**Syllabus: General Psychology (PSY 202) Virtual Hybrid**

**Winter 2023**

**CRN 22295**

**Welcome to General Psychology!** Here we’ll discuss the social and personality aspects of psychology, including intelligence, motivation and emotion, health and stress, evidence-based methods for reducing stress and strengthening wellbeing, personality development, classification and treatment of psychological disorders, and the social context of human behavior and attitudes.

# Instructor: Laura Jones, Ph.D.

# E-Mail: [jonesl@linnbenton.edu](mailto:jonesl@linnbenton.edu)\*

# \*I teach several courses. When you email me, identify your full name (as it is in the LBCC system), course you are attending and course registration number (CRN).

**Office Hours:** Wednesdays and Thursdays from 1-1:50 via Zoom or in person with prior arrangement (i.e., email me at least 24 hours in advance if you want to meet in person). 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) If you do use this calendar, be sure to add your name and a brief summary of our meeting focus so I know who I am meeting with and what to expect.

**When and where do we meet?**

This class is a [‘virtual hybrid.’](https://docs.google.com/document/d/1UQuyaOMat1cYxj-Ev-mOc_LeWPnYpey-8vy39MgMVsQ/edit) You will view a prerecorded lecture presentation available on Moodle before we meet virtually via Zoom once per week (Wednesdays, 10-11:50). In our class, we cover additional key concepts and do interactive small group work to practice and strengthen comprehension of the concepts. This is an open classroom time and an opportunity to interact with me and other students. *View your 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.* These meetings will be recorded, so if you can't meet at the designated time, you can view them later. The recording is available before noon the following day. Class is delivered via Moodle and Zoom. There is information in the Wednesday class that will be covered in the Knowledge Checks and your responses in the assignments are dependent on the information you learn, so not attending (either live or via a recording or the class) will compromise your performance in the class.

**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.

**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 the assignment 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).

# How does this online virtual hybrid class work?

Online courses take the place of four hours of lectures and outside class assignments required in a traditional face-to-face class.  You should 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.

**When are the assignment due dates?**

See course calendar in this syllabus (and linked on Moodle) for an outline of the course, including point earners and due dates.

# 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.*

### What will I learn? After successful completion of this course, you will be able to:

# Describe major facts and theories from the domain of psychology.

# Recognize and articulate the interplay between social, psychological & 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.

# My Responsibilities

This syllabus contains a course calendar outlining your tasks for the term. In addition, the current week’s content and assignments will be posted on Moodle and each weekly section of Moodle has a checklist of activities for the current week. I will be available to support your learning when requested. I will hold you accountable by following through with course objectives and syllabus content. My aim is to facilitate a learning environment that encourages active, effective, and respectful activities, discussion, and learning.

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

1. **Visit the Moodle site each Monday** and open the task checklist that gives you an overview of your assigned text reading, additional readings, and activities due (you can also find this in your *course calendar* at the end of this syllabus).

2. **Open your weekly assignment and read it.** Your response is *due by 9am on Thursdays.* These activities 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 key areas 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. Many students create a study guide out of the key areas of focus and use that to prepare for their weekly knowledge checks. With this efficient method, you can fill in notes related to your text reading and prerecorded lecture within the study guide you have created.

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

5. **Watch the recorded lecture,** located in the *Slide Presentation Lecture and associated readings* folder. Again, pay special attention and take notes on the material highlighted in the key areas of focus for the week. Each lecture is about 60-120 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 Wednesday** (virtually via Zoom)

7. **Take your Knowledge Check.**

8. **Read a groupmate’s assignment responses and reply.**

# Your Responsibilities

* Critically read/analyze assigned information.
* Use your LBCC email account to communicate with me. When you do, identify which class you are in, including the course CRN.
* Effectively participate in class activities.

In an online course, the teacher is a **resource** in the learning process, while you, the student, takes a more active role in the process.  If you are new to online learning, be aware that you will need to take the initiative to read all documents and materials 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 and Knowledge Checks 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 read the course materials and still have a question, use the **Question-and-Answer Forum** right away.

# Grades

Figured on straight percentage based on the total number of points possible. At any point you can figure your grade by dividing the course maximum points possible to date into the points you have earned to date.

A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or below

# Late Work

# On-time assignments are an essential element of college success. Please talk with 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.

# Incomplete Grades

You may be eligible for an ‘Incomplete’ grade if you have finished 90% of the class work.  If you have an ‘Incomplete,’ all coursework must be finished by the end of the next term. I can only award an ‘A’, ‘B’, ‘C’, ‘D’, or ‘F’ grade.  I need at least one weeks’ notice before the end of the term from you to process an Incomplete.

# 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](mailto:cfar@linnbenton.edu)

**Cheating/Plagiarism**

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

|  |
| --- |
| **Point Earners** |
| **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. *A cumulative exam tests a student on all of the material since the beginning of the term.* |
| **Class Assignments.** A major focus in this General Psychology class will be on the physical and psychological effects of stress, psychological disorders, and the treatment of psychological disorders. I want to give you the experience of evidence-based activities and assessments that scientists, therapists, and practitioners use in real life to help others cope effectively and to promote wellbeing.In each assignment you’ll engage in activities used in the field from a particular perspective for you to try out. To give you access to peer interaction & shared encouragement and support, I divide the class into small groups. You will be with your group all term. Only your group members can read and reply to your responses.  Grading includes your response(maximum 10 points and due by 9am on Thursday), and your reply to a classmate (maximum 5 points and due by the following Monday at 9am). Note: Moodle only allows me to enter one due date for your assignments so be sure to get your ‘reply to groupmate’ deadline in your calendar. Your response to this weekly activity is dependent on your text reading & recorded lecture for the current week, so complete the assignment after watching the recorded lecture and doing your assigned reading. *How to get a good grade on the assignments:* (1) Because I do not accept late work except by prearrangement, submit your responses and replies before the due time/date. (2) This is an opportunity to demonstrate your mastery of the concept. *Providing informational support when asked will boost your grade.* Informational support means that you support your perspective with specific and relevant information from the text and/or recorded lecture or [credible outside resources](https://libguides.usc.edu.au/credible). (3) Another important part of this grade is *originality.* Be sure the ideas you post are your own. Plagiarism includes copying other’s ideas, so be careful not to paraphrase what others have written in the forum. If this happens, you will receive a ‘0’ for a grade that week. References and citations are not required unless you include an outside source.  **Concept Demonstration Project.** Create an interactive teaching tool targeted to 1st year community college students to demonstrate your knowledge 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. Integration of evidence-based information from a peer reviewed psychology journal article is a required element. Due: 9 am Monday of Week 9. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summary of Course Requirements** | | | | |
| **Requirement** | **Summary of grading criteria** | **Max points per unit** | **Units** | **Total** |
| **Weekly Knowledge Checks** over the text reading, embedded readings, readings associated with assignments and Lecture Presentation information. Items assess material from across the term (cumulative) | 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 |
| **Assignment small group forum** | 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 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 |
| **Total Possible Points** |  |  |  | **475** |

|  |  |  |  |
| --- | --- | --- | --- |
| Course calendar | | | |
| Week | **Topic** | **Due Thursday before 9 am** | **Due Monday before 9 am**  **(Date listed below)** |
| 1  1/9 | Research & Critical Thinking (Chapter 1, pp. 12-30) | ***Thursday, 1/12***  Response to Weekly  Assignment | **1/16**  Knowledge ✔ (Chapter 1, pp. 12-30 + Week 1 Lecture Presentation)  Weekly Assignment (reply to classmate) |
| 2  1/16 | Biology and Behavior (Chapter 2, pp. 31-53) +  Intelligence (Chapter 8, pp. 229-243) | ***Thursday, 1/19***  Response to Weekly  Assignment | ***1/23***  Knowledge ✔ (Chapters 2, pp. 31-53 & 8, pp. 229-243 + Week 2 Lecture Presentation + cumulative knowledge gained)  Weekly Assignment (reply to classmate) |
| 3  1/23 | Social Psychology  (Chapter 11) | ***Thursday, 1/26***  Response to Weekly  Assignment | ***1/30***  Knowledge ✔ (Ch 11 + Week 3 Lecture Presentation + cumulative knowledge gained)  Weekly Assignment (reply to classmate) |
| 4  1/30 | Personality and plasticity  (Chapter 12) | ***Thursday 2/2***  Response to Weekly  Assignment | ***2/6***  Knowledge ✔ (Ch 12 + Week 4 Lecture Presentation + cumulative knowledge gained)  Weekly Assignment (reply to classmate) |
| 5  2/6 | Motivation and Emotion (Chapter 9 pp. 247-261) | ***Thursday 2/9***  Response to Weekly  Assignment | ***2/13***  Knowledge ✔ (Ch 9, pp. 247-261 + Week 5 Lecture Presentation + cumulative knowledge gained)  Weekly Assignment (reply to classmate) |
| 6  2/13 | Emotion, Stress & Cognition  (Chapter 9, pp. 261-272) | ***Thursday 2/16***  Response to Weekly  Assignment | ***2/20***  Knowledge ✔ (Chapter 9, pp. 261-272 & Week 6 Lecture Presentation + cumulative)  Weekly Assignment (reply to classmate) |
| 7  2/20 | Stress, Health & Flourishing (Chapter 10) | ***Thursday 2/23***  Response to Weekly  Assignment | ***2/27***  Knowledge ✔ (Ch 10 & Wk. 7 Presentation Lecture + cumulative)  Weekly Assignment (reply to classmate) |
| 8  2/27 | More Stress, Health & Flourishing  Intro to Psychological Disorders (Chapter 13, pp. 361-366) | ***Thursday 3/2***  Response to Weekly  Assignment | ***3/6***  Knowledge ✔ (Ch 13, pp. 361-366 + Week 8 Lecture Presentation + cumulative)  Weekly Assignment (reply to classmate)  **Project due** |
| 9  3/6 | Psychological Disorders  (Chapter 13, pp. 366-397) | ***Thursday 3/9***  Response to Weekly  Assignment | ***3/13***  Knowledge ✔ (Ch 13, pp. 366-397 + Week 9 Lecture Presentation + cumulative)  Weekly Assignment (reply to classmate) |
| 10  3/13 | Therapy  (Chapter 14) | ***Thursday 3/16***  Response to Weekly  Assignment | ***3/20***  Knowledge ✔ (Ch 14 + Week 10 Lecture Presentation + cumulative knowledge gained)  Weekly Assignment (reply to classmate) |
| 11 | *Option to retake or make up one missed Knowledge Check (you must note your preference before 9am on Monday 3/13 if you want this option. Please wait for my email Week 9 with a link to the form to make your request. If you have taken all Knowledge Checks, and don’t wish to retake one, this is a ‘free’ week.* | | |