

# Psychology 100: General Psychology

Bellevue College

Winter 2016 | Item 5410 | Section HYK

MW 12:30-2:20 & online | Room D101

**Professor:** Dr. Tabitha Kirkland (you may call me *Tabitha*, *Prof. K*, or *Dr. K*, but not *Ms./Mrs.* or *Hey*)  
**Email:** [tabitha.kirkland@bellevuecollege.edu](mailto:tabitha.kirkland@bellevuecollege.edu)  
**Office phone:** (425) 564-2329  
**Office location:** D100A  
**Office hours:** M-F 11:30-12:20  
**Course website:** Canvas: <http://bc.instructure.com>

**Recommended textbook:** *Exploring Psychology* (9e) by David G. Myers. Copies of this book are available to borrow in the library, or you may rent or purchase the book on your own. It will be most helpful if you get the 9<sup>th</sup> edition.

This syllabus is your guide to the class. If you have questions, **read the syllabus first** before asking me.

## COURSE DESCRIPTION

Psychology is the scientific study of mind and behavior. This course will survey the major concepts, theories, and research findings in psychological science. Through readings, lectures, discussion, and assignments, students will learn about the wide range of research issues addressed by psychologists and gain an appreciation of the importance of psychological research in its application to everyday human life.

## LEARNING OUTCOMES

After completing this class, students should be able to:

- Describe the purpose, comprehensive scope, and areas of application in the discipline of psychology.
- Apply and/or critique 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 key psychological terms, concepts, processes, and principles.
- Apply critical thinking to assumptions, claims, and common sense ideas about behavior.
- Apply psychological principles and findings to one's own life.

## EXPECTATIONS

### My Role as Instructor

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning, including videos, discussions, and activities. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions, comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning.

### Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, write, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge

you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it.

If this is one of your first college classes, please know now that college works quite differently from high school. There is less structure, time, and guidance, and more independent learning is required. **You are responsible for keeping yourself on schedule, knowing due dates, and planning ahead.** Be an active participant in your own education: frequently study concepts you don't understand and contact me right away if any circumstances arise that interfere with your ability to participate fully in class.

## COURSE REQUIREMENTS

### Hybrid Structure

This is a hybrid class with in-class, online, and experiential components. Hybrid classes combine traditional classroom interaction with online resources and real-world experiences. To succeed in this class, you must regularly use a computer with Internet access. An [open computer lab](#) is available in N250.

### Reading

Class lectures and activities highlight, supplement, reinforce, and clarify knowledge you have acquired from a thorough and careful reading of the textbook. Attending lectures is not a substitute for reading and studying the course material on your own. As a general guideline, you should plan to spend about 15 hours per week reading and studying the material (3 hours per class credit).

### Quizzes [200]

Quizzes (20 points each) are a combination of multiple-choice and short-answer, and are given in class (see schedule). Please bring both a pencil and a colored pen to each quiz. You must make advance arrangements to take a quiz early. No late make-up quizzes are available, but your lowest quiz score will be dropped.

### Exams [250]

Two exams will be given in class. The second (final) exam is cumulative and held during finals week. Question formats will be similar to quizzes. Please bring a pencil. If you are unable to take an exam at the scheduled time, notify me in advance when possible and otherwise no later than the next class meeting. Make-up exams can only be scheduled for valid and documented reasons, such as health issues or personal emergencies, and are given at my discretion.

### Psychology Journals [200]

Each week, you are to respond to the week's lecture/chapters in the following three ways:

1. Summary (10 points): Summarize, in detail, this week's topics from class. Must be 300 words or more.
2. Example (5 points): Describe a real-life scenario from your personal experience, a news story, or movie/TV show, that demonstrates application of at least one concept from this week's material.
3. Application (5 points): Answer one of the following questions in detail:
  - How can you apply your knowledge of this concept or topic to become a better human, student, partner, parent, friend, community/team member, voter, consumer, or global citizen?
  - If you have declared a major or have an idea of what you are planning to do for a living, how can this concept or topic help you in your future career? Be specific.

You will submit these assignments on Canvas. In the assignment you submit, each of these sections should be clearly labeled with 1-2-3. Please use a professional, formal writing style (e.g., complete sentences, appropriate capitalization, etc). If you are unsure about the requirements or the writing style, I am happy to give feedback BEFORE the due date. Late submissions will receive a 5-point deduction per day. Your lowest journal score will be dropped.

**Participation [150]**

- *Attendance (50 points)*. I will take attendance on five random days during the quarter. Each day is worth 10 points.
- *Homework (50 points)*. There will be occasional assignments for you to complete outside of class. These are given to help you understand more challenging concepts and graded complete/incomplete. Your grade for this category will be based on the percentage of complete work.
- *Classroom Engagement (50 points)*. Credit will be awarded based on weekly contribution to discussion and activities. Quality will be rewarded over quantity, including demonstrated attentive listening. Points will be deducted if your behavior is inattentive or distracting/disruptive during class. Please put your phone away before class.

**Final Project [150]**

In groups of 2-3 people, you will read one of the chapters that was not covered elsewhere in the class and create a poster presentation summarizing that topic to be given during the last week of class. More information will be provided on this project later in the quarter.

**GRADES**

<i>Grading Category</i>	<i>Points</i>	<i>% of Grade</i>	<i>Due Dates</i>
<b>Quizzes (10 x 20 pts)</b>	<b>200</b>	<b>20</b>	Fridays in class
<b>Midterm Exam</b>	<b>100</b>	<b>10</b>	February 8
<b>Final Exam</b>	<b>200</b>	<b>20</b>	March 21
<b>Psychology Journals (10 x 20 pts)</b>	<b>200</b>	<b>20</b>	Fridays online
<b>Participation</b>	<b>150</b>	<b>15</b>	
• Attendance	(50)		Five (5) random days during the quarter
• Homework	(50)		Announced in class
• Class Engagement	(50)		Actively participate every day
<b>Final Project</b>	<b>150</b>	<b>15</b>	
• Group & Topic Selection	(10)		February 15
• Outline	(20)		February 29
• Poster Presentation	(100)		March 16
• Group Evaluation	(20)		March 21
<b>Total</b>	<b>1000</b>		

I will use Canvas throughout the quarter to post grades so that you can keep track of your progress. Incompletes are only given under extreme circumstances, and at my discretion. ***It is your responsibility to earn the grade you want, starting on the first day of the quarter. I do not give individual extra credit opportunities to make up for earlier lack of effort.***

The following scale will be used to assign final grades in the course. You can fill in the points that correspond to each score range (e.g., the minimum number of points for an A:  $0.93 \times 1000 = 930$ ).

<b>Points</b>	<b>Percent</b>	<b>Grade</b>	<b>Points</b>	<b>Percent</b>	<b>Grade</b>
	93%+	A		73-76.9%	C
	90-92.9%	A-		70-72.9%	C-
	87-89.9%	B+		67-69.9%	D+
	83-86.9%	B		63-66.9%	D
	80-82.9%	B-		<63%	F
	77-79.9%	C+			

## COURSE POLICIES

### Canvas: The Course Website (<http://bc.instructure.com>)

Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course home page can be accessed from the *Courses* dropdown menu on the left side of the page. To correspond with me privately about the course, please use the Conversations feature of Canvas (the *Inbox* link in the upper right corner). You can also email me at my BC email; please set the subject heading as **PSYC 100 9:30**. I will respond to all messages within 24 hours on weekdays. Weekend responses may take longer; please plan accordingly. If you don't have a home computer with Internet access, an [open computer lab](#) is available in N250.

### Email Communication

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Your email should do one of the following:

1. Ask a short, clarifying (e.g., yes/no) question whose answer cannot be found in the syllabus
2. Request to meet at a time other than during my scheduled and posted office hours, and include at least two days and times you are available for this meeting

Anything else that does not fall into one of these two categories (e.g., asking me to explain a concept or assignment) should be discussed with me in person during my office hours. No appointment is required to meet during office hours.

### Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to contribute your opinion. Side comments are distracting. If you feel tempted to whisper comments to a classmate, either contribute to the whole-class discussion instead or write your comments to share privately later.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

### Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Unless otherwise instructed, **do not use your phone during class**. Students whose phones ring, who send or receive texts, check emails, or wear ear buds during class time will not receive participation credit for that day. If the problem persists, the student will be asked to leave class and/or referred to the Dean of Student Success for disciplinary action.
- For your own sake, please *do not* use your laptop during class. Scientific research has shown that typing notes in class results in worse learning of the material compared to writing them.
- If you want to use another form of technology to help with note-taking, such as a voice recorder, or if you need to use an electronic dictionary during class, please see me for permission.

### Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and causes a distraction. If you *must* occasionally arrive late, do not disrupt class by walking through the middle of the room to wherever you "usually" sit. Take a seat near the door. If you need to leave before class is over, you should also sit near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early is distracting to everyone and may result in your missing important information.

### Attendance

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact me to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate's notes, please see me during office hours for clarification.

## Study Tips

- Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. *Limit the temptation to multitask* in class and when studying by putting away any distracting materials.
- Study in frequent, short, focused sessions (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. "Cramming," or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.
- Test yourself when studying. Create multiple-choice questions for yourself, or use flashcards to quiz yourself on terms and their examples. Studying in groups can also be helpful, so you can test each other.
- Talk to people about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

## RESOURCES FOR SUCCESS

### Office Hours

Come to office hours with questions, comments, or topics for debate. I am also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Office hours are a set time I have set aside specifically to talk with students. My door is open and I am *always* available during office hours – no appointment needed. Just stop by! See times and location listed at the top of this syllabus. We can correspond via email or on [Canvas](#) if those times don't fit your schedule.

### Academic Success Center

Free drop-in [psychology tutoring](#) is available both in person and online through the Academic Success Center (D204). You may also seek support from the [Writing Lab](#) to improve the quality of your academic writing.

### Counseling Center

You can make an appointment for [academic counseling](#) in the Student Success and Counseling Center (2nd floor B building) for help with study skills or test anxiety: 425-564-2212. The Counseling Center also provides free short-term counseling for a wide range of other issues, ranging from stress and depression to relationship problems to sexual assault and other forms of abuse.

### Multicultural Services

MCS specializes in assisting students of color, LGBTQ students, and refugee and immigrant students, but all BC students are welcome to use MCS's services free of charge. MCS is really wonderful at helping all students feel comfortable and welcome at Bellevue College. MCS can help with a wide variety of personal and professional challenges, from figuring out how to pay for college and secure childcare for kids, to personal counseling and advising. Stop by their office in B233 or call them at (425) 564-2208.

### TRiO Student Support Services

This department provides excellent academic support for students who have limited incomes, documented disabilities, or who are the first in their families to attend college. Students who join TRiO are given close and intensive academic advising, lessons in study skills, tutoring, and overall support not only as students but also as human beings. Learn more by stopping by B233 or visiting the [website](#).

### Students Who Require Disability Accommodations

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 the DRC as soon as possible. The DRC office is located in B132 or you can call the reception desk at (425) 564-2498.

- Deaf students can reach the DRC by video phone at (425) 440-2025 or by TTY at (425) 564-4110.
- Please visit the [DRC website](#) for application information into the program and other helpful links.
- [Autism Spectrum Navigators](#) (ASN): if you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [asn@bellevuecollege.edu](mailto:asn@bellevuecollege.edu) or (425) 564-2764. ASN is located in the Library Media Center in D125.
- If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with me to develop a safety plan within the first week of the quarter.

### Procedures and Guidelines of the Social Science Division

Please see [Canvas](#) for a full list of the procedures and guidelines of the [Social Science Division](#).

### PSYC 100 COURSE SCHEDULE

Due dates for assignments and exams are listed below, with recommended reading (chapters in *Exploring Psychology*). Readings should be completed prior to class. Assignments due online are marked with (O).

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY (O)
1	JANUARY 4 Welcome & Community Building (no reading)		6 Science of Psychology (no reading)		8 <b>Quiz: Syllabus, Science of Psych (O)</b> Journal (O)
2	11 Thinking Critically (1)		13 Thinking Critically (1)		15 <b>Quiz: 1 (O)</b> Journal (O)
3	18 Biology of Behavior (2)		20 Biology of Behavior (2)		22 <b>Quiz: 2 (O)</b> Journal (O)
4	25 Consciousness (3)		27 NO CLASS: Instructor at conference  Discussion board: Sleep & Dreams (O)		29 <b>Quiz: 3 (O)</b> Journal (O)
5	FEBRUARY 1 Development (4)		3 Development (4)		5 <b>Quiz: 4 + Midterm Exam Review (O)</b> Journal (O)

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY (O)
6	8 <b>Midterm Exam</b>		10 Sensation & Perception (6)		12 <b>Quiz: 6 (O)</b> Journal (O)
7	15 Learning (7) <b>Final Project Group &amp; Topic Selection (O)</b>		17 Learning (7) + Memory (8)		19 <b>Quiz: 7 (O)</b> Journal (O)
8	22 Memory (8)		24 Emotion & Motivation (10)		26 <b>Quiz: 8 + 10 (O)</b> Journal (O)
9	29 Personality (12) <b>Final Project Outline (O)</b>		MARCH 2 Social Psychology (13)		4 <b>Quiz: 12 (O)</b> Journal (O)
10	7 Social Psychology (13)		9 Psychological Disorders (14)		11 <b>Quiz: 13 (O)</b> Journal (O)
11	14 Psychological Disorders (14)		16 <b>Final Project Presentations</b>		18 <b>Quiz: 14 + Final Exam Review (O)</b> Journal (O)
12	21 <b>Final Exam</b>  <b>Final Project: Group Evaluation (O)</b>				

*Note: Schedule is subject to change at instructor's discretion with appropriate notice.*