXAMS!\*

300 - 349 D = 60%

0 - 299 F = 0-59%

Exams will be multiple choice and valued a 100 point each

Extra Credit can be obtained by participating in the Discussion Board. See: "Extra Credit" below  
Examination Point Deductions (for time over-runs): Propriety (correctness, properness, conformity) to standards established in the normal classroom require that a limit be placed on the time one may have to take an examination. Standard in most college classrooms is the traditional time of one hour. This is the time frame I have chosen for my regular classroom examinations and thus will also be the time provided for you to take an examination in this online class.

Because in a normal classroom the examination terminates with the end of the class hour, when that class leaves the room and another occupies it, over-running the examination time is not possible. In fairness such a limitation must be placed on online testing also. However, even though there is a one hour limit for you to take any given examination the system will not shut down or lock you out which allows you to take as much time as your wish to finish. Anything above 60 minutes would clearly be against the spirit of the testing parameters and to assure you do not abuse this open opportunity to cheat (by taking more time than one hour) penalties shall be imposed on those who extend their examination time beyond the 60 minute limit.

When you finish an exam be sure to submit it as soon as you finish or the minutes will continue to collect and you will be penalized accordingly.

Extra Credit - Discussion Board: During each "Learning Unit" (there are five per semester) students will be given a question to discuss with each other on the Discussion Board. After each exam for each Learning Unit the Discussion board question for that unit will be removed and a new question for the new Learning Unit will be presented. To find the question go to the course menu and click on the red button which reads, "Discussion Board" You will be presented with the question and may interact with other students. Though the question is extra credit it is a REQUIRED part of the course.

Each Discussion Board question will be worth five (5) points for a possible total of twenty-five (25) for the entire semester. These points may be added to any exam or exams you wish and will be counted in the grand total of points you earn for the semester along with your examination grades.

Course Description: PSYC 2301: General Psychology surveys major topics in the study of behavior Factors which determine and affect behavior are examined. Psychological principles are applied to the human experience.

### Psychology 2301 Course Objectives:

1. Demonstrate an understanding of the history of psychology and its development
2. Demonstrate an understanding of what the study of psychology involves
3. Demonstrate knowledge of the basic language of psychology
4. Describe the basic theories and methods of psychology, how they are used, and what direction they are going
5. Demonstrate an objective understanding of processes such as group processes
6. Demonstrate an appreciation for the uniqueness of each person
7. Demonstrate an understanding of how to apply the above to everyday life

### Special Information:

ADA Statement: Eastfield College Operational Memorandum No. EJ-801 states therein: "If you are a student with a disability and/or special services needs who requires ADA accommodations, please contact Eastfield College Disability Services Office."

Religious Holidays: Eastfield College Operational Memorandum No. EJ-801 states therein: "Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog Student Obligations section."

In the case of an on-line course this applies only to those days examinations are given and on which the student would be unable to take a given examination because for religious holiday reasons --- in which case the notification IN ADVANCE of the holiday by the student to the professor is a requirement..

Core Curriculum Intellectual Competencies (CCIC): Introduction to Psychology 2301 satisfies the following CCIC defined by the Texas Higher Education Coordinating Board.

Reading: The ability to analyze and interpret a variety of printed materials - books, documents, and articles - above the 12th grade level.

Writing: The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above the 12th grade level.

Speaking: The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience - above the 12th grade level.

Listening: Analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, readings - above the 12th grade level

Critical Thinking: Think and analyze at a critical level

Computer Literacy: Understand our technological society, use computer based technology in communication, solving problems, and acquiring information.

Exemplary Educational Objectives (EEO) in Psychology: General Psychology 2301 satisfies the following EEO defined by the Texas Higher Education Coordinating Board

To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition

To examine social institutions and processes across a range of historical periods ,social structures, and cultures

To use and critique alternative explanatory systems or theories

To develop and communicate alternative explanations or solutions for contemporary social issues

To analyze the effects of historical, social, political, economic, cultural, and global forces on the are under study

To differentiate and analyze historical evidence (documentary and statistical) and differing points of view

To recognize and apply reasonable criteria for the acceptability of historical evidence and social research

To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for

oneself , by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy  
To identify and understand differences and commonalities within diverse cultures

#### Disruptive Behavior & Consequences:

Disruptive Behavior: Any person whose unusual, unreasonable or unacceptable (to the professor) behavior or attitude interferes with the academic, administrative or the activities of Eastfield College and/or the real or virtual (online) classroom setting is a disruptive student.

Disruptive college behavior is any behavior which may result in personal or property damage and/or which possesses a threat (as assessed by the professor or other authorized college personnel) to stability and continuance of normal college or college-sponsored activities including, but not limited to:

- Non-acceptance of classroom norms
- Aggressive verbal and/or threatening physical behavior
- Chronic fabrications and deceptions
- Harassment, including personal, social, emotional, physical or sexual harassment, of an instructor or employee
- Intentionally initiating a false report of fire, explosion or other emergency
- Unauthorized use, possession, or storage of a firearm while on Eastfield College property
- Cheating, forgery, plagiarism, unauthorized alteration, or unauthorized use of any college document or instrument or identification
- The destruction or damaging of college property or personal property of other Richland College students or personnel
- Failure to comply with the direction of college officials, including college professors, acting in performance of their duties or responsibilities

Consequences: Disruptive students in the classroom will be asked to terminate their disruptive behavior. If that fails to produce the result desired by the professor the student will be told to leave the classroom. Failure to comply with the directions of the professor will result in the summoning of the Eastfield College Police who will be directed to remove the disruptive student(s) from the classroom.

Academic Honesty: Requirement for academic honesty as stated in the college catalog will be in effect in this class and is as follows:

July 2005

The Eastfield College Faculty Association, the college President, the Vice President of Student Learning, and the college Deans endorse this statement.

#### The Eastfield College Statement on Academic Honesty

We—the Eastfield College faculty, administration, and staff—are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes:

What we expect from students.

The consequences of their failing to meet those expectations.

Note: As we use the terms “honesty” and “dishonesty,” we are referring to actions and behaviors; we are not judging the character of our students.

The Eastfield College faculty believes only a small minority of students “cheat.” However, we believe

academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorable and report instances of academic dishonesty to the faculty or the appropriate academic dean.

#### Expectations:

We believe academic honesty is essential, and students should avoid actions that misrepresent academic success. We believe Eastfield College students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations—tests administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

All forms of cheating on tests are academically dishonest. Students cheat when they:

- participate in any activity that falsely represents their ability to answer test questions.
- copy—with or without permission—from another student's test.
- use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
- request answers or assist other students with answers without authorization.
- obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

Students' presenting another person's work as their own is unacceptable. Often, academic work permits and even encourages students to use another person's words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:

- Summarize, paraphrase, or quote another person without giving proper credit.
- Submit papers written by someone else.
- Copy verbatim (word for word) from other sources (books, Internet, and other similar materials).
- When they have questions about when and how to credit other sources, students must seek clarification from the faculty. These matters are the student's responsibility.

Unauthorized collaboration on assignments or tests is unacceptable. Eastfield College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:

- provide other students with answers on homework assignments.
- present work completed by someone else.

If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. These matters are the student's responsibility.

#### Consequences:

Faculty determine the appropriate consequences for students who fail to be academically honest. Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.

As consequences for academic dishonesty, faculty may:

- assign a performance grade of "F" for the assignment or test.
- document the incident in the student's Eastfield College file.
- assign additional work.
- take other appropriate disciplinary actions.

Repeated violations may result in the student's expulsion or suspension from the college.

Students must understand that academic dishonesty carries serious consequences. However, if

they believe they have received unfair treatment, students can file a grievance as described in the "Student Code of Conduct" in the Eastfield College Catalog or published in the DCCCD Catalog at <http://www1.dcccd.edu/cat0506/ss/code.cfm> ---- [July 2005]

## SUMMARY

### General Information

College name EASTFIELD COLLEGE

School of SOCIAL SCIENCE, HUMAN SERVICES AND BUSINESS G-237; 972 860-7156

Semester/Term & Year SUM 2, 2017

### Instructor Information

Name A.W. MASSEY

Office Telephone 972-860-7086

E-mail address AWMASSEY@dcccd.edu

Office number N-215

Office hours Virtual: on-line @ 9:00 – 10:00 pm CST [or CDT] (03:00 – 04:00 GMT)

### Course Information

Course number Psychology 2301

Credit hours 3

Class meeting time Virtual – Online at any time

Course title General Psychology

Course description PSYC 2301: General Psychology surveys major topics in the study of behavior Factors which determine and affect behavior are examined. Psychological principles are applied to the human experience.

Course prerequisites None

Course objectives/

Learning outcomes See page 2 of this syllabus

Core courses Intellectual Competencies and Exemplary Educational Outcomes identified by district discipline committees – see Exemplary Educational Objectives at:

[www.dcccd.edu/Employees/Departments/Educational+Affairs/Academic+and+Student+Programs/Core+Curriculum](http://www.dcccd.edu/Employees/Departments/Educational+Affairs/Academic+and+Student+Programs/Core+Curriculum). Also, see pages 2 and 3 of this syllabus

WECM Courses SCANS competencies

Developmental Courses 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 1201/1302, 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 in T170T or T170S (phone number 972-238-6225 or 972-238-3787 or at <http://www.efc.dcccd.edu/regi/resource/tsi.htm>)

### Specific course

learning outcomes To demonstrate a mastery of the subject material as demonstrated by successfully passing 60% of the material required on the examinations

Course outline See page 1 of this syllabus

Required materials See page 1 of this syllabus

ISBN for textbook 978-020-597-2074

Evaluation procedures See page 1 of this syllabus

Grading scale See page 1 of this syllabus

Exams and assignments See page 1 of this syllabus

Attendance policy Attendance is "virtual" and the sole responsibility of the student

Institution Policies

Stop Before You Drop

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access <https://www1.dcccd.edu/6drop>

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 **AUGUST 2**. 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/Student Records office at 972-860-7100 (Campus Center Building – "C" Building), or contact the division office.

Repeating 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. See Third Attempt to Enroll in a Course at <http://www.dcccd.edu/thirdcourseattempt/>

Financial Aid If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

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> (Select Purpose)

Religious Holidays Absences for observance of a religious holy day are excused. 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 reasonable time after the absence.

Campus Emergency Operation Plan To help ensure your safety on campus, please watch the video on Keeping Safe in a Campus Emergency at [http://video.dcccd.edu/rtv/DO/emergency\\_dcccd.wmv](http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv)

Disclaimer Reserving Right to Change Syllabus NOTICE: The instructor reserves the right to amend this syllabus as necessary. Any and/or all information comprising this syllabus may at any time be altered, modified, changed, eliminated or added to at the discretion of the professor with no further notice. However, if such a change is made a new, revised copy of this syllabus will be sent to every student registered for the class, who is presently (at the time of the change of the syllabus) a student in good standing and who has provided a valid and working email address which is registered and on file with the Eastfield College eCampus system. Neither the professor of this course nor Eastfield College is responsible for notification of students not meeting the above criteria

Checking Your Grades Grade reports are no longer mailed to students. Students may acquire their grades online through eConnect at <http://econnect.dcccd.edu>.

Explanation of Course Examination Procedure

1. Late tests will not be accepted

2. Examinations may be taken anytime within the specified time frame noted to the student through emails sent out at the time of each exam

3. Students will be given 60 minutes to complete any examination. 1. Psychology 2301 is designed to be studied at a pace providing the most beneficial acquisition of material as possible

2. This pace is coordinated with the presentation of material as noted in the syllabus.

3. It is suggested that each set of materials known as "Learning Units"(designated by the required materials to be read/studied for each exam) be allotted a certain period of time for study/preparation. That time period will vary according to the semester (Fall, Spring, May-term or Summer) and/or whether the class is a full semester long or a shortened "flex-entry" class. The Learning Units will be divided evenly throughout the semester so that each will have the same amount of time for study and preparation before an examination is given covering that specific Learning Unit. Then the corresponding examination related to that specific Learning Unit should be taken before moving on to the next Learning Unit.

4. Examinations for each Learning Unit will be announced through either a notification by email or in the "Announcements" section on the course menu or both.

5. Examinations shall not be given prior to the announced time. Announced times will be roughly coordinated with the suggested XXXXXX day allotment of time for each Learning Unit.

2011-11-03 03:44:49 PM

## [DCCCD OIE Faculty Syllabi Statement- FALL 2016](#)

The **Office of Institutional Equity**, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance 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.

### 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: [dccc.edu/DSO](http://dccc.edu/DSO) Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices

Brookhaven	972-860-4673
Cedar Valley	972-860-8119
Eastfield	972-860-8348
El Centro	214-860-2411
Mountain View	214-860-8677
North Lake	972-273-3165
Richland	972-238-6180

A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator 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.

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.dccc.edu/titleIX](http://www.dccc.edu/titleIX).

College Title IX Coordinators

Brookhaven	Terri Edrich	<a href="mailto:TitleIX-BHC@dccc.edu">TitleIX-BHC@dccc.edu</a>	972-860-4825
Cedar Valley	Grenna Rollings	<a href="mailto:TitleIX-CVC@dccc.edu">TitleIX-CVC@dccc.edu</a>	972-860-8181
Eastfield	Rachel Wolf	<a href="mailto:TitleIX-EFC@dccc.edu">TitleIX-EFC@dccc.edu</a>	972-860-7358
El Centro	Shanee' Moore	<a href="mailto:TitleIX-ECC@dccc.edu">TitleIX-ECC@dccc.edu</a>	214-860-2138
Mountain View	Regina Garner	<a href="mailto:TitleIX-MVC@dccc.edu">TitleIX-MVC@dccc.edu</a>	214-860-8561
North Lake	Rosemary Meredith(acting)	<a href="mailto:TitleIX-NLC@dccc.edu">TitleIX-NLC@dccc.edu</a>	972-860-3992
Richland	Bill Dial	<a href="mailto:TitleIX-RLC@dccc.edu">TitleIX-RLC@dccc.edu</a>	972-238-6386
Dallas Colleges Online	Le'Kendra Higgs	<a href="mailto:TitleIX-LEC@dccc.edu">TitleIX-LEC@dccc.edu</a>	972-669-6672

District Title IX Coordinator

Office of Institutional Equity

LaShawn Grant

[TitleIX-District@dccd.edu](mailto:TitleIX-District@dccd.edu)

