

General Psychology**Psychology 100****Time: 10:30 – 11:20 Daily****Instructor:** Virginia R. Bridwell**Office: D110****Office hours:** 12:30 – 1:30 daily**Phone:** (425) 564-2198**E-Mail:** virginia.bridwell@bellevuecollege.edu**Fall Quarter 2010**

Required Text: Hockenbury and Hockenbury, Discovering Psychology 5th edition, Worth, Publisher

Course Description:

Psychology is the scientific study of behavior and mental processing. In this survey course, important basic areas of psychological research will be examined including the biological aspects of life, social, emotional and cognitive development, as well as diagnosis and treatment of individual and social problems. This course will emphasize terminology, methodology, concepts and principles of psychology in the context of the dominant historical and theoretical perspectives.

Course Objectives:

Upon completion of this course, the successful student will be able to::

1. Describe the purpose, comprehensive scope, and areas of application in the discipline 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.
Analyzing identifying and evaluating problems
Synthesizing (interpreting situations, drawing conclusions, and making connections.)
2. Improve communication skills.
Doing research (gathering and documenting information)
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.

Grading and Exams:

In conformity with BCC's grading policy, the grades will be assigned as follows (percentages).

A	100 - 95
A-	94 - 90
B+	89 - 86
B	85 - 83
B-	82 - 80
C+	79 - 75
C	74 - 70
C-	69 - 60
D+	59 - 55
D	54 - 50
F	49 - Below

Your final grade will be based on a total of 500 points. They will be broken down as follows:

Exams: (400 points)

There will be five exams, each worth 100 points. Your grade will be calculated on the basis of your best **four** exam scores. Each exam will cover information from the text, lectures and class discussions. The test format will contain multiple choice and essay questions. You will need to bring a **Scantron sheet and a number 2 pencil** to each exam. Paper for the essay questions will be provided. If after the final exam, you wish to receive your results prior to reviewing your transcript, you may bring a self-addressed stamped envelope to the final exam day and your exam will be mailed to you.

Make- up exam policy:

No make-up exams will be given. It is customary to drop your lowest exam score. If you are unable to attend class on the day of an exam, the missed exam will be accepted as your lowest score. In the event of an exam that is scheduled at a time when you know that you will be gone, you may arrange to take it early. **Only one missed exam will be dropped.** Use this condition wisely.

Writing Assignment Portfolio Project (100 points)

Your writing assignment is designed to help you develop your research skills, writing skills, your understanding and recognition of the theoretical perspectives in psychology, and your understanding of the scientific method as it applies to the field of psychology

Once the unit on scientific method has begun, you will be required to bring to class various claims about behavior that you have found in the media. You will join other students in the class to analyze these claims and select one for your writing project. This is not a group project. Although you will work as a group initially, your final paper must be your own original work. The final paper will contain the following components:

1. It will have a detailed analysis of the claim that responds to each of the questions in the handout (see handout for instructions)
2. It will have a hard copy of the original claim
3. It will have a hard-copy of an academic journal article that examines a similar claim
4. It will have a summary of the article that includes the following:
 - a. An identification of the theoretical perspective from which the claim is being examined
 - b. A description of the research method that is used,
 - c. A discussion of the conclusions of the article as it relates to your claim.

Refer to the Portfolio Project Handout for detailed instructions.

Class Policies:

Attendance:

Courses of this caliber are based on the assumption that you are attending class regularly. Class activities, and lecture information that is not in the text are not available in any other format. If you have to be absent it is your responsibility to obtain lecture notes from a peer and obtain information regarding announcements or changes in the schedule that you have missed. Studies have shown that students who attend class regularly have better comprehension and achieve better grades. They are also the students whose participation enriches the learning experience for others. Therefore, I will reward with extra credit points by taking attendance on low attendance days. These points will be logged in the grade book and provide the justification to round up your grade if it is on the borderline between grade points.

Class Conduct:

While it is my hope that you will come to view your time in class as yours to use as best meets your needs, it is important to keep in mind that you are sharing this time with a lot of other students who may have needs that differ from your own. In as much as all of you have paid dearly for the information that you need from this course, it is important to make sure that the classroom environment is as conducive to scholarship as possible. Therefore, a few courtesies are required and will be enforced by me:

Punctuality :

Please **be on time** for class. Late arrivals result in loss of important information and distract from students' opportunity to hear announcements and clarify information from previous class discussions and readings. If circumstances prevent you from arriving on time, please take a seat **closest to the door** to reduce the number of students who are distracted by your late arrival. Once class has commenced, **do not leave before the end of the hour**. Students sometimes encounter circumstances in which they have to leave class before the end of the hour. Once again, this creates a distraction for others. If you should have to leave early, **please arrange to sit close to the door** and **do not reenter the room once you have left**.

Class Participation:

You are encouraged to participate in discussions of the theories and concepts that will be presented to the class. This has the effect of expanding your comprehension of the material and enriching the learning experience for yourself and your fellow students. Many of the theories may seem counter-intuitive and will provoke much reaction. You are encouraged to share your reactions with the class as long as they pertain to the material. **However, side comments directed to fellow students contribute to distractions, not to learning, and will not be tolerated**. Once the distracting student comes to my attention, we will all observe a moment of silence while we listen in on the conversation. **If students persist in distracting from the lecture they will be asked to remove themselves from the classroom. Reentry in to the course will require a discussion with the Associate Dean of Students.**

Discussion Expectations:

Class discussions, while enriching can also be challenging and disturbing. You may find that your fellow students may hold beliefs and opinions that conflict with your own. This is an opportunity to exercise your listening skills, perfect your critical reasoning skills and learn to examine claims based on supporting evidence. **It is imperative that this learning environment be safe and open for all students regardless of age, sexual orientation, race, religion, gender, or perspective**. Therefore, we will observe the following rules for discussion:

1. We are not here to persuade the other to our point of view; rather to examine the merits of each position, based on evidence.
2. We can respect the person even if we don't share his/her opinions.

3. We will give each participant their time to express their views without interruption, argumentation, or disrespectful gestures, laughter, or facial expressions, etc.
4. We will question the evidence or the claim; not the person.
5. We will remain open to corrective feedback as to our views and/or the impact of our communication style.
6. We will remain aware of the time and seek to not dominate the discussion. No more than two comments before yielding the time to others.
7. We will avoid phrases such as:
"People like that..."
"Well, you're just..."
"That's a stupid question....idea....etc."

Cell Phones:

Cell phones are a convenience, not a right. They create a distraction for your fellow students.

Cell phones are to be turned off while in a classroom. Students who neglect to turn off their phones before class will be excused from class for the hour if their phones ring or they are observed using them during class time.

Lap Tops:

Lap tops are prohibited for use in class.

Disabled Students:

If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with me as soon as possible.

Class Schedule*

9/20	Chapter 1	Introduction and Research Methods
9/27	Chapter 2	Psychobiological Processes
10/8	EXAM I	<u>Chapters 1 and 2</u>
10/11	Chapter 3	Sensation and Perception
10/18	Chapter 4	Consciousness and Its Variations
10/22	EXAM II	<u>Chapters 3 and 4</u>
10/25	Chapter 5	Learning
11/1	Chapter 6	Memory
11/1	<u>Portfolio Projects Due</u>	
11/5	EXAM III	<u>Chapters 5 and 6</u>
11/8	Chapter 8	Motivation and Emotion
11/15	Chapter 9	Lifespan Development
11/19	EXAM IV	<u>Chapters 8 and 9</u>
11/22	Chapter 13	Psychological Disorders and Treatment
11/29	Chapter 14	Therapies

Final Exam Schedule:

12/ 8 @ 9:30 - 10:20 Exam V Chapters 13 and 14

*This schedule is an estimation of the time required to cover the material. It is subject to change. It is essential that you attend class daily to obtain announcements of changes in the schedule.

