

**Syllabus**  
**Psychology 100**  
**General Psychology: Hybrid Version**  
**Fall 2012**

**Instructor:** Dr. Helen Taylor

**Class meets:** M-Th 9:30-10:20, Room L126

**Hybrid portion:** on Canvas, at <https://bc.instructure.com>

**Email:** Use Canvas email (online inbox) or [htaylor@bellevuecollege.edu](mailto:htaylor@bellevuecollege.edu)

**Office:** B100C

**Office Hours:** 10:30-11:20 M-Th or by appointment

**Mailbox:** Social Science Division Office (D110)

**Phone:** 425-564-2328 (Voicemail) 425-564-2331 (Social Science Division)

**FOCUS:**

Psychology 100 is an introductory survey course designed to introduce students to the major concepts, theories, and research findings in the field of psychology. Through reading, lectures, discussion, and assignments, students will be exposed to the wide range of research issues addressed by psychologists, and hopefully will gain an appreciation of the importance of psychological research in its application to human life.

**COURSE OBJECTIVES:**

Upon completion of the course, the student should be able to:

- Describe the purpose, scope, and applications of the field of psychology
- Demonstrate knowledge of basic scientific principles by applying research methods used by psychologists.
- Recognize, compare and contrast varying theoretical perspective used to explain psychological phenomenon.
- Identify the historical and present-day contributions of major psychologist.
- Define important psychological terms, concepts, processes and principles.
- Apply critical thinking to "commonsense" ideas and unsubstantiated claims.
- Apply to one's own life some of the findings and principles described by psychologists.

**General Education Outcomes:**

Psych. 100 meets the following general education outcomes:

Critical Thinking, Creativity, and Problem Solving

Cultural Diversity

The Nature of Science

**TEXT:**

Myers, D. G. (2011). *Exploring Psychology*, 8th Edition. New York, NY: Worth. (new texts may come with a shrink-wrapped CD, but it's optional).

ISBN: 978-1-4292-3826-7.

Text Website: <http://bcs.worthpublishers.com/exploring8e/default.asp>

## COURSE STRUCTURE

The course is organized around 10 weekly units of content. This particular section of Psych.100 is offered as a **hybrid** class, meaning that for most of the time, we will meet in person, and for part of the time, we will be working online.

**Class sessions:** We will meet Monday through Thursday from 9:30-10:20. Class sessions will include lectures, discussions, activities, and demonstrations on the key ideas of each unit, as well as the midterm and final exams. Attendance will be taken at these sessions.

**Online:** Using the new Canvas platform, we will be conducting discussions and taking quizzes online. Students will need to have frequent access to a computer and the internet. There is an open computer lab available in N250 for those who need it.

Instructions for how to access the on-line portion of the class can be found at: [http://bellevuecollege.edu/distance/Canvas\\_classroom.asp](http://bellevuecollege.edu/distance/Canvas_classroom.asp) or you can just go to: <http://bc.instructure.com> and log in using your BC Student ID number as your username, and your birthdate (*mmddyy*) as your password.

You have already been loaded into the online section; once you log on with your user name and password, click on “courses” at the top left of the screen to see the drop-down menu. Click on PSYC&100 General Psychology - 5402B232 to enter the online portion of the class. Read the Getting Started materials to get oriented to this part of the class.

## REQUIREMENTS

### QUIZZES

Starting the second week, there will be 10 weekly online quizzes based on readings and lectures from the previous week. Each quiz will have 30 multiple choice questions; each question will be worth two points for a total quiz value of 60 points. Starting the second week of the quarter, quizzes will be available to take between Friday at 8 a.m. and Saturday at 11 p.m. Since the lowest quiz score will be dropped, there will be no make-ups for missed quizzes.

### ONLINE WEEKLY DISCUSSION FORUM

Online discussions will provide an additional forum for talking about course material besides our in-person class sessions. Students will be responding to my questions and responding to other students. The discussion sessions will run from Monday to Friday every week starting the second week of the quarter. Specifically, you are expected to post a response to one of my questions and respond to another student each week. More specific instructions will be available in class and in the online course site. Up to 20 points per week will be assigned for this portion of the course, based on your level of participation and the quality of posts for a possible total of 200 points or 20% of the grade.

### ASSIGNMENT

This quarter, you can choose one out of three possible assignments. Since the assignments are linked to the course material, they do need to be submitted by specific due dates, so you'll need to decide early in the quarter which one you plan to do. I would suggest choosing

the project in which you have the most interest and that fits your schedule the best. A brief description of each assignment follows.

#### ASSIGNMENT 1: DESIGN A SUMMER CAMP

In the Life Span Development chapter, we'll be studying a number of theories about how children, adolescents, and adults grow and change. For Assignment 1, you'll be applying two theories of child development to a hypothetical camp situation. You will imagine that you are opening a summer camp for children from 18 months to 13 years of age. You intend to provide activities that are both socially and intellectually stimulating according to current psychological theory. To design activities that will be appropriate for children of different ages, you will apply the stage theories of development of Jean Piaget (cognitive development) and Erik Erikson (psychosocial development). For this assignment, you'll be using material from the text and from additional websites that describe these theories in more detail. You'll be creating camp activities that fit the associated stage of Piaget's cognitive development model and Erikson's psychosocial development model for each age group.

#### ASSIGNMENT 2: UPDATE A VIDEO

The film series we're using this quarter (available in the online portion of the class), *Discovering Psychology*, was originally produced in 1990 and was updated in 2001. It's the best free source for a visual supplement to the text around, but as you'll see it is somewhat dated. For Assignment 2, you will imagine that you've been asked by the producers of the film series to assist in a 2010 update project. You can pick any single topic from any of the videos in the series (those you are encouraged to view and those you are not), do some research on new developments on that topic, and rewrite that section of the film based on current information. There are literally hundreds of topics covered in the film series, so you are encouraged to keep a list of possibilities as you view these (if you ask yourself "I wonder what we've learned about this since the film was made," that might be a good topic). For the assignment, you will need to locate 4 credible and recent sources on the topic, two of which are actual research studies published in primary source journals. Your write up will be the narration that would go in this part of the film, integrating and summarizing what you've learned about the topic.

#### ASSIGNMENT 3: SOCIAL PSYCHOLOGY EXPERIMENTAL DESIGN

In Ch. 1, we will study research methods, including the design of psychology experiments. Assignment 3 asks students to come up with an experimental design to test one of eight hypotheses from social psychology. Each hypothesis is a prediction that could be supported or not supported by evidence. Your task is to choose one hypothesis from those listed and design an experiment to test that hypothesis. Note: your study should not be a survey, a case study, or a correlational study, but an actual experiment as described in our text and discussion. You will be asked to describe in detail how you would set up the study, who you would use for subjects and how you would select them, what the experimental and control conditions would be, what the independent and dependent variables would be, and what the expected outcome would be. You will also be asked to locate and summarize one research study (from a primary source journal article) that was conducted on the same topic.

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Each assignment will require a typed write-up, 3-6 pages double spaced, due in class as noted on the calendar. For each assignment, sources will be cited using APA format with a reference list at the end (not counted in the page number). Each assignment will be worth 75 points. Assignments will be accepted one day late only with a 5 point deduction. Doing two or three assignments will not result in extra credit, nor can you do an additional assignment to improve your grade. Complete details on each assignment will be published in the relevant units and in the assignments themselves. There is no need to let me know in advance which assignment you are choosing to do, but I am happy to answer any and all questions.

### **MIDTERM AND FINAL EXAM**

In addition to the online quizzes, a midterm and a final will be given in class. The midterm will be administered about halfway through the quarter and a comprehensive final exam will be given in class at the end of the quarter (see the calendar). The midterm is will have 50 questions and the final exam will have 100 multiple-choice and matching questions from the entire quarter.

### **PERSONAL INTRODUCTION**

Up to 10 points will be assigned for a personal introduction, to be posted in the online portion of the class.

### **ATTENDANCE/PARTICIPATION**

Up to 25 points will be assigned at the end of the quarter for attendance and participation in both the in-class and online portions of the class. Occasional informal assignments will be included in this portion of the points.

### **GRADING:**

Grades will be determined on the basis of points earned, rather than on a curve. Possible points for each part of the class are as follows:

|                              |                             |   |      |
|------------------------------|-----------------------------|---|------|
| Quizzes                      | 9 out of 10, @ 60 pts. each | = | 540  |
| Discussions                  | 10 @ 20 points              | = | 200  |
| Midterm                      |                             | = | 50   |
| Final Exam                   |                             | = | 100  |
| Assignment                   | 1 out of 3                  | = | 75   |
| Personal Introduction        |                             | = | 10   |
| Attendance/<br>Participation |                             | = | 25   |
|                              | Total                       | = | 1000 |

## FINAL GRADE BREAKDOWN

|    |          |    |         |
|----|----------|----|---------|
| A  | 940-1000 | C+ | 770-799 |
| A- | 900-939  | C  | 740-769 |
| B+ | 870-899  | C- | 700-739 |
| B  | 840-869  | D+ | 670-699 |
| B- | 800-839  | D  | 600-669 |

## QUARTERLY CALENDAR: READING SCHEDULE

|                  |                                                       |
|------------------|-------------------------------------------------------|
| First Half Week  | Introduction                                          |
| Week 1/ Unit 1   |                                                       |
|                  | Ch. 1 Thinking Critically with Psychological Science  |
| Week 2/ Unit 2   |                                                       |
|                  | Ch. 2 Neuroscience and Behavior                       |
|                  | Ch. 3 Nature and Nurture of Biology (p. 75-80, 83-89) |
| Week 3/ Unit 3   |                                                       |
|                  | Ch. 4 The Developing Person                           |
| Week 4/ Unit 4   |                                                       |
|                  | Ch. 5 Sensations and Perception (p. 165-182)          |
|                  | Ch. 6 States of Consciousness                         |
| Week 5/ Unit 5   |                                                       |
|                  | Ch. 7 Learning                                        |
| Week 6/ Unit 6   |                                                       |
|                  | Ch. 8 Memory                                          |
| Week 7/Unit 7    |                                                       |
|                  | Ch. 9 Intelligence (p. 315-336)                       |
|                  | Ch. 10 Motivation                                     |
| Week 8/ Unit 8   |                                                       |
|                  | Ch. 11 Emotions, Stress, and Health                   |
| Week 9/ Unit 9   |                                                       |
|                  | Ch. 13 Psychological Disorders                        |
|                  | Ch. 14 Therapy                                        |
| Week 10/ Unit 10 |                                                       |
|                  | Ch. 15 Social Psychology                              |

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**PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**  
**Fall 2012**

Cheating, Stealing and Plagiarizing\*

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 Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and at [http://bellevuecollege.edu/policies/2/2050P\\_Student\\_Code\\_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*