

General Psychology

Psychology 100
Item 5406 section HYG
Spring, 2011

General Course Information

Instructor: Jillene Grover Seiver, Ph.D.
Mailbox: Drop off items with the Secretary in D110.
Voicemail: (425)564-2658 (automatically sends voicemail to my email)
e-mail: jseiver@bellevuecollege.edu
website: www.jillseiver.com
Office Hours: 8:30-9:20 am T & Th, A200C
Text: *Psychology, 9th edition* by David Myers
www.worthpublishers.com/myers9e
Class Meets: 11:30 am-1:20 pm, T & Th, A130 + 1 hour hybrid work

Course Description

General Psychology broadly surveys the knowledge and methods of the discipline of Psychology. This course will emphasize the development of critical thinking skills, and familiarity with scientific research and reasoning.

Course Overview

This is an introductory-level course, which will survey most of the major issues in the field of psychology. The major goals for this course are:

1. Examine how human behavior is studied and analyzed by psychologists.
2. Gain greater insight into the behavior of ourselves and others.
3. Develop familiarity with the theories describing human behavior.
4. Familiarize ourselves with the symptoms of psychological disorders and the various treatment options.
5. Develop critical thinking skills and prepare ourselves to be cautious and analytical consumers of information that proclaims to be scientific or based on some form of research.

Course Outcomes

Upon completion of Psychology 100, students will be able to:

1. Describe the purpose, comprehensive scope, and areas of application in the field of psychology.
2. Demonstrate knowledge of the scientific process by applying and/or critiquing various research methods used by psychologists in the study of behavior.
3. Recognize, compare and contrast various theoretical perspectives used to explain and guide psychological research and application.
4. Identify historical and present-day contributions of major psychologists.
5. Define important psychological terms, concepts, processes and principles.
6. Apply critical thinking to assumptions, claims, and common sense ideas about behavior.
7. Demonstrate the application of psychological principles and findings to one's own life.

In terms of general education outcomes, students will be able to:

1. Use cognitive and creative skills:
 - a. Analyzing (identifying and evaluating problems)
 - b. Synthesizing (interpreting situations, drawing conclusions, and making connections)
2. Improving communications skills:
 - a. Doing research (gathering and documenting information)
 - b. Delivering one or more written, oral and/or visual presentations with formal documentation
3. Applying personal skills: Understanding the influence of stress, nutrition, and life style on personal health and performance

Course Requirements

✓ Online Video Questions

To fulfill part of our 1-hour of hybrid work each week, you'll view one or two 27-minute episodes of *Discovering Psychology*. This series is hosted by one of the most outstanding teachers of psychology, Phil Zimbardo.

Check the Course Calendar on the Syllabus for the week's episode(s); the episodes are not in correct order relative to our text's topics.

- I have put the direct weblinks for the weekly videos in the proper week's learning module on the Course Calendar.
- Questions will be worth 10 pts per video.
- You will have to register with the site; it is free.
- You may watch the videos wherever you have internet access.
- On or before the due date, submit to me in writing in our in-person classroom (A130) a question that came to mind as you were watching the video. I will answer every question each week. Submissions may be legibly hand-written or computer-generated.

✓ Projects

Select one topic from each project list, found www.jillseiver.com. Complete the assignment, and submit your report as a hard copy in person on or before the due date indicated on the Course Calendar. Each project is worth 40 points.

- You will select one project from the list of several.
- It is NOT permitted to do more than one project from one list, as a substitute for doing another project on a different list. I have designed the projects to supplement the topics that we will be discussing as you concurrently work on the project. Therefore, you must complete them in order.
- The projects are graded based on three criteria.
 - **Accuracy.** Each project topic requires some factual content. You will lose points for inaccuracies.
 - **Completeness.**
 1. You must answer all parts of the assignment that you choose. For example, if a project asks you to solve a problem and then describe your problem-solving strategy, you must do both of those things.
 2. Each project has its own unique set of expectations. You'll know that you've completed the project fully when you've answered all of the issues that I raised in the topic's question.
 - **Timeliness.**
 1. Projects are not accepted late, under any circumstances.
 2. Emailed projects will be returned unread.

This assignment satisfies Bellevue College's "Writing Across the Curriculum" requirement. As such, I must consider your writing when grading your assignment. Spelling errors that could easily be detected by a spell-checker, or grammatical errors that could easily be detected by a grammar-checker, will result in a deduction of 20% of the points possible for the assignment.

- **IF YOU NEED HELP WITH YOUR WRITING, please make use of the following student support services:**
 - Academic Success Center: <http://bellevuecollege.edu/academicsuccess/>
 - Academic Tutoring Center: <http://bellevuecollege.edu/tutoring/>
 - TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>
 - Writing Lab @ BC: <http://bellevuecollege.edu/writinglab/>

✓ Exams

There will be a midterm and a non-cumulative final, on the dates indicated on the calendar. Exams will consist of 50 multiple-choice questions. Each exam will be worth 300 points and will be allotted 50 minutes.

- **Materials:** You will need a scantron form and a #2 pencil for both exams. Neither of these materials will be provided, so be sure to bring them with you. You may use the backs of used scantrons to save on materials.
- **Preparing for Exams:**
 - The publisher's quizzes (www.worthpublishers.com/myers9e) will provide a very good basis for the types of questions that will appear on the midterms.
 - In addition, the publisher's website includes excellent study tools that will assist you in preparing for the exams. There's a "Chapter Review," flashcards, PsychSim tutorials, other simulations & demonstrations, PsychInquiry worksheets, and more.
 - I will post a study guide for each exam on our web page, in the link called "Study Guides."
- **Make-up Exams:** I will allow a make-up of a missed exam if it was missed for one of the following, documented, reasons:
 - Personal illness or injury, documented by a doctor's note, and with notification to me before the test is missed (via phone or email). The note must say that the doctor is excusing you from work/school for the date of the exam.
 - Death in the immediate family, documented by a note from the funeral director.
 - If you know that you must be out of town on an exam date, you may arrange with me to take your exam before you go. You will NOT be permitted to take the exam when you return.

✓ Attendance:

I expect that you will attend lectures. There is a great deal of information presented in the text, and the lectures will serve to narrow that information down. Also, there will be a large number of demonstrations, film clips, and participatory activities that will enhance your experience.

Academic integrity

It is assumed that all students will maintain the highest academic integrity. Cheating of any sort, including copying on exams, falsifying records, plagiarism (e.g. copying and pasting from a website, collaborating on tests), etc. will not be tolerated, and suspected cheaters will be reported to the Dean of Academic Education.

Incompletes and Hardship Withdrawals

These options are reserved for students who, through unforeseeable circumstances, cannot complete a course that they were passing. If you wish to request one of these grading options, the following criteria must be met:

1. You are passing the class at the time of the request.
2. You must make your request in writing, explaining the circumstances and including any documentation.
3. In the case of an Incomplete, the circumstances must be acute. That is, they must be something that prevents completion of the course within the current quarter, but that would be resolved in time for the student to complete the course work within the next quarter.
4. In the case of a Hardship Withdrawal, the circumstances must be ongoing, such that the student would not be able to complete the course work within the following quarter. In other words, a student could not request a hardship withdrawal and then retake the course the following quarter.
5. Qualifying circumstances for Incompletes and Hardship Withdrawals are limited to:
 - a. Death in the immediate family (spouse, child, parent) documented by a funeral director's note.
 - b. Significant illness or injury (documented by a doctor's note) of self or a person for whom the student is primarily responsible.
 - c. Relocation outside of the Bellevue College area.

Students with Disabilities

If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me during office hours. Emergency preparedness is important!

If you need course modifications, adaptations, or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>

Grading Palette		Points Breakdown		
A	≥ 94%	Video Questions	22 @ 10 pts	220
A-	90-93%	Projects	5 @ 50 pts	250
B+	87-89%	Exams	2 @ 300 pts	600
B	84-87%		Total	1070
B-	80-83%			
C+	77-79%			
C	74-76%			
C-	70-73%			
D+	67-69%			
D	60-66%			
F	≤ 59%			

Course Calendar

Week	Date	Topic	Chapter
1	4/5	Welcome! Prologue	Prologue
	4/7	Thinking Critically with Psychological Science <i>Discovering Psychology</i> : 2. Understanding Research due in class	1
2	4/12	The Biology of Mind <i>Discovering Psychology</i> : 3. The Behaving Brain due in class	2
	4/14	The Biology of Mind, continued <i>Discovering Psychology</i> : 25. Cognitive Neuroscience due in class Project 1 Due in Class	
3	4/19	Consciousness and the Two-Track Mind <i>Discovering Psychology</i> : 13. The Mind Awake and Asleep	3
	4/21	Nature, Nurture, and Human Diversity <i>Discovering Psychology</i> : 4. The Responsive Brain & <i>Discovering Psychology</i> : 26. Cultural Psychology due in class	4
4	4/26	Developing through the Life Span <i>Discovering Psychology</i> : 5. The Developing Child due in class	5
	4/28	Developing through the Life Span , continued <i>Discovering Psychology</i> : 18. Maturing and Aging due in class Project 2 Due in Class	5
5	5/3	Sensation & Perception <i>Discovering Psychology</i> : 7. Sensation and Perception due in class	6
	5/5	Learning <i>Discovering Psychology</i> : 8. Learning due in class	7
6	5/10	Memory <i>Discovering Psychology</i> : 9. Remembering and Forgetting due in class	8
	5/12	Midterm Thinking and Language <i>Discovering Psychology</i> : 10. Cognitive Processes due in class Project 3 Due in Class	Pro-8 9
7	5/17	Intelligence <i>Discovering Psychology</i> : 16. Testing and Intelligence due in class	10
	5/19	Motivation and Work <i>Discovering Psychology</i> : 17. Sex and Gender & <i>Discovering Psychology</i> : 12. Motivation and Emotion due in class	11
8	5/24	Emotions, Stress, and Health <i>Discovering Psychology</i> : 23. Health, Mind, and Behavior due in class	12
	5/26	Personality <i>Discovering Psychology</i> : 14. The Mind Hidden and Divided & <i>Discovering Psychology</i> : 15. The Self due in class Project 4 Due in Class	13
9	5/31	Psychological Disorders <i>Discovering Psychology</i> : 21. Psychopathology	14
	6/2	Psychological Disorders, continued	14
10	6/7	Therapy <i>Discovering Psychology</i> : 22. Psychotherapy due in class	15
	6/9	Social Psychology <i>Discovering Psychology</i> : 19. The Power of the Situation Project 5 Due in Class	16
11	6/14	Social Psychology, continued <i>Discovering Psychology</i> : 20. Constructing Social Reality	16
	6/16	Final Exam: 11:30-1:20 p.m.	9-16

GenEd Area	Rtg	Comment
Critical Thinking, Creativity, and Problem Solving	2	In Introductory Psychology students must learn to apply critical thinking methods in assessing the validity of claims about human behavior. Students learn research design and apply scientific method in the process of identifying problems and issues. Students are able to process information with valid learning generalizations and brainstorm solutions with supported opinions. Students learn to evaluate credibility of sources based on objectivity and bias. Students demonstrate competency on a test basis.
Quantitative and Logical	1	
Research/Information Literacy	1	
Reading	1	
Writing	1	
Listening and Speaking	1	
Visual	0	
Computer Literacy	1	
Self Assessment/ Life Goals	0	
Group Processes	1	
Ethics	1	
Lifelong Learning	1	
Historical and Intellectual Perspectives	1	Students learn the contributions of the major Western thinkers in Psychological theory. They examine the cultural values of past and current decades and how the pattern of change influences behavior. Students contrast Eastern and Western perspectives and industrialized and developing values in order to determine the effect on lifestyle. Students discuss these issues in class and are tested on their understanding.
Aesthetic Awareness	0	
Cultural Diversity	2	Students learn about effective mental health functioning in society. Students learn about discrimination, bias and stereotyping through discussion and value clarification activities. Our students are exposed to different perspectives in culture and are asked to compare and contrast cultural values on a global basis.
The Nature of Science	2	Students learn the scientific process of inquiry. They are familiar with research design, appropriate data collection and ultimately, discerning validity. Our students learn an interdisciplinary perspective of human behavior including anthropological, psychological and sociological methods
Science & the Natural World	1	Students study the evolutionary perspective as a unifying principle of human behavior. Our students examine examples of adaptive characteristics leading to survival and how that can influence modern behavior. Students learn about the central nervous system and how the brain communicates through the process of neurochemistry.
Technology and Society	1	

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Revised Spring 2009

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.

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 secretaries 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.

*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.