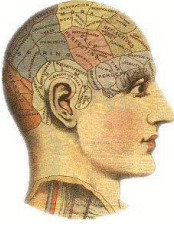


# PSYC& 100 General Psychology |

## ABOUT THE COURSE



**Instructor:** Janelle Tarasewicz

**Email:** janelle.tarasewicz@bellevuecollege.edu

**Class:** General Psychology (Item #5418, Section ODS)

**Required Text:** Psychology in Everyday Life, ISBN: 9781319013738 (Myers & Dewall)

**Term:** Winter 2020 (Online Only)

**Office Hours\*:** Tuesdays and Fridays from 7:30 - 8:30 am

*\*Since I do not teach on campus, you can reach me during those hours by email. We can always jump into an online chat session if you'd prefer. I set my hours early in the day since most of my students work full time while attending classes, so I set my hours prior to typical business hours. If you work an alternative schedule, or that time just doesn't work for you, sent me an email and we can coordinate a time to chat. I'm here to help!*

### **Description and Learning Outcomes**

This course 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. 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
- Communicate effectively in written and/or oral formats in academic and professional life

### **General Course Format**

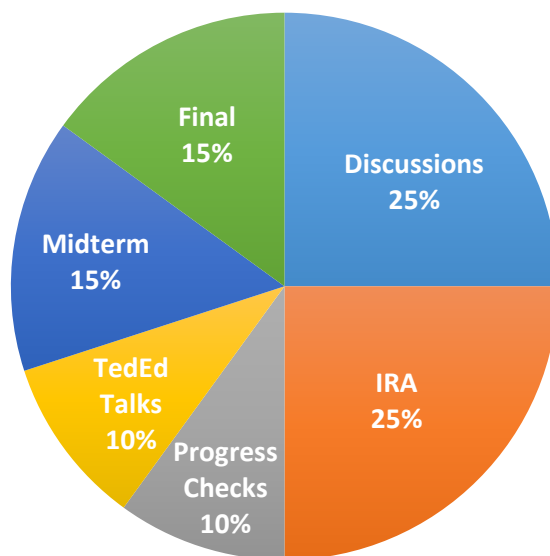
Since you will not have the benefit of an in-class lecture, it is my expectation that you are closely reading each of the assigned chapters in our textbook in addition to my lecture videos and "Start Page" video content.

One of the more difficult aspects of an introductory psychology course is the amount of information that is covered during the term. I want you to be successful in this course - and I'm here to help you be successful in this course! Please don't hesitate to reach out and let me know how I can help you during our time together.

*Remember - grades are not given by me, they are earned by you.* Please reach out if you are struggling with anything in this course so that I can help you earn the best grade possible (and hopefully have some fun in the process!).

## COURSE REQUIREMENTS

Assignment Type	Percentage of Overall Grade
Discussion Posts	25%
IRA Assignments	25%
Progress Checks	10%
TedEd Talks	10%
Midterm Exam	15%
Final Exam	15%



### **Discussion Posts (worth 25%)**

Once or twice a week you will be required to post comments or reflections on the course discussion boards. These posts are typically due by Tuesday and Thursday each week, but each week may vary slightly, so be sure to pay attention to all due dates. The purpose of the discussion posts are to help students engage with the course material and interact with each other. The discussion posts are also an important way for us to learn from one another. Be sure to review the *Grading Rubric for Online Discussion Boards* posted on our Canvas site.

### **Insights, Resource Sharing, Applications (IRA) Assignments (worth 25%)**

The Insights, Resource Sharing, and Application (IRA) Assignment is your opportunity to reflect on the content of this course, as well as discuss how you can apply the concepts we are learning to everyday life. You will submit an "IRA" assignment each week. Twice during the term I will review a sample of your writing assignments and grade them. I will not read all of your assignments; I will only read a few of them. *In other words – twice during our course, I will choose a random selection of your entries to read and will base your grade on those randomly selected assignments. So, make sure you submit each "IRA" assignment and that each assignment is thoughtful and thorough, as you will not know which assignments will end up counting towards your final grade.* Be sure to review the *Grading Rubric for the IRA Assignments* posted on our Canvas site.

### **Progress Checks (worth 10%)**

Every week you will be required to complete a Progress Check quiz, which consists of multiple choice and/or matching questions. The purpose of these quizzes is to gauge your learning and to ensure you understand the concepts under discussion. It is also my way of double-checking that you are reading the textbook and watching the videos posted on our "Start Pages."

### **TedED Talks (worth 10%)**

The TedED Talks are a chance to learn about the concepts we're covering in class from a different perspective. These TedED Talks allow us to see the psychological principles as they're applied to life outside the classroom. There is a short quiz after each video to ensure that you're watching and understanding the concepts.

### **Midterm Exam (worth 15%)**

The Midterm Exam is a writing assignment intended to help assess whether students are engaging in the course materials and how well the concepts from our course are being understood. The goal of the Midterm Exam is to apply the concepts we're learning to everyday life. Be sure to review the *Grading Rubric for Midterm and Final Exam* posted on Canvas.

### **Final Exam (worth 15%)**

The Final Exam is a writing assignment that will bring together several of the concepts from our course. The Final Exam will require students to look back at the course materials from all five of the class modules and apply concepts from each module to the questions/topic. Be sure to review the *Grading Rubric for Midterm and Final Exam* posted on Canvas.

## **GRADING SCALE**

Grades for the course will be based upon the following percentages. The College Grading Policy is explained in the current Course Catalog and can also be found at this link: [Grading Policy](#).

<b>A</b>	4.0	94 - 100 %	<b>C+</b>	2.3	77 - 79 %
<b>A-</b>	3.7	90 - 93 %	<b>C</b>	2.0	74 - 76 %
<b>B+</b>	3.3	87 - 89 %	<b>C-</b>	1.7	70 - 73 %
<b>B</b>	3.0	84 - 86 %	<b>D+</b>	1.3	67 - 69 %
<b>B-</b>	2.7	80 - 83 %	<b>D</b>	1.0	60 - 66 %
			<b>F</b>	0	<60%

Please note 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").

## COURSE MODULES AND CLASS SCHEDULE

Every week of this course has a "Start Page" posted on our Canvas site that will walk you through all the requirements for the week. Each Start Page will have a similar format - required readings, video content (including a lecture video on that week's chapter), discussion posts, weekly IRA assignments, TED-Ed Talks, progress checks, and other assignments. To view the "Start Pages" within Canvas, click on the "Modules" link in the navigation menu (on the left). Below is a brief summary of our course assignments.

WEEK	CHAPTER/TOPIC	ASSIGNMENTS
<b>MODULE 1   Introducing Psychology and Social Context</b>		
<b>INTRO</b>	Start Page   Introduction and Research Methods (Ch 1, Appendix A)	<ul style="list-style-type: none"> <li>• Discussion: Welcome – It's Nice to Meet Ya!</li> <li>• <b><i>Use this week to get a head start on your reading!</i></b></li> </ul>
<b>Week 1</b>	Start Page   Introduction and Research Methods (Ch 1, Appendix A) <b><i>(Continued...)</i></b>	<ul style="list-style-type: none"> <li>• Discussion: Ethics in Research</li> <li>• Progress Check</li> <li>• IRA Assignment</li> </ul>
<b>Week 2</b>	Start Page #2   Social Psychology (Ch 11)	<ul style="list-style-type: none"> <li>• Discussion: Conformity</li> <li>• TED-Ed Assignment</li> <li>• Discussion: Would you obey?</li> <li>• Progress Check</li> <li>• IRA Assignment</li> </ul>
<b>MODULE 2   Psychobiological Processes</b>		
<b>Week 3</b>	Start Page   Biology of the Mind (Ch 2 - Part I)	<ul style="list-style-type: none"> <li>• TED-Ed Assignment</li> <li>• Discussion: Moments this Week</li> <li>• Progress Check</li> <li>• IRA Assignment</li> </ul>
<b>Week 4</b>	Start Page   Consciousness (Ch 2 - Part II)	<ul style="list-style-type: none"> <li>• Discussion: Selective Attention</li> <li>• TED-Ed Assignment</li> <li>• Discussion: Sleepy Shift Workers</li> <li>• Progress Check</li> <li>• IRA Assignment</li> </ul>
<b>MODULE 3   Development of the Self</b>		
<b>Week 5</b>	Start Page   Developing Through the Life Span (Ch 3)	<ul style="list-style-type: none"> <li>• TED-Ed Assignment</li> <li>• Discussion: Prenatal environment &amp; drug abuse</li> <li>• Progress Check</li> <li>• IRA Assignment</li> <li>• MIDTERM EXAM: <i>The Impact of Implicit Bias</i></li> </ul>
<b>Week 6</b>	Start Page   Personality (Ch 12)	<ul style="list-style-type: none"> <li>• Discussion: Personality Employment Testing</li> <li>• TED-Ed Assignment</li> <li>• Discussion: The Power of Introverts</li> <li>• Progress Check</li> <li>• IRA Assignment</li> </ul>

WEEK	CHAPTER/TOPIC	ASSIGNMENTS
<b>MODULE 4   Psychological Disorders and Learning</b>		
<b>Week 7</b>	Start Page   Learning (Ch 6)	<ul style="list-style-type: none"> <li>• TED-Ed Assignment</li> <li>• Discussion: Cognitive Learning</li> <li>• Progress Check</li> <li>• IRA Assignment</li> </ul>
<b>Week 8</b>	Start Page   Psychological Disorders (Ch 13)	<ul style="list-style-type: none"> <li>• TED-Ed Assignment</li> <li>• Discussion: Stigma and Mental Health</li> </ul>
<b>Week 9</b>	Start Page   Psychological Disorders (Ch 13) (Continued...)	<ul style="list-style-type: none"> <li>• Discussion: Lessons in Mental Health</li> <li>• Progress Check</li> <li>• IRA Assignment</li> </ul>
<b>MODULE 5   Basic Psychological Processes</b>		
<b>Week 10</b>	Start Page   Thinking, Language, and Intelligence (Ch 8)	<ul style="list-style-type: none"> <li>• TED-Ed Assignment</li> <li>• Discussion: Insights from Psych 100</li> <li>• Progress Check</li> <li>• IRA Assignment</li> </ul>
<b>Week 11</b>	Final Exam Week	<ul style="list-style-type: none"> <li>• FINAL EXAM: <i>The Addicted Brain</i></li> </ul>

## INTERNET, EMAIL, AND WEB ACCESS

This class requires regular and sustained access to an internet-connected computer. You are required to access your Bellevue Student Email. You will also be required to have access to a web browser.

### Email Contact

I will generally respond via your Bellevue Student Email account. Make sure you check that regularly. It is your responsibility to ensure class emails are not caught in your spam filters or blocked by firewalls.

### Response Time

I will generally respond to emails within one business day.

### Technical Problems

Technical problems are not considered valid excuses for missing or incomplete assignments or quizzes. Have a backup plan and plan ahead! (Keep in mind that libraries offer internet services and you can access the Canvas app through a smart phone.) Students can find help with Canvas by following the link to [Student Canvas Help](#) or by calling the IT Service Desk at 425-564-HELP (4357).

## SUBMITTING ASSIGNMENTS

All course activities will occur through Bellevue's Canvas Learning System. Assignments must be submitted via Canvas. It is your responsibility to check Canvas and your Bellevue student email regularly for course information and updates. You are responsible for keeping backup copies of your assignments until after the quarter is over.

### ***Procedures for Turning in Assignments***

All assignments and quizzes are conducted in Canvas. Turn in your assignments using the appropriate resource (assignment attachments, test and survey response, discussion forum, etc.) within Canvas. Assignments will not be accepted via email.

### ***Missed, Late, and Make-up Assignments***

You have the responsibility for completing all assignments (discussions, quizzes, etc.) before the scheduled due date. **If an assignment is turned in late, your score will be deducted by 25% for every day that it is past due.** Do not miss an assignment or quiz. Only under rare circumstances do I allow make-up assignments.

## 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. For hardship withdrawals, 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.

## 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](#)

### ***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 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 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. 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 Dean (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

## DISABILITY ACCOMMODATIONS

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC 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.

### ***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 B132. 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).

## OTHER POLICIES & RESOURCES

**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.

**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. Please read the Bellevue College [Affirmation of Inclusion](#) for details.

**REASONABLE ACCOMMODATIONS FOR REASONS OF FAITH AND CONSCIENCE:** Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see [Bellevue College Policy 2950](#)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy \(1440P\)](#).

**RELIGIOUS HOLIDAYS:** Students who expect to miss classes, examinations, or any other assignments because 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. Please read Policy 2950 Accommodations for Reasons of Faith or Conscience for more details.

**COLLEGE ANTI-DISCRIMINATION STATEMENT:** Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Equal Opportunity (<http://www.bellevuecollege.edu/equal/>)

**CONFIDENTIALITY AND MANDATORY REPORTING:** As an instructor, one of my responsibilities is to help create a safe learning environment on our campus and in our classroom. It is my goal that you feel able to share information related to your life experiences in 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 425-564-2641 and more information can be found at Title IX. If you have any concerns, you may report to: Report Concerns.

**COUNSELING CENTER:** Are you feeling stressed about college? Tests? Your future? A relationship? A loss? Adjusting to a new culture? An addiction, yours or someone else's? Contact Bellevue's Counseling Center at (425) 564-2212. If the Counseling Center is closed and you need to talk with someone now, call the King County Crisis Clinic at (206) 461-3222. If you'd rather text with someone, contact the Crisis Text Line by texting START to 741-741.

***\*NOTE: This syllabus is subject to change in the event of extenuating circumstances. The class will be informed of any changes as early as possible.***