**Syllabus: General Psychology (PSY 202) Asynchronous Online**

**Winter 2023 CRN 30532**

### 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) 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](https://docs.google.com/document/d/1bpzLCDHnSe8xjcjYmlqRwfHaa37hZCUoGF8J8ZphuVk/edit?usp=sharing) (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).

### When and where do we meet?

No specified class times. [This is an “online asynchronous" class, meaning that you do not participate in live class sessions.](https://docs.google.com/document/d/1UQuyaOMat1cYxj-Ev-mOc_LeWPnYpey-8vy39MgMVsQ/edit) Though you have due dates for weekly assignments, you engage in the prerecorded weekly recorded slide presentation at a time convenient to you. Create your own schedule to complete the lecture presentation, Knowledge Checks, readings, and assignments by the weekly deadlines.

### 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 to avoid getting dropped.** Access Moodle before 9am on Friday, 1/13 to remain in the class. If you miss 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.

**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 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 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. 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. **Take your Knowledge Check.**

7. **Read a groupmate’s assignment response and reply.**

# Your Responsibilities

* Critically read/analyze assigned information.
* Use your LBCC email account to communicate with me. When you do, be sure to identify which class you are in and include the course CRN (I teach multiple sections of the same course).
* 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 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 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.  You must contact me at least 1 week before the end of the term to receive 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)

**Final grading period:** I shut down Moodle and all associated activities for grading noon on Thursday, Week 11. *No course materials can be accepted after 5pm on Tuesday finals week under any circumstances.* Be sure to check your gradebook between 5 pm on Tuesday and noon on Thursday during finals week.

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| **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). 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. 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.  *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 & 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**](https://docs.google.com/document/d/1UVvjkS7O71lDlcANqSnumonZmg4oPSLn/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true)**.** 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. 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. |

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| **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 understanding 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** |

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| 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)  [**Concept Demonstration Project due**](https://docs.google.com/document/d/1UVvjkS7O71lDlcANqSnumonZmg4oPSLn/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true) |
| 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.* | | |