



## **General Psychology: Syllabus**

### **(PSYC 100, Fall 2017)**

Instructor: Rika Meyer, PhD

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Office location: D100A

Office Hours: 10:30am-1:00pm Monday & Wednesday

Class Location: A138

### **Course Information**

#### **• Course Outcomes**

- 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.

#### **• How Outcomes Will be Met**

Presents methods, concepts, and principles of psychology. Topics include psychophysiology, sensation and perception, learning and memory, motivation, development, emotion, health, stress, personality, and abnormalities and their treatments.

## ▪ Books and Materials Required

R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: *Psychology*.  
Champaign, IL:DEF Publishers. DOI: nobaproject.com

*The textbook for this class is free and available through the following website: <http://noba.to/ne3utg2w>*

*It can be downloaded to a PDF or it is available for a print copy for \$10.95.*

## ▪ Grading

Grades will be based on the percentage of total possible points you earn. The assignments are given sufficiently far in advance. Therefore, you should be able to plan accordingly.

Letter Grade (Percentage of Points)		Assignment	Possible Points
93-100% = A	73-76% = C	Attendance	20
90-92% = A-	70-72% = C-	Quizzes (8 Quizzes, 10 points each)	80
87-89% = B+	67-69% = D+	Midterm Exam	100
83-86% = B	63-66% = D	Paper 1st Draft + Peer Review	20
80-82% = B-	60-62% = D-	Paper Final Draft	80
77-79% = C+	Less than 59% = F	Reading Anticipation Guides	110
		Article Critique	50
		Final Exam	100
		Group Presentation	40
		<b>Total</b>	<b>600</b>

## ▪ Course Requirements

### 1. Class Attendance: 20 Course Grade Points

It is **required** that you come to class and participate accordingly. The material covered in class (in addition to what is provided in the text) will aid you in preparing for the assignments. Therefore, please come to class prepared and ready to participate. This means reading the assigned material beforehand as well as being prepared to discuss and ask questions. Class attendance includes: attend class on time, being prepared to participate, and reading the assigned readings for class.

### 2. Quizzes: 80 Course Grade Points

Quizzes will be on the Canvas website (see syllabus for quiz deadlines) and submitted electronically.

### 3. Exams: 100 Course Grade Points Each

Exams will each consist of 50 multiple-choice questions. Exams are not cumulative. The midterm will cover the first four units and the final will cover the last four units (see Class Schedule).

The dates for the exams are given well in advance. Please see me immediately if this will be a problem. Study guides will be provided on the Canvas class website. Reviews for both exams will be done in class (see Class Schedule).

### 4. Reading Anticipation Guides: 110 Course Points Total

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 11 reading anticipation guides (**10 points each**) during the quarter, after reading the relevant Noba units. These reading guides will help you be a more focused reader and will highlight some of the most important concepts in each chapter/module. Also, by completing the reading guides before you come to class you'll be ready to participate in the discussions we'll have during class time about these topics. Your responses to anticipation guides must be paraphrased from the text in your own words rather than quoted. Students

will be required to bring their work to class, and be prepared to discuss the information contained in the guide.

### **5. Article Critique: 50 Course Points Total**

An empirical article will be assigned to the class to read, summarize, and critique. Specific instructions for these papers will be given in class. Papers should be 2-3 pages in APA format.

### **6. Paper: 100 Course Points Total**

Throughout our course, you will be exposed to the breadth of psychological science. Using nine of the Princeton Review's list of top college majors, pick a major based on your interests. If your major is not in the list, choose one that is close.

1. Business
2. Nursing
3. Biology
4. Education
5. English
6. Economics
7. Communication Studies
8. Political Science
9. Computer and Information Science

For this paper, you will consider psychology's contribution to the chosen field. Using the material that we have covered, address 3 ways (i.e. psychological theories & concepts) how the topic may be relevant in the field. Use the textbook as a reference and provide examples. Additional references are allowed (but not required). All papers should include an introduction, body, and conclusion.

Papers should be in APA 6th Edition format and 3-5 pages, not including the title page and reference page.

#### **4a. Paper Draft: 10 Points**

Your first draft of this paper should be submitted online and is worth 15 points.

#### **4b. Paper Draft Peer Review: 10 Points**

You will be assigned a peer's paper to review on canvas. Using the rubric, provide thoughtful comments/suggestions for your peer.

#### **4c. Paper Final Draft: 80 Points**

Your final draft of this paper should be submitted online and is worth 75 points. Use the comments that your peer provided for you on your draft to improve your paper.

### **6. Psychological Disorders Group Presentation: 40 Course Points Total**

Groups of 4-5 students will choose a psychological disorder to present (5-10 minutes) to the class. Create a PowerPoint discussing the disorder, symptoms, and typical treatments of the disorder. Lastly, present findings from one recent (in the last 5-10 years) empirical research article (approved by me) on the disorder. Presentations will be held during the last week of class.

## **Help with Canvas**

The following places are helpful for [Students](#).

## **Classroom Learning Atmosphere**

### **▪ Instructor's Expectation**

One of my goals as an instructor is to create a safe and positive environment where students can feel comfortable to share ideas and ask questions. I expect everyone to treat others with respect (*see affirmation of inclusion below*), particularly during difficult discussions. This includes *not being disruptive*. I allow laptop use to take notes. However, please be aware of how your actions may disrupt your classmates.

I am here to help each of you excel in this class. Therefore, I am always free for questions about class, psychology, graduate school, research, etc. If you cannot attend my office hours, I can meet with you by appointment. I check my email several times a day, so that is the best way to contact me. I will respond to your email within 24 hours of your sent email. *Please put "PSYC 100" in your subject*

*line of your email* so that I can keep track of class emails. If I do not reply in time, please send the email again.

### **Late Work Policy**

After a deadline has passed, I will not accept late work. However, if you expect that you may not be able to make a deadline, please see me in advance to discuss when you will be able to turn in your late work. This must be before the deadline in order for you to receive credit.

### **Ground Rules for Class Discussions**

- Speak up freely.
- Listen.
- Do not dominate the discussion.
- Be courteous.
- Ask questions of clarification, and questions that probe assumptions, reasons, and implications.
- Practice critical thinking and active learning.

### **▪ 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.

### **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty.

Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

## **College Anti-Discrimination Statement**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

## **Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at [www.bellevuecollege.edu/titleix/](http://www.bellevuecollege.edu/titleix/).

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

## **▪ Student Code of Conduct and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication 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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

## Important Links

### ▪ Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to *MyBC*. To create your account, go to: [Create Email](#)

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

### ▪ Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. A disability includes any physical or mental impairment that substantially limits one or more major life activities. Common disabilities include physical, neurological (e.g. Autism, ADD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access to programs, activities, and services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. [Contact Autism Spectrum Navigators](#) (ASN). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu), and Deaf students can reach us by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc).

## Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online



learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

## ▪ **Public Safety**

### **Public Safety and Emergencies**

Public Safety is located in the D building (D171) and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

**If a major emergency occurs, please follow these three rules:**

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

## ▪ **Final Exam Schedule**

In case of an emergency during finals, the exam will be posted on Canvas to be

completed online.

### ▪ **Academic Calendar**

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

## Course Calendar

Class Date	Topic(s)	Readings	Assignments
Week of 9/18/17	Introduction to Psychology	Why Science?	RA Guide 2 Due Wednesday in Class
Week of 9/25/17	Introduction to Psychology (continued)	The Nature-Nurture Question	RA Guide 2 Due Monday In Class Quiz 1 Due Sunday at 11:59pm
Week of 10/2/17	Brain and Behavior	The Brain	RA Guide 3 Due Monday In Class Quiz 2 Due Sunday at 11:59pm
Week of 10/9/17	Developmental Psychology	Cognitive Development in Childhood	RA Guide 4 Due Monday In Class
Week of 10/16/17	Developmental Psychology (continued)	Social and Personality Development in Childhood	RA Guide 5 Due Monday In Class Quiz 3 Due Sunday at 11:59pm <b>Articles Critique Due Sunday at 11:59pm</b>
Week of 10/23/17	Memory <b>Midterm Review</b>	Memory (Encoding, Storage, Retrieval)	RA Guide 6 Due Monday In Class Quiz 4 Due Sunday at 11:59pm
Week of 10/30/17	<b>Midterm 10/30/17</b> Learning	Conditioning and Learning	RA Guide 7 Due Monday In Class Quiz 5 Due Sunday at 11:59pm <b>Paper Draft Due Sunday at 11:59pm</b>
Week of 11/6/17	Social Psychology	The Psychology of Groups Prejudice, Discrimination, and Stereotypes	RA Guide 8 & 9 Due Monday In Class Quiz 6 Due Sunday at 11:59pm
Week of 11/13/17	Stress and Health	The Healthy Life	RA Guide 10 Due Monday In Class Quiz 7 Due Sunday at 11:59pm <b>Paper Draft Peer Review Due Sunday at 11:59pm</b>
Week of 11/20/17	Psychopathology Group Presentations	History of Mental Illness	RA Guide 11 Due Monday In Class Quiz 8 Due Sunday at 11:59pm
Week of 11/27/17	Exam Review <b>Final Exam 12/1/17</b>		<b>Paper Final Draft Due Wednesday 12/6 at</b>

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\*The syllabus is subject to change. I will notify the class of any changes. Please check our class website for the most updated syllabus and schedule.