

General Psychology 100: 5409 HYH 11:30 MWF L220

5410 HYI 12:30 MWF A138

Instructor: Dr. Dennis Wanamaker

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Phone: 425 564 2336

Office location: D100-b

Office Hours: Mondays: 1:30, 2:30, 3:30, 4:30. Fridays: 1:30

Course Information

Course Outcomes

See the following page: <http://bellevuecollege.edu/cps/proposals/lo.aspx>

How Outcomes will be met

Data will be presented from the textbook, lecture, video and contemporary readings. Learning activities and specific assignments will provide students with an opportunity to master the material. Students can document their progress through graded weekly quizzes, a comprehensive final exam and written assignments.

Grading

[Replace this text with a clear explanation of exactly how the course will be graded so there is a basis for evaluating grade disputes. Policies for lateness should be spelled out here if they are not included in your division's statement.]

The link to the College Grading Policy is located on page 10 of the Course Catalog and also on the web at: http://bellevuecollege.edu/policies/3/3000_grading.asp.

Books and Materials Required

Curriculum Proposal Site

Curriculum Advisory Committee

[Home](#) |
 [Make A Proposal](#) |
 [My Proposals](#) |
 [View Agenda](#) |
 [All Proposals](#) |
 [CAC Home](#) |
 [My Drafts & Directions](#) |
 [New Course](#) |
 [New Degree/Cert](#) |
 [Change Degree/Cert](#) |
 [Course Revision/Deletion](#) |
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 [Course Content Outline](#) |
 [Learning Outcomes](#)

Learning Outcomes

Select An Existing Course:

Course Abbreviation (ex: ENGL): Course Number:

Last Updated: 9-22-09 4:47 PM

Last Updated By: Susan Roselle

Learning Outcome:

Paragraph | Font | Size | Color | **B** | *I* | U | ^{abc} | x² | x₂ | | | | | | | | | | | |

- Describe the purpose, comprehensive scope, and areas of application in the discipline of psychology.
- Demonstrate knowledge of the scientific process by applying and/or critiquing various research methods used by psychologists in the study of behavior.
- Recognize, compare and contrast various theoretical perspectives used to explain and guide psychological research and application.
- Identify historical and present-day contributions of major psychologists.
- Define important psychological terms, concepts, processes and principles.
- Apply critical thinking to assumptions, claims, and common sense ideas about behavior.
- Demonstrate the application of psychological principles and findings to one's own life.
- In terms of general education outcomes, students will be able to

Design |
 HTML



Contact CAC: cac@bellevuecollege.edu Last Updated: 3/16/2011

Server: HAM

EXPLORING PSYCHOLOGY 9th edition by Myers, Worth Pub. 2013 loose leaf package with the SVTK access. A used book may require a separate purchase of SVTK through the publisher as part of the hybrid requirement. (www.worthpublishers.com/vtk.)

Classroom Learning Atmosphere

Instructor's Expectation

1. **Attendance/Punctuality:** Students are encouraged to attend all class meetings and may not pass if absent more than 20% of class. Arrive to class on time, important announcements and assignments will given at the beginning of class.
2. **Participation:** Participate actively in class. No cell phone access or distracting side discussions. All students are encouraged to meet with the instructor outside of class. (5 minutes)
3. **Collaborative learning:** Students are encouraged to interview classmates and select a learning team and work as a productive member of the team in completing the term project. Keep back up copies of the work and confront team problems early.
4. **Pick up returned assignments and quiz results in class and keep track of your quiz average and completed assignments.**
5. **Read the test required chapters and complete all assignments. Bring a highlighted copy of the weekly reading to class in order to participate in the discussion. Attend and participate in the lab activity in order to receive credit for the written response.**

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

The College has put in place governing structures, as well as policy and procedure, to ensure that institutional practice rigorously supports our commitment to **inclusion, equity, and pluralism**. Nevertheless, at Bellevue College, as elsewhere, incidents springing from bias, hate, and prejudice present potential risks for the college community. If an incident does occur, the Bias Incident Response and Support Team (BIRST) will coordinate the College's response. For more information about how to report an incident please visit <http://www.bellevuecollege.edu/diversity/programs/birst/>.

Division Statements

[Include any division statements and links.] Include your division statement on plagiarism in this location. A common, campus-wide minimum standard regarding student cheating, stealing, and plagiarizing provides enough autonomy for instructors and programs to set their own standards. It is the instructor's responsibility to clearly articulate to the students what is considered appropriate and inappropriate behavior in the classroom and what action will be taken in the case of inappropriate classroom behavior. It is recommended that this be done through the course syllabus.

Information about Bellevue College's copyright guidelines can be found at:
<http://bellevuecollege.edu/lmc/links/copyright.html>

A good resource for Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

Student Code of Conduct and Academic Integrity

Cheating, stealing, and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

[If you plan to use a plagiarism checking service, you should indicate so in your syllabus. Please make sure your penalty for plagiarism does not contradict official college policy.]

Important Links

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://bellevuecollege.edu/sam>.

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc. please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. The Autism Spectrum Navigators program is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Public Safety

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

- 1) Take directions from those in charge of the response** - we all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time.

Final Exam Schedule

The final examination is schedule for 12/8 11:30 in L 220 or 12/10 11:30 in A 138.

Students may use one page of open notes, both sides during the exam.

<http://bellevuecollege.edu/classes/exams>

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Course Calendar

MONTH/YEAR						
SUN	MON	TUE	WED	THU	FRI	SAT

GENERAL PSYCHOLOGY 100: 5409B452 HYH 11:30 MWF L220
5410B452 HYI 12:30 MWF A138

INTRODUCTION TO PSYCHOLOGY

DISTRIBUTED/HYBRID FORMAT: The class consists of a combination of traditional classroom learning activities and designated time outside of class for online mastery of material. Students are expected to spend approximately 2 hours @ week outside of class completing online assignments for credit.

PROFESSOR: DR. DENNIS WANAMAKER. OFFICE D 100-b PHONE 425 564 2336
FALL QUARTER 2014. OFFICE HOURS: Monday: 1:30, 2:30, 3:30, 4:30 and Friday: 1:30.
email: dwanamak@bellevuecollege.edu

TEXT: Exploring Psych. 9th ed. Myers, Worth pub. 2013 loose-leaf package with SVTK access. A used book will require a separate purchase of SVTK through the publisher as part of the hybrid requirement. (www.worthpublishers.com/vtk.)

Purchase scantron answer sheets and #2 pencil (bookstore)

EVALUATION	POINTS/%
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TESTING COMPONENT

9 matching quizzes (no make up, any missed will be replaced by the final exam score)	50
Comprehensive final exam (m/choice, 1 page open notes)	10

HYBRID WRITTEN COMPONENT (one point @)

View all VTK @ chapter & write a paragraph summary for one. (word process) and
View one Discovering Psyc. video @ chapter & write a paragraph summary(word process) 10

WRITTEN COMPONENT

Term Project

Complete a 10 step project specializing in a chapter not covered in class (ch 5, 6, 9,10,11)	5-10
Complete a learning generalization for each lab activity (one point@)	8
Current Psyc. issue reading discussion & written assignment (one point @)	9
Consultation with instructor (5 minutes: D 100) by midterm *	2
Class evaluation online	1
Take all 9 quizzes add one point extra credit (1)	100 total

GRADE SCALE: A: 90-100 B: 80-85 C: 70-75 D: 50-59
A- 89 B+ 86-88 C+ 76-78 D+ 60-64
B- 79 C- 65-69

FORMAT:

M: ASSIGNMENTS DUE, REVIEW, QUIZ, KEY TERMS, NEW ASSIGNMENT

W: 35 MINUTE LECTURE, 15 MINUTE CURRENT READING ACTIVITY

F: LAB ACTIVITY, PROJECT MEETING

POLICIES AND PROCEDURES: <http://bellevuecollege.edu/socsci/policies>

SCHEDULE:

WEEK/DATE/MONDAY	WEDNESDAY	FRIDAY	TOPIC
1 9/22 introduction	24/ lecture/reading ch 1	26/ term project	CRITICAL THINKING
2 9/29 review/quiz/1	10/1 lecture/reading ch 2	3/ lab#1	BRAIN
3 10/6 review/quiz/2	8/ lecture/reading ch 3	10/ lab#2	CONSCIOUSNESS
4 10/13 review/quiz/3	15/ lecture/reading ch 4	17/ lab#3	DEVELOPMENT
5 10/20 review/quiz/4	22/ holiday*	24/ lab#4	PSYCHOLOGY
6 10/27 project work	29/ lecture/reading ch 7/8	31/ lab#5	LEARNING/MEMORY
7 11/3 review/quiz/7/8	5/ lecture/reading ch 12	7/ lab#6	PERSONALITY
8 11/10 review/quiz/12	12/ lecture/reading ch 13	14/ lab#7	SOCIAL PSYCHOLOGY
9 11/17 review/quiz/13	19/ lecture/reading ch 14	21/ lab#8	DISORDERS
10 11/24 review/quiz/14	26/ lecture ch 15	28/ holiday*	THERAPY
11 12/1 review/quiz/15	3/ Project Presentation/due	5/ Final Exam review	

FINAL EXAM: 12/8-11:30 L 220 or 12/10- 11:30 A 138

KEEP TRACK OF HOW YOU STAND IN THE CLASS BY COLLECTING ALL QUIZ RESULTS & RETURNED ASSIGNMENTS, SO THAT AN ERROR WILL NOT OCCUR. LATE ASSIGNMENTS MAY COUNT ½ CREDIT & NO PAPERS ACCEPTED MORE THAN A WEEK LATE. ASSIGNMENTS ARE DUE IN HARD COPY FORMAT NOT AS EMAIL ATTACHMENTS.

ASSIGNMENTS/ACTIVITY SCHEDULE:

CURRENT PSYC. ISSUE READINGS: Posted online, print a copy, read, highlight & bring to class on Wednesday. Discuss in small groups in class & answer questions legibly on the back of the reading for credit. Include your name.

PROJECT: Project teams meet weekly in order to complete the project during the quarter as part of the hybrid weekly responsibility. Confront team problems early and keep back up copies. (Due 12/3) Each of the 10 assignments will be graded on quality of content as opposed to one point each for completion.

LAB ACTIVITIES: Complete a learning generalization for each lab consisting of 2 paragraphs. The first paragraph is a summary of what was learned and the second paragraph states the implications of learning or how you could apply this information personally or for the population in general. (CREDIT FOR ATTENDING & PARTICIPATING ONLY).

VIDEO TOOL KIT: View all video clips for each chapter and write a paragraph response for ONE video. (content summary and comment). Label: VTK & title. Due on the next quiz day. Register for Launchpad with your text access and browse resources by chapter.

DISCOVERING PSYCHOLOGY: View one matching video for each chapter and write a paragraph response. (content summary and comment) Include interesting new learning and personal insights. Label Discovering Psychology & the title. Due on the next quiz day. (Credit for the appropriate topic only, if in doubt check with the instructor!) The videos are not in the same order as the text.

Discovering Psychology Website: www.learner.org/resources/series138.html

PSYCHOLOGY TERM PROJECT

Students are encouraged to work in collaborative teams of 2, turning in one copy per team. Select one chapter not covered in class for specialization. Each assignment should be word processed on a separate page, (one page in length, adjust font size if needed) Title each page, number 1-10 and staple together. (no large notebooks)

1. VIDEO REVIEW NOTES: View the appropriate video that matches your chapter from The Discovering Psychology series & view the Student Video Tool Kit clips. Summarize the content and comment.

2. Select one KEY PERSON from your chapter and elaborate on their work & background. Use the text and cite outside sources.

3. KEY CONCEPTS: List important concepts with definitions. (small fonts)

4. QUIZ: Devise a 10 item quiz with matching ,t/f, multiple choice items & key.

5. REVIEW OF LITERATURE: Source: Forty Studies That Changed Psychology (library Reserve) Select one research piece that relates closely to your project topic. Print a copy, read, highlight and summarize an outline narrative of the research steps.

6. RESEARCH METHODS: (use chapter one as a resource) Answer questions separate & independent of each other except for items 2 & 3.

1. Identify a controversial issue within your chapter. State the issue in a research hypothesis or a question that could be researched.
2. State a question to survey public opinion or establish baseline data.
3. Distribute the survey to 5 (random) subjects, compile data and list results.
4. Guess at 2 variables that may be correlated and estimate the coefficient & trend.
5. Give an example of an independent variable that could be manipulated & the related dependent variable.
6. What is the procedure to make sure a sample population is random?
7. What groups receive the independent variable? the placebo?
8. What method can demonstrate cause and effect?
9. What method is effective for prediction?
10. Complete a factual case study on the history of an interesting person. (1/2 page)

7. APPLICATION: State a practical application in real life related to your chapter. How can you apply what you have learned personally and in public policy for the betterment of society.

8. FAVORITE CONCEPT: Elaborate on a favorite new concept from your chapter (what-how-why). Each student respond, one paragraph each.

9. POSTER: Illustrate your topic in a creative way, collage or original art. (8 by 10 small size)

10. LEARNING GENERALIZATION: Summarize the essence or the meaning of your chapter. State what your learning generalization implies or why is it important that we learn this and how can we apply the knowledge.