

General Psychology**Psychology 100 C****Time: 9:30 – 10:20 Daily****Instructor:** Virginia R. Bridwell**Office: D110****Office hours:** 12:30 – 1:20**Phone:** (425) 564-2198**E-Mail:** virginia.bridwell@bellevuecollege.edu**Winter Quarter 2011**

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 extra credit points to attendees 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.

Course Schedule*

<u>Date Starting:</u>	<u>Chapters:</u>	<u>Readings:</u>
1/3	Chapter 1	Introduction and Research Methods
1/10	Chapter 2	Psychobiological Processes
<u>1/21</u>	<u>EXAM I</u>	<u>Chapters 1 and 2</u>
1/24	Chapter 3	Sensation and Perception
1/31	Chapter 4	Consciousness and Its Variation
<u>2/4</u>	<u>Exam II</u>	<u>Chapters 3 and 4</u>
2/7	Chapter 5	Learning
<u>2/11</u>	<u>Portfolio Projects Due</u>	
2/14	Chapter 6	Memory
<u>2/22</u>	<u>Exam III</u>	<u>Chapters 5 and 6</u>
2/22	Chapter 8	Motivation and Emotion
2/28	Chapter 9	Lifespan Development
<u>3/7</u>	<u>Exam IV</u>	<u>Chapters 8, & 9</u>
3/7	Chapter 13	Psychological Disorders
3/14	Chapter 14	Treatment

Final Exam Schedule:

3/21 9:30 – 11:20 Exam V Chapter 13 and 14

*This schedule is an estimate 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.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

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 Community 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 Community 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 BCC 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 Support Services (DSS) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DSS office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DSS 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 Support Services, 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 BCC 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 Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (A251), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

Portfolio Project Handout

Learning Objectives:

Your written assignment is designed to teach you several skills that are essential to the field of Psychology:

1. Information literacy: You will be able to perform a literature search for academic peer reviewed journal information to support a claim. You will learn to use Ebscohost as a data base for this search.
2. Critical reasoning: You will be able to critically analyze a claim about behavior; determining its credibility.
3. Scientific method: You will be able to practice applying various research methods by proposing a test of your claim.
4. Reading comprehension: You will be practicing reading and summarizing a peer reviewed research article, and thus, adapt your reading style to the unique writing style of psychology journal writers.
5. Recognition of the theoretical perspectives in the field of psychology.
6. APA citation skills: You will learn to cite your sources in accordance with the APA citation format.

Directions:

During the first week of class, you will be required to bring to class a claim about behavior from the popular print media; (newspaper, magazine, internet; in either articles advertisements, or news features). **These should NOT be research articles.**

You will present your article to your group. The group members will select the article that they feel will be best suited for the assignment. During your group discussion, you will answer the following questions:

Your group will first analyze the credibility of the claim, based on the following criteria:

1. What is the nature of the claim? (Cause and Effect or Correlational?)
2. By what authority is the claim made?
3. What evidence is there to support the claim?
4. How was the evidence gathered?
5. Is there another plausible explanation for the behavior to refute the claim?
6. What theoretical perspective (i.e., Physiological, Behavioral, Cognitive, etc.) best fits this claim?

Your group will then discuss how you would test this claim:

1. What is your hypothesis?
2. How will you operationally define the variables?
3. Identify the confounding variables.
4. How will you control for the confounds?
5. How will you select and assign the subjects?
6. How will the data be collected? What kind of research method (i.e., Survey, Naturalistic Observation, Experiment, etc.) would you use?

Once your group has discussed these questions, you are on your own. You will create your independent paper, summarizing the findings of your group. You will also add your own independent conclusions.

Literature search:

You will then conduct a literature search for an academic, peer reviewed, journal article that studies a topic similar to the claim that your group has selected. You will summarize the article, answering the following questions:

1. What theoretical perspective was the article written from? What words and phrases indicate to you which theory is featured in the article?
2. What is the hypothesis? (Statement of prediction as to the relationship between variables)
3. What are the operational definitions of the variables?
4. How were the confounding variables controlled?
5. What kind of research was performed? (Experiment, naturalistic observation, survey, etc.?)
6. How were the subjects selected?
7. How were the data collected?
8. What conclusions were drawn from the research?

Your final portfolio will contain a hard copy of the original claim that you brought to the group, a copy of the claim that your group chose, a hard copy of the peer reviewed research article, and your write up of the group's analysis of the claim and your summary of the article. Your work must be typed, double spaced, in 12 point font, cited according to APA format, and turned in on time. **No late work will be accepted.** It will be placed in a two pocketed folder with your name and class section printed on the upper right corner of the folder.

