

(General Psychology) Syllabus

(5418 HYE, 2018/Winter Quarter)

Instructor: Dr. Dennis Wanamaker

E-mail: dwanamak@bellevuecollege.edu

Phone: 425 564 2336

Office location: D 100 b

Office Hours: Monday: 2:30, 3:30 Friday: 2:30, (Tuesday/Thursday online)

Course Information

- **Course Outcomes**

See the following page: http://bellevuecollege.edu/cpsle_proposal_silo.aspx

- **How Outcomes Will be Met**

Data will be presented from the textbook, lecture, video and other media and contemporary readings. Learning activities and specific assignments will provide students with an opportunity to master the material.

- **Grading**

Evaluation will be based on 100 point value.

Weekly quizzes:	30%
Mid Term exam	10%
Comprehensive Final exam	10%
Discovering Psyc video series	10%
Application labs	9%
Current Psyc reading activities	7%
Term Project (due 11/29)	10% + 1 for presenting
Instructor/student conference	3%
Key concept report	9%
Course evaluation	1%
	100 total

The link to the College Grading Policy is located on page 10 of the Course Catalog: [Grading Policy](#)"

- **Books and Materials Required**

Text: Exploring Psychology 10th Ed. Myers, Worth Pub. Loose leaf, BC bookstore, ISBN#1-319-10021-X or a recent used Myers Exploring. Purchase scantron answer sheets and a pencil.



Help with Canvas

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

Classroom Learning Atmosphere

- **Instructor's Expectation**

[Replace this text with expectations for students and student success in the class.]

- **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/.

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

- **Division Statements**

Cheating, stealing and plagiarizing and inappropriate/disruptive classroom behavior include talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones to ring and inappropriate behavior toward instructor or classmates.

Information about Bellevue College's copyright guidelines can be found at: [College Copyright Policy](#)
This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#)

This 22-minute video also provides a good overview of how to avoid trouble when using sources: From the college home page select SERVICES, then LIBRARY MEDIA CENTER, then DATABASES, then FILMS ON DEMAND. At their site, search by title for **PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE**.

- **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](#)

[If you plan to use a plagiarism checking service, you should indicate so in your syllabus. Please make sure your penalty for plagiarism does not contradict official college policy. You may find it simplest to not specify a penalty and simply refer all cases to the Dean for investigation. Incident reports can be filed at <http://www.bellevuecollege.edu/reportconcerns/>]

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, 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.

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

<http://bellevuecollege.edu/classes/exams>

Final Exam Schedule

In case of an emergency during finals, you should have a plan that you discuss in advance with your students. Here are some alternative options to consider:

1. Give your students an "I" (incomplete grade) until such time as they are able to take the exam. (This may be a hardship on some students receiving financial aid.)
2. Post the exam on Canvas.
3. Calculate your students' grades based on what they have earned to date. *It's probably best to exercise this option only if it has been clearly spelled out in your syllabus beforehand.*
4. If the campus is still open, but you are not able to safely get here, you can arrange for a colleague or staff member to proctor the exam for you.
5. Check with your chair about other options that may be appropriate to your discipline.

Whichever option(s) you decide to use, be sure to communicate that to your students. Put up a message on the course Canvas site about your plan. *In future, please include this information in your course syllabi too.*

▪ 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

[Put your schedule of assignments here.]

▪ Additional Information

All students should be aware of the many tutorial services provided by the Academic Success Center. If you need free tutorial help, please visit them in D204.

If you feel threatened or see something that may indicate trouble, please report it right away at Report Concerns. We all need to help keep our campus safe for everyone.

Add additional information or special instructions below if needed.

GENERAL PSYCHOLOGY 100 Fridays 9:30-12:20 5418 HYE

Distributed/Hybrid format: the class consists of a combination of traditional classroom learning activities and designated online learning activities to be completed outside of class. Save approximately one hour per week for mastery of material found online. CANVAS is the site for class information **(under announcements)** including the syllabus, assignment details and the schedule.

Professor: Dr. Dennis Wanamaker. Office D100-b. phone 425 564 2336.

WINTER QUARTER 2018 OFFICE HOURS: MONDAY: 1:30, 2:30 FRIDAY: 2:30, (2:30 online TUESDAY, THURSDAY).

Email: dwanamak@bellevuecollege.edu.

TEXT: EXPLORING PSYCHOLOGY 10TH ed. Myers, Worth Pub. loose leaf package BC bookstore, ISBN# 1-319-10021-X or a recent used Myers text. Purchase scantron answer sheets and a pencil . (bookstore)

EVALUATION:	100points/value
Weekly quizzes. (matching)	30%
Comprehensive final exam. (Multiple choice, 1 page open notes)	10%
Midterm exam	10%
View Discovering Psychology video series	1@= 10
Learning Generalization/application lab	1@= 9
Current psychological reading activity	1@= 7
Term Project (due 3/16), presentation (+1)	10%
Instructor/student conference (5 minutes, D100 b, before midterm)	3 %
Key concept report	1@= 9
Class evaluation by receipt	1
	total 100

FORMAT:

FRIDAY:

1. 1st hour: key concepts lecture, peer teaching, reading activity
2. 2nd hour: lab activity, video discussion
3. 3rd hour: assignments due, matching unit quiz, project team meeting, quiz return and assignment feedback (record)

SCHEDULE

WEEK/DATE/FRIDAY

1. 1/5: syllabus, term project instructions, topic and team selection
2. 1/12: ch 1: introduction, history and research methods, quiz 1
3. 1/19: ch 2: the brain, quiz 2
4. 1/26: ch 3: consciousness quiz 3
5. 2/2: ch 4: developmental psychology quiz 4
6. 2/9: ch 7/8: learning theory and memory quiz 5
7. 2/16: ch 12: social psychology, mid term exam
8. 2/23: ch 13: personality quiz 6
9. 3/2: ch 14: psychological disorders quiz 7
10. 3/9: ch 15: psychotherapy quiz 8
11. 3/16: project presentation # 8, project due, final exam

Assignment directions

1. (DP) Discovering Psychology Annenberg:

www.learner.org/resources/series138.html. Write a paragraph summary review on the assigned video.

2. Lab Application write up: Learning generalization: Write a paragraph addressing what you have learned in a comprehensive way. (conceptually & personally)

3. Reading activity: Posted on canvas weekly: print, read, highlight & bring to class for discussion & written response in small groups.

4. Term Project team collaboration: Meet weekly in order to complete during the term as part of the hybrid responsibility. Due 3/16

5. Key concept specialization: report on one of the key concepts weekly, ½ to 1 page.

GRADE SCALE: A: 90-100

B: 80-88

C: 70-78

D: 50-59

A- 89

B+ 86-87

C+ 76-77

D+ 60-64

B- 79

C- 65-69

Policies and Procedures: <http://bellevuecollege.edu/socsci/policies>

GRADE RECORD *

QUIZ% reading/DIS.PSYC/lab/key term/MID TERM/FINAL/project

CH 1 _____

CH2 _____

CH3 _____

CH 4 _____

CH 7/8 _____

CH12 _____

CH13 _____

CH 14 _____

CH 15 _____

Total _____

Plus extra credit _____

TEACHING PHILOSOPHY: student success! Earn high grades by full participation in learning activities for credit.

CLASS SUGGESTIONS:

- 1. LIMIT CELL PHONE USE DURING CLASS**
- 2. ATTENDANCE STRONGLY ENCOURAGED**
- 3. PARTICIPATION ENCOURAGED, (discussion)**

Take pride in your class by attending & participating regularly. Be sure to record quiz scores & assignment credit. Please take the responsibility to keep track of your grade. Feel free to ask for my assistance and I can help estimate how you stand from your numbers. Attendance is measured by assignments due on class days. Hybrid class meets approximately 11 times during the quarter and missing one class is equivalent to missing a week in a traditional class. Attendance is correlated to success and highly recommended. Participation in small group discussion is a good way of learning and is encouraged. I will try to offer a couple of extra credit assignments during the term by class announcements.

PSYCHOLOGY TERM PROJECT

Students are encouraged to work in collaborative teams of 2 members, turning in one copy per team. Select one chapter from the text that we are not covering in class for specialization. Each assignment should be word processed on a separate page, (one page in length, adjust font size and spacing if running long) Title and label each page clearly, number 1-10 in **order** and staple together.

1. VIDEO REVIEW NOTES: View the appropriate video that matches your chapter from the Discovering Psychology series and an appropriate video from You Tube. Summarize content.
2. Select one KEY PERSON related to your chapter and elaborate on their work & background. Use the text and cite outside sources in addition. Check for approval.
3. KEY CONCEPTS: List important concepts with definitions. (small fonts) front and back
4. QUIZ: Devise a 10 item quiz with a variety of matching, t/f, multiple choice items & answer key.
5. REVIEW OF LITERATURE: Source: Forty Studies That Changed Psychology (Library Reserve) Select 1 research piece that relates closely to your project topic. Read, highlight and summarize an outline narrative of the research steps taken to complete the study.
6. RESEARCH METHODS: Use chapter one as a resource. Responses don't have to be specific to your chapter.
 1. Think of 2 variables that may be correlated and estimate the coefficient (0-1.00) & trend (+ or -). (for example: the more you see one the more you see the other)
 2. Give an example of an independent variable (treatment) & the related dependent variable (outcome).
 3. What research method can demonstrate cause and effect? _____
 4. What research method is effective for prediction? _____
 5. What is a double blind procedure?
 6. Write 2 questions for an interesting survey (ch 1) of public opinion (controversial topics)
 7. Which of the 7 perspectives (ch 1) relates to your chapter and how?
7. CASE STUDY: Interview a real person and gather facts about their life. Select an interesting, older person that you would like to investigate in detail including dates, places, education, work, relatives, relationships, ethnicity, accomplishments, regrets etc.
8. FAVORITE CONCEPT: Elaborate on a favorite new learning concept from your chapter. Each student respond.
9. POSTER: Illustrate your topic in a creative way, collage or original art. (8 by 10 small size)
10. LEARNING GENERALIZATION: Write a comprehensive summary of concepts & topics for your chapter.

Exchange names, email & phone information. Meet once a week outside of class at a regular time. Try to complete one item per week. Read & edit written work and print copies in case your partner drops out. If team members are not responsible confront early & make changes. Don't wait until the end of the quarter to take action.