PSYC 2301: Introduction to Psychology
CRNs – 11707, 11708, 11819, 11820
Summer II, 2017
3 hour lecture course / 48 hours per semester/ 12 weeks
HCC Online

Instructor: Ilija I. Gallego, Psy.D.

Instructor Contact Information:
Email: iliija.gallego@hccs.edu
Office: Katy Campus, Room 225A, 713-718-5816
Cell: 713-530-4258 (10am to 9pm)
The best way to stay connected in this course is to check the announcements on Eagle Online Canvas DAILY.

Department Contact Information:
Department Chair: Dr. Karen Saenz; karen.saenz@hccs.edu; 713-718-7180

Office Location and Hours
Katy Campus, Room 225A
I am typically available: By appointment, and also via phone and Facetime.

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and to discuss course topics, or for any other comments and concerns you may have.

Email Policy
HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can/must do so here (http://www.hccs.edu/district/students/student-e-mail-eagle-id/). I can typically answer immediately, but I reserve the right to take 24 to 48 hours.
Weekend messages may not be answered until Monday. If you do not hear back from me within 24 hours, check the course announcements.

Course Description
PSYC 2301 is a survey course of the basic principles underlying human behavior. Emphasis is placed on major areas of study in the field of psychology, such as motivation, development, thought processes, personality.

Prerequisites
PSYC 2301 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 include placement in college-level reading (or currently taking INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the HCCS Student Handbook.

Program Student Learning Outcomes (PSLOs) for all PSYC Courses
1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.
3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

Core Curriculum Objectives for all PSYC Courses
PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses the core objectives as follows:

- **Critical Thinking**: Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills**: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- **Quantitative and Empirical Literacy**: Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #2 above.
- **Social Responsibility**: Students will demonstrate cultural self-awareness, intercultural
competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #4 above.

**Course Student Learning Outcomes (CSLOs) for PSYC 2301**

Upon completion of PSYC 2301, the student will be able to:

1. Demonstrate knowledge in multiple (8) areas of psychology, including concepts, facts, and theoretical perspectives.
2. Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
4. Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and/or evaluation of media presentations.

**Learning Objectives for PSYC 2301**

**OBJECTIVES FOR CSLO #1:** Discuss the major issues in at least nine areas of psychology.

1.1 Major schools of thought in psychology
1.2 Components of the neuron
1.3 Components of the synapse
1.4 Action potential
1.5 Major neurotransmitters
1.6 Medulla
1.7 Cerebellum
1.8 Hypothalamus
1.9 Limbic system
1.10 Components of the cerebrum
1.11 Plasticity
1.12 Endocrine system
1.13 Learning
1.14 Reinforcement
1.15 Punishment
1.16 Observational learning
1.17 Characteristics of short-term memory
1.18 Characteristics of long-term memory
1.19 Phases of prenatal development
1.20 Piaget’s stages of cognitive development
1.21 Erikson’s stages of psychosocial development
1.22 Alzheimer’s disease
1.23 General Adaptation Syndrome (GAS)
1.24 Post-traumatic stress disorder (PTSD)
1.25 Definition of personality
1.26 Conscious, unconscious, preconscious mind
1.27 Id, ego, and superego
1.28 Freud’s psychosexual stages
1.29 Phobias
1.30 Panic disorder
1.31 Obsessive-compulsive disorder
1.32 Dissociative identity disorder
1.33 Schizophrenia
1.34 Major subtypes of schizophrenia
1.35 Major depressive disorder
1.36 Bipolar disorder
1.37 Personality disorders

OBJECTIVES FOR CSLO #2: Explain the scientific method and how it applies to psychological research.
2.1 Scientific method
2.2 Descriptive methods
2.3 Representative sample
2.4 Correlational method
2.5 Experimental method
2.6 Causal hypotheses
2.7 Independent variable
2.8 Dependent variable
2.9 Experimental group
2.10 Control group
2.11 Random assignment
2.12 Placebo effect
2.13 Placebo
2.14 Double-blind procedure
2.15 Methods of studying the brain
2.16 Methods used by Pavlov, Watson, and Skinner

OBJECTIVE FOR CSLO #3: Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
3.1 Differences among the major theoretical perspectives in psychology
3.2 Processes that occur when a neuron is activated
3.3 How neurotransmitters affect behavior
3.4 Functions of the frontal lobes
3.5 Difference between the central and peripheral nervous systems
3.6 Functions of the sympathetic and parasympathetic nervous systems
3.7 How the pituitary gland affects behavior
3.8 How the adrenal glands affect behavior
3.9 How classical conditioning modifies an organism's responses to stimuli
3.10 How operant conditioning modifies an organism's responses to stimuli
3.11 Difference between positive and negative reinforcement
3.12 Factors that influence the effectiveness of punishment
3.13 Information-processing approach to memory
3.14 Reconstructive memory
3.15 The function of schemas
3.16 Causes of forgetting
3.16 Effects of teratogens and other negative factors on prenatal development
3.18 Relationship between contact comfort and attachment
3.19 Differences among the various patterns of attachment
3.20 Difference between the social learning theory and gender schema theory explanations of gender role development
3.21 Process of cognitive development as Piaget explained it
3.22 Proposed causes of Alzheimer's disease
3.23 Effects of stress on the immune system
3.24 Effects of daily hassles on stress
3.25 Factors that influence individual's capacity for resisting the effects of stress
3.26 Function of defense mechanisms in Freud's theory
3.27 Views of humanistic theorists regarding the personality
3.28 Bandura's concept of reciprocal determinism
3.29 Criteria for abnormal behavior
3.30 Possible causes of schizophrenia
3.31 Symptoms of major depressive disorder.
3.32 Symptoms of bipolar disorder

OBJECTIVES FOR CSLO #4: Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

4.1 Ethical standards for psychological research
4.2 Principles of behavior genetics
4.3 Principles of behavior modification
4.4 Improving memory
4.5 Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
4.6 Differences between problem-focused and emotion-focused coping
4.7 Views of Abraham Maslow regarding self-actualization
4.8 Differences between psychologists and psychiatrists

Instructional Methods
Notes, presentations, readings, videos, demonstrations, learning exercises, and discussions will be provided on Eagle Online Canvas. Additional learning resources are sited on Eagle Online Canvas and are also available in your textbook and textbook companion website. Expect frequent homework readings and assignments.

Success in the Course
As with any three-hour course, you should expect to spend **at least six hours per week** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, completing assignments in Eagle Online Canvas, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructional Materials
**Required:**


2. Final Exam Handbook: Posted in the “Final” Module of your Canvas course for you to download for free.

**Temporary Free Access to E-Book**
Follow these steps to get temporary free access to a digital version of the text for fourteen days:
- Go to the Canvas Eagle Online course home page.
- Click on McGraw-Hill link located on the right side of the page
Online Format

All instruction in this section of PSYC 2301 will take place online. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. All course materials, quizzes and exams, including the final, will be taken online. We will be using Eagle Online Canvas.

You are REQUIRED to download the Canvas app and MS Outlook (HCC email) on your smart phone if you have one. If you have difficulty downloading the app, please be patient or try again later.

The directions for downloading the Canvas app to an IOS system like an iPhone can be found here: https://community.canvaslms.com/docs/DOC-1658

The directions for downloading the app to an Android Phone can be found here: https://community.canvaslms.com/docs/DOC-1554

The MicroSoft Outlook (email) app should be free and available in your phone’s app store.

Learning to Use Eagle Online Canvas:

When you log in to Eagle Online Canvas and click on our class, you will begin with a “Start Here” module which will explain how to use the program. There is also a help feature in the program, and your professor will go over the program with you on the first couple of days of class.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. YOU MUST USE FIREFOX OR CHROME AS YOUR BROWSER. For a free download of Firefox for free, go to http://www.mozilla.org/en-US/firefox/new/

Getting To Eagle Online Canvas Classroom:

1. Go to www.hccs.edu
2. At the very top right hand corner of the page click on “Student Sign Ins”
3. Click on Eagle Online Login: [https://hccs.instructure.com](https://hccs.instructure.com) (new Canvas system) – you can also use this link to log in directly
4. Follow instructions
   - **User name:** Your full HCCS email
   - **Password:** Your HCCS email/system password
5. Click on “Log In”
6. Click on our psychology course

### Technical Support For Eagle Online:
1. Eagle Online FAQs (Frequently Asked Questions) tab
2. HCC Tech Support: 713-718-5275, option 3 or [http://www.hccs.edu/online/technical-support/](http://www.hccs.edu/online/technical-support/)
3. For HCC network issues/password reset: 713-718-8800, option 1

### Exams and Assignments

#### Exams – (Unit/Module Test)
Check the Course Schedule for the closing dates for each unit. Notice that all work for a unit, including the quizzes and exam, close at the same time.

Exams:
- Account for 40% of course grade
- All unit/module tests are on Eagle Online, Canvas
- Grading: 0-100
- Average of best 4 of 5 Unit Tests = 40% of course grade
- Instructions and Turn In: on Eagle Online, Canvas
- Number of Attempts Allowed: 1
- **Questions will be given one question at a time. You may not return to a question once you answer it.** (This is to prepare you for the online course final in which I am required to present you with one question at a time and not allow you to return to previous questions.)
- **“Submit Quiz;” Turns assignment in for grading (you may do this only once).**
- Time Limit: Varies with each exam (1.5 hours to 45 minutes, typically – see exam directions), or time of unit closure – whichever comes first
- **You may click on the exam to see this directions, but DO NOT CLICK “BEGIN” UNTIL YOU ARE PREPARED TO TAKE THE EXAM. CLICKING THIS WILL BEGIN YOUR LIMITED TIME PERIOD.**
- Due: As noted in syllabus and on Eagle Online Canvas directions.
- **Materials Allowed:** Book, notes, scratch paper, etc. *To do well on the exams, please have the Learning Objectives and Key Terms for the Unit Test filled out and in front of you while taking the exam.*
- Do not collaborate with another person or you will make a grade of 0
- **Recommended:**
  - Take the test at an HCC campus in the computer lab or library
- **ONLY** Acceptable Excuse for missing test: Internet or power failure at an HCC campus; MUST be documented by HCC staff member
- Number of questions: typically 50
- Types of questions: multiple choice, true/false, matching
- First Feedback: Immediate (scores only; no correct answers)
- Final Feedback: scores and correct answers - immediately after unit and test closes for all students
- Makeup/Late work: **None allowed**, with the exceptions of very rare circumstances such as student hospitalization. Due dates are the LAST day to turn in the exam, not the ONLY day to do so.
- Extra Credit: None
- Exams can be accessed from within their corresponding module under the “Module Tasks” heading.
- **Technical Problems during an exam:**
  - STOP the exam immediately
  - SUBMIT it unfinished
  - Email me immediately

**Written Assignment**

- Accounts for 20% of course grade
- Grading 0-100
- Number of Assignments: 1
- Specific Instructions: Appendix to this syllabus
- Availability: available and open from the first day of class
- Feedback: you will see your grade on Eagle Online and receive feedback online after I have had time to evaluate it. Please be patient.
- Length: 750 word minimum, include a word count at the end of your paper
- Turn In: On Eagle Online, no later than **SUNDAY NIGHT, 7/31 BY 11:59pm**
- Makeup/Late work: None allowed. NO EXCEPTIONS. The due date is the LAST day to turn in the assignment, not the ONLY day to do so.

*SEE DIRECTIONS IN APPENDIX BELOW*
Other Assignments

**Quizzes**

- Account for 20% of course grade
- Number of quizzes = 17; best 15 grades are kept
- Average best 15 of 17 Quizzes = 20%
- Grading: 0-100
- All quizzes are on Eagle Online, Canvas
- Instructions and Turn In: on Eagle Online Canvas
- Number of Attempts Allowed: 2
- **Questions will be given one question at a time. You may not return to a question once you answer it.**
- “Submit Quiz;” Turns assignment in for grading (you may do this twice). However, you may close the quiz without submitting, and return to it.
- Time Limit: None
- Due: Before corresponding unit/module test closes.
- **Materials Allowed:** Book, notes, etc.
- First Feedback: Immediate (scores only; no correct answers)
- Final Feedback: scores and correct answers - after you last (2nd) attempt
- Makeup/Late work: **None allowed.** Due dates are the LAST day to turn in the exam, not the ONLY day to do so.
- Extra Credit: None
- These can be accessed from “Quizzes” on the right hand menu of the Canvas homepage, and also from within their corresponding module under the “Module Tasks” heading.
- First Daily Grade: Syllabus Quiz - 5 Attempts (for practice and grade) in the Start Here module of the Eagle Online, Canvas homepage.

**Departmental Final Exam**

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions. All the information students need to prepare for the exam is in the Final Exam Handbook. The final exam **may not be taken early under any circumstances.**

You must get at least 50% of the items correct on the final to pass the course. Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.
• Accounts for 20% of course grade
• Grading: 0-100
• Online test available on Eagle Online, Canvas
• At least 50% of the questions must be correct to pass this course; failure to make a 50 (raw score) or above will result in an “F” in the course, regardless of other course grades
• Exemptions: None. All students must take the final.
• Instructions, Completion and Turn In: On Eagle Online, Canvas in the “Final” module of the course.
• Materials Allowed: Book, notes, etc. To do well on the final please have the Final Exam Learning Objectives and Key Terms and the Final Exam Workbook filled out in front of you while taking the exam.
• Do not collaborate with another person. Doing so will result in your earning a grade of 0 on the final and an F in the course.
• Number of questions: 100
• Types of questions: multiple choice
• Feedback: Immediate (score only)
• Time Limit: 2 hours
• Preparation: See materials in the Eagle Online, Canvas “Final” module of the course.
• Makeup/Late work: None allowed, with the exceptions of very rare circumstances such as documented hospitalization
• Extra Credit: None
• A minimum raw score of 50% correct must be earned on the final exam in order to have the possibility of passing this class. If you earn a 49% or lower on the final exam, you will automatically get an F regardless of all previous grades that you have earned in the class. If you earn a raw score of 50% or higher on the final exam, it does not guarantee a passing course grade. Your final exam score will be averaged in with the rest of the semester’s grades to determine your final grade, using the formula which appears below. This is department policy.
• The final exam may not be taken early under any circumstances.
• Students who fail to take the final exam without discussing their absence with the instructor in advance will receive a 0 score on the final and an F in the course.

Grading Formula

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions or Written Assignment</td>
<td>20% of your course grade or 150 points</td>
</tr>
<tr>
<td>Quizzes &amp; Learn Smart Assignments</td>
<td>20% of your course grade or 300 points</td>
</tr>
<tr>
<td>Exams</td>
<td>40% of your course grade or 400 points</td>
</tr>
<tr>
<td>Departmental Final Exam</td>
<td>20% of your course grade or 150 points</td>
</tr>
</tbody>
</table>
HCC Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
<td>2</td>
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<tr>
<td>D</td>
<td>69-60%</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>0</td>
</tr>
<tr>
<td>FX</td>
<td>Failure due to non-attendance</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>(In Progress)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>(Withdrawn)</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>(Incomplete)</td>
<td>0</td>
</tr>
<tr>
<td>AUD</td>
<td>(Audit)</td>
<td>0</td>
</tr>
</tbody>
</table>

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

Makeup Policy

- No makeups or late work will be accepted except in very rare and verifiable circumstances such as the student’s documented hospitalization. I also do not allow re-takes. Remember that due dates in this class are the LAST day to turn in tasks, not the ONLY day to do so. All tasks for a unit/module are open from the first day of class. I also drop the lowest test grade and the two lowest quiz grades to help students with uncharacteristically low scores and unforeseeable circumstances that might lead them to miss an assignment, quiz or exam.

Incomplete Grades

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% of the work in the course, and may not be failing that 85%. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically a class announcement, of any such changes.
Course Calendar (Tentative)

WEEK 1: 7/10-7/16

STUDY:
INTRODUCTION TO COURSE (“START HERE” MODULE ONLINE) & UNIT 1 TEXTBOOK CHAPTERS 1& 2 (MODULE 1 ONLINE)
Textbook Chapter 1: What Is Psychology?
Textbook Chapter 2: Psychology’s Scientific Approach (Module 1 Online)

ASSIGNMENTS / TESTING DUE WEDNESDAY, 7/12:
WEDNESDAY, 7/12, ALL “START HERE” MODULE TASKS (ALL ARE ONLINE) DUE by 11:59pm.

ITEMS DUE WEDNESDAY, 7/12:
o INTRODUCTIONS DISCUSSION
o SYLLABUS QUIZ

ASSIGNMENTS / TESTING DUE 7/16:
SUNDAY, 7/16 ALL UNIT 1 / MODULE 1 TASKS (ALL ARE ONLINE), INCLUDING THE UNIT 1 TEST DUE by 11:59pm.

ITEMS DUE SUNDAY, 7/16:
o PLACEBO EFFECT QUIZ
o UNDERSTANDING EXPERIMENTS QUIZ
o UNDERSTANDING CORRELATIONS QUIZ
o RESEARCH METHODS QUIZ
o UNIT 1 TEST

Test covers textbook chapter 2 & all notes & information in module 1. All Unit 1 assignments/assessments will be closed and, therefore, must be completed by the same day and time (11:59pm) as the Unit 1 test.
WEEK 2: 7/17-7/23

STUDY, 7/17-7/20:

UNIT 2 – TEXTBOOK CHAPTERS 3 & 17 (MODULE 2 ONLINE)
Textbook Chapter 3: Biological Foundations of Behavior
Textbook Chapter 17: Health Psychology

ASSIGNMENTS / TESTINGS DUE THURSDAY, 7/20:

THURSDAY, 7/20 ALL UNIT 2 / MODULE 2 TASKS (ALL ARE ONLINE), INCLUDING THE UNIT 2 TEST DUE by 11:59pm.

ITEMS DUE THURSDAY, 7/20:

- NEUROSCIENCE QUIZ
- HEALTH & STRESS QUIZ
- UNIT 2 TEST

Test covers textbook Chapters 3 & 17, & all notes & information in module 2. All Unit 2 assignments/assessments will be closed and, therefore, must be completed by the same day and time, 11:59pm, as the Unit 2 test.

STUDY, 7/20-7/23:

UNIT 3 – TEXTBOOK CHAPTERS 6 & 7 (MODULE 3 ONLINE)
Textbook Chapter 6: Learning
Textbook Chapter 7: Memory

WEEK 3: 7/24-7/30

STUDY 7/24-7/27:

CONTINUE UNIT 3 – TEXTBOOK CHAPTERS 6 & 7 (MODULE 3 ONLINE)
Textbook Chapter 6: Learning
Textbook Chapter 7: Memory
ASSIGNMENTS / TESTINGS DUE THURSDAY, 7/27:

THURSDAY, 7/27 ALL UNIT 3 / MODULE 3 TASKS (ALL ARE ONLINE), INCLUDING THE UNIT III TEST DUE by 11:59pm.

ITEMS DUE THURSDAY, 7/27:

- CLASSICAL CONDITIONING QUIZ
- CLASSICAL vs OPERANT CONDITIONING QUIZ
- LEARNING QUIZ
- NEGATIVE REINFORCEMENT vs PUNISHMENT QUIZ
- LOFTUS CAR CRASH STUDY QUIZ - INTEGRATION ASSIGNMENT
- MEMORY QUIZ
- UNIT 3 TEST

Test covers textbook Chapters 6 & 7, & all notes & information in module 3. All Unit 3 assignments/assessments will be closed and, therefore, must be completed by the same day and time, 11:59pm as the Unit 3 test.

STUDY 7/28-7/30:

UNIT 4 – TEXT CHAPTERS 9 & 11 (MODULE 4 ONLINE)

Textbook Chapter 9: Human Development

Textbook Chapter 11: Gender, Sex and Sexuality

WRITTEN ASSIGNMENT DUE SUNDAY, 7/30:

DUE online by 11:59pm on Sunday, 7/30. (Written Assignment Module)

See instructions in the appendix to this syllabus.

WEEK 4: 7/31-8/6

7/31 LAST DAY TO WITHDRAW

STUDY 7/31-8/1:

CONTINUE UNIT 4 – TEXT CHAPTERS 9 & 11 (MODULE 4 ONLINE)

Textbook Chapter 9: Human Development
ASSIGNMENTS / TESTINGS DUE TUESDAY 8/1:

TUESDAY, 8/1 ALL UNIT 4 / MODULE 4 TASKS (ALL ARE ONLINE), INCLUDING THE UNIT 4 TEST DUE by 11:59pm.

ITEMS DUE TUESDAY, 8/1:

- PIAGET QUIZ
- UNIT 4 TEST

Test covers textbook Chapters 9 & 11, & all notes & information in module 4. All Unit 4 assignments/assessments will be closed and, therefore, must be completed by the same day and time, 11:59pm, as the Unit 4 test.

STUDY 8/2-8/6:

UNIT 5 – TEXT CHAPTERS 12, 15 & 16 (MODULE 5 ONLINE)

Chapter 12: Personality

Unit 5, Chapter 12: Psychological Disorders

Unit 5, Chapter 16: Therapies

WEEK 5: 8/7-8/9 (Partial Week)

STUDY 8/7-8/8:

CONTINUE UNIT 5 – TEXT CHAPTERS 12, 15 & 16 (MODULE 5 ONLINE)

Chapter 12: Personality

Unit 5, Chapter 12: Psychological Disorders

Unit 5, Chapter 16: Therapies

REVIEW FOR FINAL (“Final” Module Online)
ASSIGNMENTS / TESTINGS DUE TUESDAY 8/8:

TUESDAY, 8/8 ALL UNIT 5 / MODULE 5 TASKS (ALL ARE ONLINE), INCLUDING THE UNIT 5 TEST DUE by 11:59pm

ITEMS DUE TUESDAY, 8/8:
- DEFENSE MECHANISMS QUIZ
- PSYCHOLOGICAL DISORDERS QUIZ
- TAILORING MENTAL HEALTH TREATMENT BY SCANNING THE BRAIN QUIZ
- UNIT 5 TEST

Test covers textbook Chapters 12, 15 & 16, & all notes & information in module 5. All Unit 5 assignments/assessments will be closed and, therefore, must be completed by the same day and time as the Unit 5 test.

ASSIGNMENTS / TESTINGS DUE WEDNESDAY, 8/9:

FINAL EXAM - WEDNESDAY, 8/9

ITEM DUE WEDNESDAY, 8/9:

***ONLINE FINAL

Exam opens Wednesday morning, 8/9, at 12:00am and closes at 11:59pm.

Online, comprehensive, departmental final exam on Eagle Online Canvas. The exam consists of 100 multiple choice questions. It has a two-hour time limit and must be completed in one sitting. You will view one question at a time. After you answer a question, you cannot return to it. You must get at least 50% of the items correct to pass the course. **Do not collaborate with another person.** Doing so will result in your earning a grade of 0 on the final and an F in the course. Students who fail to take the final exam without discussing their absence with the instructor in advance will receive a 0 score on the final and an F in the course.
Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:
- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Describe any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to:
- Log in to Eagle Online Canvas regularly
- Read and comprehend the textbook
- Complete all assignments, exams, written work, etc., on Eagle Online Canvas
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook
  - Fill out the Unit Learning Objectives & Key Terms (“Preparing for the Unit Test”) before each exam,
  - Complete the Learning Objectives & Key Terms for the Final, as we cover the material in each unit
  - Complete the Final Exam Workbook, as we cover the material in each unit.
  - Take the Final Exam Practice Exam
  - Obtain tutoring as needed or if referred by your instructor
  - Track your grade each time a class announcement prompts you to do so and inform instructor of any issues or apparent errors immediately
  - Download the Canvas app and Outlook app to your smart phone
  - Check Eagle Online announcements and HCC email at least once every 48 hours, but daily during finals week.

Attendance

In online courses, attendance is defined as logging in to the course and completing online assignments. Be advised that instructors must drop students who fail to attend class by the official date of enrollment (“Census Day”). Be advised that instructors must drop students who fail to attend class by the official date of enrollment (“Census Day”). In order to be counted as attending on the official day of enrollment/record (“Census Day”) and avoid being withdrawn for “never attending,” students must complete the Syllabus Quiz assignment on Eagle Online Canvas prior to the due date shown
in the course schedule. While instructors may drop students who miss six hours of
class time, I do not drop students who stop attending. This means you will get an F in the
course if you do not drop yourself before the last day to withdrawal. I encourage you to see
me and your counselor before withdrawing.

Withdrawal
If you decide to withdraw from the course, it is your responsibility to do so online via the
PeopleSoft student management system. If you need assistance, visit the counselors’
office on your campus. You may wish to discuss your decision to withdraw from the
class with your instructor beforehand.

Classroom Conduct
I expect students to conduct themselves professionally in their communications with me,
their classmates, and college staff and administration. Behavior inappropriate to the
collegiate setting (including but not limited to abusive/derogatory/threatening/harassing
language directed at the instructor or towards other students, staff or administrators) will
not be tolerated, and may result in removal from the course if severe and/or repeated.

In the classroom and the online environment, this means showing respect and courtesy
towards other students, as well as your professor. Learning requires open-mindedness.
Global citizenship requires us to try to understand others, rather than to reject their
thoughts, believes and/or actions without understanding.

As your instructor and as a student in this class, it is our shared responsibility to develop
and maintain a positive learning environment for everyone. Your instructor takes this
responsibility very seriously and will inform members of the class if their behavior makes
it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect
the learning needs of your classmates and assist your instructor in achieving this critical
goal.

Information on the student code of conduct is available here:
http://www.hccs.edu/district/about-us/procedures/student-rights-policies--procedures/-

Student Organizations, Scholarships & Tutoring

Psi Kappa
All students are invited to join Psi Kappa, an organization that can help students learn
about psychology outside the classroom, serve the community, meet students in other
PSYC classes, interact with PSYC faculty, and learn leadership skills. For more
information, visit the Psi Kappa page on the HCC Learning Web, the Psi Kappa blog, and
the Psi Kappa Facebook page. I am the Psi Kappa advisor for Psi Kappa NW, so contact
me if you would like to join our group.
Psi Beta
HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the Psi Beta website. For information about the HCC chapter, visit the Psi Beta page on the HCC Learning Web.

Psychology Achievers Scholarship
To be eligible for the $125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the HCC Foundation scholarship website.

Tutoring
Visit this page to find out about HCC tutoring services. (hccs.upswing.io) Please be advised that I may refer you to tutoring in the case of one failing grade or require tutoring for you in the case of two failing grades. You may also get tutoring from me, if our schedules allow.

HCCS Student Policies
All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at this link: http://www.hccs.edu/district/students/student-handbook/

Students with Disabilities
Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor’s receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.
Ability Services Information

HCCS.EDU  http://central.hccs.edu/students/disability-services/

Central College  
713.718.6164  
Coleman College  
713-718-7376  
Northeast College  
713-718-8322  
Northwest College  
713-718-5422  
713-718-5408  
Southeast College  
713-718-7144  
Southwest College  
713-718-5910  

Adaptive Equipment/Assistive Technology  
713-718-6629  
713-718-5604  

Interpreting and CART services  
713-718-6333  

EGLS3 Evaluation for Greater Learning Student Survey System

The EGLS3 (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 surveys during the Summer semester due to logistical reasons.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.
Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

Course Communication

**Announcements on Eagle Online Canvas**

I regularly post announcements online on your Eagle Online Canvas explaining what activities need completing, and what is expected of you in the near future. Changed due dates, due date reminders, etc., will be posted here. **You are encouraged to check your HCC email and announcements daily. You are required to check Eagle Online announcements and HCC email at least once every 48 hours. However, during finals, I require that you check announcements and HCC email at least daily.**

**Tracking Your Grade**

Please frequently check the Grades section of Eagle Online Canvas in the column on the side of the Eagle Online Canvas homepage, to keep up with your course grades and your average. **You are required to track your grade each time a class announcement prompts you to do so and inform the instructor of any issues or apparent errors immediately.**

**WOW! I’m going to be busy! – Hints for Success**

Yes you are! The good news is that this class gives you many opportunities to make good grades. There are games to play and quizzes to take and discussions to participate in. So while you will have a lot to do, this will also insure that you can find something you excel at, which will help you be successful in the class!

**Just remember these hints:**

1. The learning objectives and key terms at the start of each Module tell you exactly what will be on the unit/module exams. These are called “Preparing for the Unit Test.” Print this out and bring it to class with you.

2. When preparing for quizzes and exams, look to my presentations and notes, rather than looking to the textbook. I have more detailed information and questions usually come from my sources and the quizzes you already took during the module. Print out the printer friendly version of my notes and bring these to class with you.

3. Check the announcements frequently so you don’t miss a deadline and understand exactly what is going on in class.

4. Ask me for help and meet with me IMMEDIATELY if you get behind or have your grades fall. I am here to help you succeed!
5. Prepare for the final AS WE GO THROUGH EACH UNIT by completing the Final Exam Handbook and the Final Exam Workbook questions as we complete each module/unit.

Best wishes for a successful semester in all your classes and pursuits!

Dr. G.

APPENDIX A

The Alien Psychologist Written Assignment

General:

Imagine that you are a psychology graduate student from a different planet. As part of your alien Ph.D. requirements, you have been sent to earth to conduct a naturalistic observation study of any “human activity” of your choosing. This activity may be something you are currently witnessing (e.g., behavior in the student center) or something you have witnessed in the past (e.g., a family celebration of a specific holiday). You are to conduct a small naturalistic observation of this activity. Remember that you are an alien, but luckily you are fluent in written English. You are describing this activity to the scientists back home who have not been to earth. Make sure you are staying true to the naturalistic observation method. Hint: This is not a case study.

Be creative and have fun with this.

YOU MUST DIVIDE YOUR PAPER INTO THE FOLLOWING HEADINGS (IN THIS ORDER) OR I WILL NOT GRADE IT:

1. **Methodology:** Explain how you conducted your naturalistic observation. When and where did your observation take place? How many subjects did you study (minimum 3)? Where these subjects known to you or were they strangers? Your study is a naturalistic observation, and not another method of science, so make sure you do only observation and do so very objectively.

2. **Description:** What does this activity look like/sound/smell like you? Maybe it registers on your heat monitors, whatever.

3. **Steps:** What are the steps of the activity, if any? Break the activity down.

4. **Type of Activity:** Is this a lone or social activity? Can it be both? Is it the same when it is done alone versus socially?
5. **Purpose:** What appears to be the human purpose or motivation of the activity? Remember you are just speculating in this section. Make sure you explain why your research can NOT reach any conclusions on this matter.

6. **Occasion:** What appear to be the occasions for performance of the activity? Do these occasions differ and how? Here again, you are speculating. Make sure you explain that.

7. **What Is It?** Finally, what do earthlings call this this activity? What have you been describing? Don’t tell me what I’m reading about until the end.

**Steps for this Assignment:**

- Actually conduct your naturalistic observation.
  - Actually WATCH an activity specifically for this assignment. Do not make up an occasion or use a previous occasion you were in. You may watch the same activity on more than one occurrence.
  - Use at least 3 individuals or 3 groups if you are studying a social activity.
  - Stay objective and describe only measurable, observable BEHAVIOR.
  - Remember not to assume anything – especially emotions, motives, etc. Since those are not objectively observable.
  - Remember that you are an alien who has never visited Earth, don’t understand culture, don’t know the names of objects, etc.

- Write your paper
  - Use the 7 headings provided and in the same order provided.
  - Write a minimum of 750 words
  - **Include a word count at the end of your paper**
  - Use correct grammar/punctuation/spelling/word usage/readability.
  - You may use bullets or numbering for some relatively short parts of your paper (for example, when breaking your activity down)
  - **DO NOT PLAGIARIZE! Doing so will earn you a grade of 0!** You may use sources (I don't see why you would have to), but quote them or write their ideas in your own words. Make sure to include the name of the source and exactly where you got the source at the end of your paper.
  - **PLEASE organize your paper according to the headings 7 headings listed above OR I WILL NOT GRADE YOUR PAPER.**

- Be creative! Make this fun for both of us!
  - Stay in character throughout your paper: you are not from Earth
  - You can make up sources that you got from your planet. Just let me know the name and exact place you got them on your planet.
  - You can create a “report” template to write your paper in, as if you were turning it in to your superiors on your planet.
• You can include pictures, graphics, videos, etc. if you like. Turn these in as separate files or try to imbed them in your paper.

✓ Turn in Your Paper
• There will be an **Eagle Online assignment forum** for you to turn in this assignment. If you have any problem with this, please email me your paper before the deadline.
• Turn your paper in NO LATER THAN deadline on the course calendar.
• **No late papers, make-ups or extra credit will be allowed. No exceptions.**
• **This is the LAST day to turn in your paper, NOT the ONLY day to do so.**

**PLEASE SEE THE ASSIGNMENT GRADING RUBRIC BELOW.**

**Grading Rubric:**

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>CRN:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALIEN PSYCHOLOGIST PAPER</strong></td>
<td><strong>POSSIBLE POINTS</strong></td>
<td><strong>POINTS EARNED</strong></td>
</tr>
<tr>
<td><strong>GRADING RUBRIC - PSYC 2301 - DR. GALLEGO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You follow all directions. See Below *</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>You are creative. See some of my suggestions above.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>You use correct grammar/punctuation/spelling/word usage, and paper is easily readable.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Methodology:</strong> Explain how you conducted your naturalistic observation. When and where did your observation take place? How many subjects did you study (minimum 3)? Your study is a naturalistic observation, and not another method of science.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Description:</strong> What does this activity look like/sound/smell like you? Maybe it registers on your heat monitors, whatever.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Steps:</strong> What are the steps of the activity, if any? Break the activity down.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Type of Activity:</td>
<td>Is this a lone or social activity? Can it be both? Is it the same when it is done alone versus socially?</td>
<td>10</td>
</tr>
<tr>
<td>Purpose:</td>
<td>What appears to be the human purpose or motivation of the activity? Remember you are just speculating in this section. Make sure you explain why your research can NOT reach any conclusions on this matter.</td>
<td>10</td>
</tr>
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<td>Occasion:</td>
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<td>10</td>
</tr>
<tr>
<td>What Is It?</td>
<td>Finally, what do earthlings call this this activity? What have you been describing? Don't tell me what I'm reading about until the end.</td>
<td>10</td>
</tr>
</tbody>
</table>

TOTAL POINTS / GRADE

*Following Directions
- Missing Headings = Will not be graded. If resubmitted = -5
- Incorrect Headings or Incorrect Order of Headings = -4
- Less than 3 Subjects = -4
- Out of Character = -2
- Word Count Below 750 = -3 points /50 words below 750 (this may go beyond 10 points off)
- Word Count Not Included = -2
- Word Count Inflated = -5