**Syllabus: General Psychology** (PSY201)

**Term:** Winter 2023 **CRN** 33888

# Welcome to General Psychology! Here we explore the biological and cognitive aspects of psychology, including history, methodology, biological foundations of behavior, human development, sensation, perception, learning, memory, language, and problem-solving.

# Instructor: Laura Jones, Ph.D.

**E-Mail:** jonesl@linnbenton.edu **Important Note: When you email me, identify:**

* Your full name (as shown in your course registration)
* The course you are attending and the CRN (I teach multiple sections of each course).

I value quality in my teaching. It is amazing how much time I have spent tracking down this information, taking me away from activities that serve you, such as meeting with you and strengthening my courses.

**Office Hours** (my office is located at [109 South Santiam Hall](https://www.linnbenton.edu/about-lbcc/campus-locations/campus-map/index.php)). Wednesdays and Thursdays from 1-1:50 via Zoom or in person *with prior arrangement* (e.g., if you want to meet in person, email me to let me know at least 24 hours prior to the meeting). You can access the office hours Zoom link on our Moodle site. [If you cannot make these times, you can use this calendar to schedule at a different time.](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UU1PWWZta2UwWkk3fGRlZmF1bHR8ZGQ2NWY0Y2JkNGZkN2Q5MTZiOWM2NDUyNmM0MTFlZjQ)

# Where do we meet?

# Class is a ‘hybrid.’ I divide your course content between a prerecorded lecture and an in-person class meeting. We meet once per week (Wednesdays, 2-3:50) in [209 N Santiam Hall (NSH)](https://www.linnbenton.edu/about-lbcc/campus-locations/campus-map/index.php) to cover key concepts and do small group interactive work to practice and strengthen comprehension of the concepts. You view a recorded lecture and do your assigned reading *before* we meet - the activities we engage in depend on you having done so. And your classmates are depending on you. There is information in the class that will be covered in the Knowledge Checks so not attending will compromise your performance in the class.

# Required Materials

# Myers & Dewall (2020). Psychology in Everyday Life, 5th Edition. New York, NY: Worth\*

# *We have negotiated a deal with the publisher to get you this eText at a reduced rate. Click on a link on our Moodle site to set up your Achieve Read and Practice account. This will allow you to access & purchase your eText (unless you decide to purchase a physical copy outside of LBCC). Note: We will use this site to access the eText only. Additional activities are not required.*

# How to avoid getting dropped

Access our Moodle site before 9am on Friday, 1/13 to remain in the class. If you miss the deadlines for any tasks Week 1, I will contact you and we can discuss whether this course is a good fit for you. The last day you can drop this class is on 1/17.

# Precautions for COVID-19 and other contagious viruses

Our class size is capped at 30. I will be wearing a mask because I am caring for my mom and grandchildren. You decide whether or not you will wear a mask. If you are concerned about close proximity to others, please contact me outside of class and we can discuss possible solutions.

# What will I learn? As a result of successfully completing this course, you will be able to:

* Describe major facts and theories from the domain of psychology.
* Recognize/articulate interplay between social, psychological and biological forces.
* Apply relevant psychological phenomena to everyday relationships and situations.
* Combine and synthesize psychological concepts and theories to draw reasonable conclusions, develop intelligent skepticism, and critically analyze information.

# Students who are successful in this class do the following:

1. **Visit the Moodle site each Monday** and open the weekly checklist that gives you an overview of your assigned text reading, additional readings, and activities due.

2. **Open your weekly assignment read it.** Your response is *due by 9am on Thursdays.* The assignments often ask you to do something in advance, before you respond in writing, so checking in at the beginning of the week gives you time to complete your missions.

3. **Review the topics of focus** before you do your weekly assigned text reading. This will give you an idea of the material you want to focus on before you take your weekly Knowledge Check.

4. **Do your assigned weekly text reading**, taking notes over material highlighted in the topics of focus.

5. **Watch the recorded lecture,** located in the *Weekly Prerecorded Lecture* folder. Again, as you view the lecture, pay special attention, and take notes on the material highlighted in the **topics of focus** for the week. Each lecture is about 45-120 minutes, so if you plan to view it in at least 2 sittings, you will ensure that you are focused enough to truly take in the information.

6. **Attend class on Wednesdays.** Content is divided between the prerecorded lecture and class meeting. Engage in interactive activities with your classmates to help you learn the concepts & boost your performance in the Knowledge Checks. If you have to miss a Wednesday class, you will need to check in with a fellow student to obtain notes. Please don’t ask me what to do if you miss class.

7. **Take your Knowledge Check.** Students have reported that they have the most success if they take the Knowledge Check soon after attending the Wednesday class.

**How much time should I expect to spend on this course?** Online courses take the place of almost four hours of lectures and outside class assignments required in a traditional face-to-face class.  Expect to devote about 10-12 hours per week on the online interactions and other class assignments.  Set aside specific time each week to work on this class.

**Instructor Responsibilities:** My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion and learning. I will:

* Post your current week’s content and assignments.
* Be available to support your learning when requested.
* Be present to teach the class.
* Hold you accountable.

**Student Responsibilities**

* Critically read/analyze assigned information
* Use your LBCC email account to communicate with me and always identify the course CRN when you email me.
* Watch your prerecorded lecture and attend class each week. If you have to miss a class, you can ask a fellow classmate to share their notes with you.
* Effective/timely participation in class activities/tasks.

# Tools for Success in this Course: In an online course, the teacher is a resource in the learning process, while you, the student, takes a more active role.  If you are new to online learning, be aware that you will need to take the initiative to read all documents and materials thoroughly for your own understanding. Self-direction and self-discipline are critical. It is up to you to keep track of deadlines and complete and upload your assignments. The assignments, Knowledge Checks and weekly forum are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help.  I will respond to your assignments with feedback.   If you have carefully read course materials and still have a question, post your question to the Question-and-Answer Forum right away.

**Course Requirements:** Your final grade in this class will be determined by your performance on the following:

***Weekly Concept Practice Assignments:*** Experiential activities linked to the current week’s topic. You respond by 9 am on Thursdays and reply to a classmate’s response by the following Monday. Be sure to read the task at the beginning of the week so that you have time to complete it before the Thursday at 9 am deadline for your response.

***10 open book Knowledge Checks are taken on Moodle.*** Knowledge Checksassess your understanding of the course material (see summary of course requirements for more information) and are cumulative.

## [**Concept Demonstration Project**](https://docs.google.com/document/d/1UVvjkS7O71lDlcANqSnumonZmg4oPSLn/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true)**.** Create an interactive teaching tool to demonstrate your mastery of one psychological principle or concept you learned in class in a fun, unique, engaging, and novel way and to show how that concept relates to the real world. I encourage you to think outside of the box for this concept demonstration. Some suggestions include a video, game, demonstration, presentation, diorama, infographic, research project, poems with illustrations, book, etc. Your audience: First year community college students. Integration of evidence-based information from a peer reviewed psychology journal article is a required element. Due: 9 am Monday of Week 9.

**Late Work.** On-time classwork is an essential element of college success. Please talk to me if you are having difficulty meeting course deadlines and we can work on a solution so that you don’t get behind. I may allow a late assignment if you communicate your need for an extension in advance of the deadline.

# Course Access

Moodle. *All LBCC students have a Moodle account. Access with Single Sign-On ID and password.* [*How to get started with Moodle*](https://www.linnbenton.edu/staff-resources/college-services/information-services/services/elearning/current-elearning-students.php)*.* LBCC will enroll you in the Moodle site for this course during the 1st week of classes. You will access the syllabus, your grades, Knowledge Checks, and additional activities on Moodle. It is an expectation for this course that you will use Moodle independently and seek help from the [eLearning center](https://www.linnbenton.edu/staff-resources/faculty/learning-innovation-center/eLearning/support_services.php) if you have questions related to using Moodle. For information on how to use Moodle, check out this site. Alternatively, you can [visit the Student Helpdesk](https://www.linnbenton.edu/student-services/library-tutoring-testing/library/help-desk.php). **Do not email coursework.**

**Accessibility Resources aids students who have documented disabilities by:**

* Reviewing documentation to confirm eligibility
* Planning reasonable accommodations
* Coordinating services in the classroom
* Providing support i.e., assistive technology, and accommodations
* Success coaching and advocating

If you have a disability and feel that you will need accommodations as a student at Linn-Benton Community College, Accessibility Resources is here to support you: Contact Center for Accessibility Resources Voice:  541-917-4789 Email: cfar@linnbenton.edu

**Cheating/Plagiarism**

Using someone else’s work as your own or using information without proper citation (this is plagiarism) can lead to your failing the activity, test, or class. References and in text citations are required whenever you use outside sources, including internet sources (unless otherwise indicated). Do not directly reproduce material from another source in your weekly assignment or assessment (even if you cite it!).

|  |  |  |
| --- | --- | --- |
| Summary of Course Requirements |  |  |
| Requirement | Summary | Points Possible per unit | Units | **Total**   |
| **Weekly Concept Practice Assignment** | Experiential activities linked to the current week’s topic. This is your opportunity to demonstrate mastery of what you are learning, and you are graded accordingly. You earn up to 10 points for your response depending on the quality of the informational support you provide. Earn up to 5 additional points for your reply\* to a classmate. Note: Moodle only allows me to enter one due date for your assignments and assessments so be sure to get your ‘reply to groupmate’ deadline in your calendar. | 15 | 10 | 150 |
| **Concept Demonstration Project** | [See assignment and grading rubric](https://docs.google.com/document/d/1UVvjkS7O71lDlcANqSnumonZmg4oPSLn/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true) | 75 | 1  | 75 |
| **Weekly Knowledge Checks** over all course material. | Number of items varies. Item types include multiple choice (1 pt.), multiple choice with more than 1 option (2 pts.), matching (3 pts.) and True/False (1 pt.). Items reflect knowledge gained up to the current week with more emphasis on the current week.  | 25 | 10  | 250 |
| **Total Possible Points** |   |  |  | 475 |

|  |
| --- |
| **Course calendar** |
| **Week**  | Topic | **Due Thursday before 9 am**  | *Point earners* ***due each Monday before 9 am*** *(Date listed below)*  |
|  **1****1/9** | Introduction Thinking Critically (Chapter 1) | ***Thursday, 1/12***Response to WeeklyAssignment  | **January 16**Knowledge CheckWeekly Assignment (reply to classmate)  |
| **2****1/16** | The Biology of Behavior & Consciousness (Chapter 2) | ***Thursday, 1/19***Response to WeeklyAssignment  | ***January 23***Knowledge CheckWeekly Assignment (reply to classmate) |
| **3****1/23** | Introduction to Development & prenatal - newborn period (Chapter 3, pages 69-77) | ***Thursday, 1/26***Response to WeeklyAssignment  | ***January 30***Knowledge CheckWeekly Assignment (reply to classmate) |
| **4****1/30** | Lifespan DevelopmentInfancy and Childhood(Chapter 3, pages 77-97) | ***Thursday 2/2***Response to WeeklyAssignment  | ***February 6***Knowledge CheckWeekly Assignment (reply to classmate) |
| **5****2/6** | Lifespan DevelopmentAdulthood (Chapter 3, pages 97-103)  | ***Thursday 2/9***Response to WeeklyAssignment  | ***February 13***Knowledge CheckWeekly Assignment (reply to classmate) |
| **6****2/13** | Sex, Gender, and Sexuality (Chapter 4) | ***Thursday 2/16***Response to WeeklyAssignment  | ***February 20***Knowledge CheckWeekly Assignment (reply to classmate) |
| **7****2/20** | Sensation and Perception(Chapter 5) | ***Thursday 2/23***Response to WeeklyAssignment  | ***February 27***Knowledge CheckWeekly Assignment (reply to classmate) |
| **8****2/27** | Learning(Chapter 6) | ***Thursday 3/2***Response to WeeklyAssignment  | ***March 6***Knowledge CheckWeekly Assignment (reply to classmate)**Concept Demonstration Project due** |
| **9****3/6** | Memory(Chapter 7) | ***Thursday 3/9***Response to WeeklyAssignment  | ***March 13***Knowledge CheckWeekly Assignment (reply to classmate) |
| **10****3/13** | Thinking: Our biases and language (Chapter 8, pages 213-228) |  ***Thursday 3/16***Response to WeeklyAssignment  | ***March 20***Knowledge CheckWeekly Assignment (reply to classmate) |
| **11** | *Option to retake or make up one missed Knowledge Check (you must note your preference before 9am on Friday 3/11 if you want this option). I will send a form Week 8 where you can tell me what Knowledge Check you want to take/retake. If you would like to make up/retake your KC earlier in the term you are welcome to email me your request and I will open it for you.*  |