



Bellevue College
PSYCH& 100 – General Psychology
Summer 2017 – Weekly Course

Instructor: Steven Martel, Psy.D., Tenured Associate Faculty; Licensed Clinical Psychologist

Email: steven.martel@bellevuecollege.edu

Office: B234M **Phone:** 425-564-2405

Class Times: Mondays, Tuesdays, Wednesdays, & Thursdays from 7:30-9:20am

Quarter Length: 7-weeks (June 26th – August 10th)

Office Hours: By appointment

Classroom: A138

Instructor Biography:

Steven Martel is a licensed clinical psychologist as well as a tenured faculty member and chair of Bellevue College's Counseling Center and Human Development curriculum. He is a former Running Start Student and alum of Highline Community College, graduating in 2004. He earned his BS in Psychology in 2006 from Western Oregon University. He earned a Master's in Clinical Psychology (2009) and Doctorate of Psychology in Clinical Psychology (2012) from the Washington School of Professional Psychology at Argosy University, Seattle. Steven's research interests include: sex, gender, and sexuality issues. His dissertation was an examination of the traits and characteristics gay men find attractive in a partner for a short-term sexual and long-term romantic relationship with a focus on the interaction of gender-roles.

Mission Statement: Bellevue College:

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region.

Bellevue College's Affirmation of Inclusion:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

(Adopted by the All College Council and President, June 9, 1992)

Course Description:

This course presents methods, concepts, and principles related to the field of psychology. Topics include psychophysiology, sensation and perception, learning and memory, motivation, development, emotion, health, stress, personality, and abnormalities and their treatments.

Course Textbook:

Introduction to Psychology – Noba Project (Free Online Textbook).

Access the textbook via this link: <http://noba.to/up69jysa>.

Course Objectives:

After completing this class, students should be able to:

- Describe key concepts, principles, and overarching themes in psychology;
- Describe psychology's content domains and areas of application to human behavior;
- Use scientific reasoning to understand, apply and/or critique various research methods and theoretical perspectives used by psychologists to study and explain behavior;
- Apply critical thinking and ethical standards to evaluate assumptions, claims, and common sense ideas about behavior;
- Apply psychological principles and findings to enhance interpersonal relationships at individual, community, national, and global levels; and
- Communicate effectively in written and/or oral formats in academic and professional life.

Course Expectations:

- Attendance is mandatory at all classes to ensure student exposure to the material and group discussions.
- Students will be expected to attend class on time, be prepared, actively participate in classroom discussions by asking questions and adding comments, and turn in assignments on time.
- Students will be considerate of others and will refrain from using electronic equipment or having side-conversations when others are talking.
- Respect and learn from others. You are expected to listen attentively while others are speaking; much of the learning in this class will come from listening to and interacting with your classmates. Likewise, if you have information or expertise to add to the material being covered, please help to educate your peers through sharing your knowledge and experience.
- All late assignments (assignments turned in after the due date) will only be eligible to receive a 'C+' or '79%' as the highest possible grade.
- Please communicate with the instructor if you are having difficulty with an assignment.

Safe Space:

This classroom is to remain a safe space for all individuals. A commitment to providing an atmosphere of support and affirmation for persons of all sexual orientations, gender identities, and gender variances will be made at all times. Biased or derogatory comments regarding race, ethnicity, gender, sexual orientation, age, religion/spirituality, ability, etc. will not be tolerated.

Disability Notice:

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 us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is temporarily located in D125 (inside the Library Media Center) or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Disclosure of Personal Information:

This class is highly experiential in nature and it is the student's responsibility to participate fully and to determine what personal information he or she can comfortably share, and what information is best kept private. The purpose of these experiential exercises is to advance learning; they are not the place to address unresolved or current emotional issues. This class also asks students to look at their own thought processes, biases, personal histories, and other areas that may be sensitive or uncomfortable. Students may be asked to examine these areas in the form of written assignments or in-class experiential exercises. Again, each student is responsible for monitoring the boundaries of her or his own personal privacy and is only required to disclose that information which the student feels entirely comfortable sharing. If assignments are experienced as potentially intrusive, students are encouraged to discuss alternative assignments with the instructor.

Academic Honesty:

The principle of academic honesty underlies all that we do and applies to all courses at Bellevue College. One kind of academic dishonesty is plagiarism, which may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether or not it was your intention to steal. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism.

Participating in academic dishonesty in any way, including writing a paper or taking a test for someone else, may result in severe penalties. Dishonestly produced papers automatically receive a grade of "F" without the possibility of make-up. The Dean of Student Services will also be notified of such conduct, and repetition of the behavior will result in progressively more serious disciplinary action (for example, an instructor may recommend that the student fail the course for a second offense or even that a student be expelled for a serious offense, such as stealing an exam).

Grades lowered for plagiarism or other forms of dishonesty may be appealed through the regular channels, and any further disciplinary action taken by the Dean may also be appealed through existing processes.

Title IX:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

(Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 [(Title IX)])

In accordance with the requirements of the Title IX Education Amendments of 1972 BC’s designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College’s effort to comply with and carry out its responsibilities under Title IX.

Complaints can be made directly to:

Rachel Wellman, Title IX Coordinator	Aaron Hilliard, Deputy Title IX Coordinator, VP Human Resources
Bellevue College, Rm C227	Bellevue College, Rm A201
425-564-2641	425-564-2445
rachel.wellman@bellevuecollege.edu	aaron.hilliard@bellevuecollege.edu

Complaints may also be filed with:

U.S. Office of Civil Rights, Region X, 701 Fifth Avenue, Suite 1600, MS – 11, Seattle, WA 98104
Voice Phone (800) 368-1019, TDD (800) 537-7697

U.S. Equal Employment Opportunity Commission, Federal Office Building, 909 First Ave, Suite 400, Seattle, WA 98104

Voice Phone (800)669-4000, TTY (800)669-6820

Grading:

Grading is based on completion of homework assignments, class attendance and participation. Please keep track of your grades throughout the quarter so that you always know where you stand. Grades will be allotted according to the following scale, based on **1510 total points**:

Letter Grade	Percentage Range
A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

Class Attendance:

Punctuality and attendance for all class sessions is mandatory to ensure student exposure to the course material and discussion. This includes being on time for the start of class and returning to class following breaks by the agreed upon time.

- If you have to miss class due to illness or unexpected circumstance, please notify me in advance of class time - 200 points total are available for attendance and participation (7.69 points per class), however you must be in attendance to earn these points. Due to the experiential nature of this class, your final grade depends on full attendance, so it is crucial to attend each class, and contact the instructor if you are ill and unable to attend. **For every 2, unexcused absences your overall course grade will be dropped one letter grade.**

Assignments:

- A. Attendance & Participation: 200pts (7.69pts x 26 Days) (13% of total grade)
- B. Reading Anticipation (RA) Guides: 340pts (10pts each – 34 RA Guides total) (23% of total grade)
- C. Two Psychological Review Articles: 400pts total (200 pts each): (1 page summary and analysis of an academic psychological article, 100pts. 1 oral presentation of the article, 100pts) (26% of total grade)
- D. Chapter Review Multiple Choice Quiz Questions: 170pts (12% of total grade)
- E. Chapter Quizzes: 400pts (100pts per quiz) (26% total grade)

How To's:

- **Attendance & Participation:** Show up to class on time, be actively engaged with the material, and bring paper and a writing utensil to every class session.
- **Reading Anticipation Guides:** As you read each of the assigned chapters, you will complete an associated Reading Anticipation Guide. *An anticipation guide is a set of statements strategically designed to activate students' prior knowledge or belief about a topic before reading the text, help guide the students during their reading of the text, and encourage critical evaluation of the text content after reading.* You will **complete 34 Reading Anticipation Guides** (1 per chapter) over the course of the quarter.
 - Reading Anticipation Guides will be due at the beginning of class. Bring a hardcopy (paper copy) to class to aid in the discussion.
- **Chapter Review Multiple Choice Quiz Questions:** In order to help students think critically about the assigned readings, students will need to create 5 multiple choice quiz questions for each of the assigned chapters. A rubric for this assignment will be given in class on **06/26**.
- **Psychological Review Articles:** A rubric for this assignment will be given in class on **06/26**.
 - 1st Psychological Review Article and Presentation will be due on **Thursday, July 13th 7:30am via Canvas**.
 - 2nd Psychological Review Article and Presentation will be due on **Wednesday, August 9th 7:30am via Canvas**.

- **Chapter Quizzes:** Over the course of the quarter there will be 4-quizzes based on the chapter readings. These quizzes will be timed (2-hours) and will be completed online via Canvas. Quiz questions will be pulled from the Chapter Review Multiple Choice Quiz Questions. Quizzes will be due as follows:
 - **Quiz 1: Wednesday, July 12th by 7:30am via Canvas.**
 - **Quiz 2: Monday, July 24th by 7:30am via Canvas.**
 - **Quiz 3: Wednesday, August 2nd by 7:30am via Canvas.**
 - **Quiz 4: Thursday, August 10th by 9:30 am via Canvas.**

Calendar for PSYCH& 100 – Summer 2017

Week	Day	Readings Due	Assignment(s) Due
1	1: June 26	Chapter 1	
1	2: June 27	Chapter 2	Reading Anticipation Guide Ch. 1 & 2
1	3: June 28	Chapter 3	Reading Anticipation Guide Ch. 3
1	4: June 29	Chapter 4	Reading Anticipation Guide Ch. 4
2	1: July 3	Chapters 6 & 9	Reading Anticipation Guide Ch. 6 & 9
2	2: July 4	No School - 4 th of July	
2	3: July 5	Chapter 10	Reading Anticipation Guide Ch. 10 Quiz Questions (Ch. 1 – 10)
2	4: July 6	Chapter 19	Reading Anticipation Guide Ch. 19
3	1: July 10	Chapters 20 & 21	Reading Anticipation Guide Ch. 20 & 21
3	2: July 11	Chapters 22 & 24	Reading Anticipation Guide Ch. 22 & 24
3	3: July 12	Chapter 25	Reading Anticipation Guide Ch. 25 Quiz 1
3	4: July 13	Chapter 26	Reading Anticipation Guide Ch. 26 Psychology Article & Presentation 1
4	1: July 17	Chapter 27	Reading Anticipation Guide Ch. 27 Quiz Questions (Ch. 19 – 27)
4	2: July 18	Chapters 31 & 32	Reading Anticipation Guide Ch. 31 & 32
4	3: July 19	Chapters 33 & 34	Reading Anticipation Guide Ch. 33 & 34
4	4: July 20	Chapter 35 & 45	Reading Anticipation Guide Ch. 35 & 45

5	1: July 24	Chapters 47 & 50	Reading Anticipation Guide Ch. 47 & 50 Quiz 2
5	2: July 25	Chapter 51	Reading Anticipation Guide Ch. 51
5	3: July 26	Chapter 53	Reading Anticipation Guide Ch. 53 Quiz Questions (Ch. 31 – 53)
5	4: July 27	Chapter 56	Reading Anticipation Guide Ch. 56
6	1: July 31	Chapter 57	Reading Anticipation Guide Ch. 57
6	2: August 1	Chapter 59	Reading Anticipation Guide Ch. 59
6	3: August 2	Chapter 60	Reading Anticipation Guide Ch. 60 Quiz 3
6	4: August 3	Chapter 61	Reading Anticipation Guide Ch. 61
7	1: August 7	Chapters 62 & 63	Reading Anticipation Guide Ch. 62 & 63
7	2: August 8	Chapters 65 & 66	Reading Anticipation Guide Ch. 65 & 66 Quiz Questions (Ch. 56 – 66)
7	3: August 9		Psychology Article & Presentation 2
7	4: August 10	No Class: Final Exam – Online – Due by 9:30am	

Modifications in Course Schedule/Assignments:

The course outline, assignments, and grading are subject to change, based on the instructor's decision to alter the relevant material, but will always maintain the overall learning objectives of this course. The instructor will make any such announcements in class prior to them taking effect, and it is the student's responsibility to know of such changes and adhere to them.