

**Psychology**Southeast College

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**COURSE OUTLINE AND SYLLABUS**

 **SPRING Term JANUARY 2014 (16wks) Regular Start**

 January 13, 2013- May 11, 2013

 **PSYC 2301–Introduction to Psychology** CRN#78604

Southeast Academic Campus (SE)|5:30 p.m. - 7:00 p.m.

Angela Morales Bld. | Tuesdays and Thursdays| Room 306

3-Hour Lecture/ 48 hours per semester/ Term (**16 weeks**)

 OR

**SPRING Term JANUARY 2013 (12wks) Second Start (SS)**

February 8, 2013- May 11, 2013

**PSYC 2301–Introduction to Psychology** CRN#78605

Southeast Academic Campus (SE)| 7:00 p.m.-9:00 p.m.

Angela Morales Bld. | Tuesdays and Thursdays| Room 306

4-Hour Lecture/ 48 hours per semester/ Term (**12 weeks**)

**Instructor**

Cearah Reagans

**E-mail**: ccreagans@gmail.com

*\*\*\*when emailing make sure you identify yourself utilizing the format below\*\*\**

*In the* ***SUBJECT*** *line* ***of*** *the* ***email*** include this format:

 HCC-SE student/your FULL NAME/SUBJECT-COURSE/DATE&TIME

An example: HCC-SE student/John Doe /PSY2301/TTH11pm

**Office Hours**: By appointment only *-Contact me in advance to better accommodate-*

*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 just to discuss course topics.*

**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 learning, memory, personality, health and stress, child and adult development, and psychological disorders. This course transfers as three (3) hours of credit to most other colleges and universities.

**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 and PSYC 2314 include placement in college-level reading (or take GUST 0342 as a co-requisite) and placement in college-level writing (or take ENGL 0310/0349 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 notice that follows.

**Text**

*The textbook listed below is required for this course. The study guide is optional, but highly recommended. You must bring your textbook to every class meeting.*



*Psychology: Themes & Variations*, (8th Edition) (Briefer version) by**Wayne Weiten**

Printed and published by Wadsworth: Cengage Learning

ISBN: 978-0-495-81133-6

The HCCS bookstore at Central Campus carries the books; they are also available from [www.textbooks.com](http://www.textbooks.com) and [www.amazon.com](http://www.amazon.com).

**Course Goals**The goals of all psychology courses at Houston Community College are as follows:

Upon completion of this course, students will be prepared to

1. Succeed in advanced psychology courses that include related content and are required for an undergraduate major in psychology

2. Succeed in advanced psychology and psychology-related courses that include related content and are required in non-psychology majors such as nursing and education

3. Understand and evaluate psychological concepts that are covered in this course and are featured in news reports, self-help materials, and as a part of the process of seeking and engaging in psychotherapy

**Student Learning Outcomes**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 current issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

**Core Competencies (see listed in text, Appendix/Material and or Eagle Online)**

You will find a list of learning objectives for this course below. All objectives are covered in the text. While most will be covered in class, **you are responsible for all required items whether or not they were covered in class.**

**Learning objectives**

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| **OBJECTIVES FOR SLO #1:** Demonstrate knowledge in multiple (8) areas of psychology including concepts, facts and theoretical perspectives. |
| **CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY** |
| Major schools of thought in psychology |
| **CORE DOMAIN 2: BIOLOGY AND BEHAVIOR** |
| 1. Components of the neuron
 |
| 1. Components of the synapse
 |
| 1. Action potential
 |
| 1. Major neurotransmitters
 |
| 1. Medulla
 |
| 1. Cerebellum
 |
| 1. Hypothalamus
 |
| 1. Limbic system
 |
| 1. Components of the cerebrum
 |
| 1. Plasticity
 |
| 1. Endocrine system
 |
| **CORE DOMAIN 3: LEARNING** |
| 1. Learning
 |
| 1. Reinforcement
 |
| 1. Punishment
 |
| 1. Observational learning
 |
| **CORE DOMAIN 4: MEMORY** |
| 1. Characteristics of short-term memory
 |
| 1. Characteristics of long-term memory
 |
| **CORE DOMAIN 5: HUMAN DEVELOPMENT** |
| 1. Phases of prenatal development
 |
| 1. Piaget's stages of cognitive development
 |
| 1. Erikson's stages of psychosocial development
 |
| 1. Alzheimer's disease
 |
| **CORE DOMAIN 6: STRESS AND HEALTH** |
| 1. General Adaptation Syndrome (GAS)
 |
| 1. Post-traumatic stress disorder (PTSD)
 |
| **CORE DOMAIN 7: PERSONALITY** |
| 1. Personality
 |
| 1. Conscious, unconscious, preconscious mind
 |
| 1. Id, ego, and superego
 |
| 1. Freud's psychosexual stages
 |
| 1. Big Five personality traits
 |
| **CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES** |
| 1. Phobias
 |
| 1. Panic disorder
 |
| 1. Obsessive-compulsive disorder
 |
| 1. Dissociative identity disorder
 |
| 1. Schizophrenia
 |
| 1. Major subtypes of schizophrenia
 |
| 1. Major depressive disorder
 |
| 1. Bipolar disorder
 |
| 1. Personality disorders
 |

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| **OBJECTIVES FOR SLO#2:** Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method. |
| **CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY** |
| 1. Scientific method
 |
| 1. Descriptive methods
 |
| 1. Representative sample
 |
| 1. Experimental method
 |
| **CORE DOMAIN 2: BIOLOGY AND BEHAVIOR** |
| 1. Methods of studying the brain
 |
| **CORE DOMAIN 3: LEARNING** |
| * 1. Methods used by Pavlov, Watson, and Skinner
 |
| **CORE DOMAIN 4: MEMORY** |
| * + 1. Recall
 |
| * + 1. Recognition
 |
| **CORE DOMAIN 6: STRESS AND HEALTH** |
| 1. Social Readjustment Rating Scale (SRRS)
 |
| **CORE DOMAIN 7: PERSONALITY** |
| 1. Objective tests (inventories)
 |
| 1. Projective tests
 |
| **CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES** |
| 1. Purpose, organization, and content of the *DSM-IV*
 |

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| **OBJECTIVE FOR SLO#3:** Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others. |
| **CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY** |
| 1. Differences among the major theoretical perspectives in psychology
 |
| **CORE DOMAIN 2: BIOLOGY AND BEHAVIOR** |
| * 1. Processes that occur when a neuron is activated
 |
| * 1. How neurotransmitters affect behavior
 |
| * 1. Functions of the frontal lobes
 |
| * 1. Difference between the central and peripheral nervous systems
 |
| * 1. Functions of the sympathetic and parasympathetic nervous systems
 |
| * 1. How the pituitary gland affects behavior
 |
| * 1. How the adrenal glands affect behavior
 |
| **CORE DOMAIN 3: LEARNING** |
| 1. How classical conditioning modifies an organism's responses to stimuli
 |
| 1. How operant conditioning modifies an organism's responses to stimuli
 |
| 1. Difference between positive and negative reinforcement
 |
| 1. Factors that influence the effectiveness of punishment
 |
| **CORE DOMAIN 4: MEMORY** |
| * 1. Information-processing approach to memory
 |
| * 1. Reconstructive memory
 |
| * 1. The function of schemas
 |
| * 1. Causes of forgetting
 |
| **CORE DOMAIN 5: HUMAN DEVELOPMENT** |
| 1. Effects of teratogens and other negative factors on prenatal development
 |
| 1. Relationship between contact comfort and attachment
 |
| 1. Differences among the various patterns of attachment
 |
| 1. Difference between the social learning and gender schema theory explanations of gender role development
 |
| 1. Process of cognitive development as Piaget explained it
 |
| 1. Proposed causes of Alzheimer's disease
 |
| **CORE DOMAIN 6: STRESS AND HEALTH** |
| 1. Effects of stress on the immune system
 |
| 1. Effects of daily hassles on stress
 |
| 1. Factors that influence individual's capacity for resisting the effects of stress
 |
| **CORE DOMAIN 7: PERSONALITY** |
| 1. Function of defense mechanisms in Freud's theory
 |
| 1. Views of humanistic theorists regarding the personality
 |
| 1. Bandura's concept of reciprocal determinism
 |
| **CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES** |
| 1. Criteria for abnormal behavior
 |
| 1. Possible causes of schizophrenia
 |
| 1. Symptoms of major depressive disorder.
 |
| 1. Symptoms of Bipolar disorder
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| **OBJECTIVES FOR SLO#4:** Apply psychological concepts to the solution of current issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations. |
| **CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY** |
| *Students will apply* |
| 1. Ethical standards for psychological research
 |
| **CORE DOMAIN 2: BIOLOGY AND BEHAVIOR** |
| *Students will apply* |
| 1. Principles of behavior genetics
 |
| **CORE DOMAIN 3: LEARNING** |
| *Students will apply* |
| 1. Principles of behavior modification
 |
| **CORE DOMAIN 4: MEMORY** |
| *Students will apply* |
| 1. Techniques for improving memory
 |
| **CORE DOMAIN 5: HUMAN DEVELOPMENT** |
| *Students will apply* |
| 1. Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
 |
| **CORE DOMAIN 6: STRESS AND HEALTH** |
| *Students will apply* |
| 1. Difference between problem-focused and emotion-focused coping
 |
| **CORE DOMAIN 7: PERSONALITY** |
| *Students will apply* |
| 1. Views of Abraham Maslow regarding self-actualization
 |
| **CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES** |
| *Students will apply* |
| Difference between psychologists and psychiatrists |

**Learning Objectives/Goals**

**Reading** at college level means having the ability to analyze and interpret a variety of printed materials, books, and documents.

**Speaking** students are asked to communicate by giving examples, asking questions, and participating in group discussions.

**Writing** at college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience.

**Listening** at the college level means the ability to analyze and interpret various forms of spoken communication.

**Critical Thinking** embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

**Computer Literacy** at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

**Course Materials**

-Planner or free planner template

-Composition Notebook/Paper

-Required textbook| printed help aid (comes w/ textbook)

-Copy of Syllabus (hard copy printed out)

-Plastic Two-Pocket Folder

-Collegiate Dictionary/Thesaurus combination

-1pk of Scantrons-Form # 882-E (bring to class at all times)

-USB drive (saving data device)

-access to Eagle Online/Learning Web

-Highlighters| Ink pens| Pencils (of your choice)

**\*\*\*\*\*\*\*\*\*\*\*\*\*Please bring all these items to class for a grading \*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Classroom Activity**

There will be a variety of learning in class activities scheduled for the classroom throughout the term. Although the topic for each day will reflect material included in the assigned readings, the format will differ from session to session, and it will focus on active learning. The possible classroom activities include the following: lectures, discussions, small group work, experiential exercises, films, worksheets, hand-outs, demonstrations, and individual reports, hands-on guided practice, and feedback. You may be asked to write reviews of films, participate in a role play, research answers to items missed on a test, or share personal examples which relate to textbook material.

**Disability Notification**

Any student with a documented disability, ADA accommodations, required (i.e., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services (DSS) counselor at the respective College at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the DSS counselor. To contact the counselor at Southeast College, call 713-718-7218.

(District ADA Coordinator – Donna Price – 713.718.5165
Central ADA Counselors – Jaime Torres - 713.718.6164
Martha Scribner – 713.718.6164
Northeast ADA Counselor- Kim Ingram – 713.718.8420
Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422
Southeast ADA Counselor – Jette Lott - 713.718.7218

Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910
Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631)

**Scholastic Honesty & Plagiarism**

Cheating of any sort will not be tolerated.  Any student who is caught cheating will receive a zero on that assignment or exam.  Cheating includes, but is not limited to:
· Looking at another student's paper during an exam
· Using any notes/electronic devices not approved by me during an exam
· Talking to another student about test material during an exam
· Plagiarism - Using someone else's words or ideas, and presenting them as your own

The *American Heritage Dictionary* defines the word **plagiarize** as ―to steal and pass off the ideas or words of another as one’s own (2003, p. 946). The operative word here is steal. The words and ideas of a writer are intellectual property. In the world of academic and professional writing, the literary theft of that property is taken very seriously.

I expect academic honesty. Scholastic dishonesty includes, but is not limited to, cheating on tests, plagiarism, and collusion. See the current HCCS Student Handbook for definitions of each of these terms. I will not hesitate to apply the appropriate instructor options in the case of scholastic dishonesty. These options range all the way from a warning for minor offenses to a “ZERO” on the test or other assignments, or under certain circumstances, an “F” for the course. There will be NO TOLERANCE for such activity. Therefore, always be sure to give credit where it is due in any written assignment. If you have any questions or doubts about how to cite your sources, consult the APA/MLA style manual.

**Students’ Responsibility**

-Attend class, be on time, and participate in class discussions & activities.

-Read and comprehend the textbook.

-Complete the required assignments & exams.

-Ask for help when there is a question or problem.

-Keep copies of all paperwork, including this syllabus, handouts, and all assignments in an organized fashion.

-Read & follow all directions given in this syllabus.

Students must take responsibility for his/her assignments, attendance and keeping up with all distributed course materials and any work or lecture notes that may be missed**. (This includes textbooks and internet course aid passwords, handouts, and worksheets, email correspondence, etc.)**

It is the students’ responsibility to refer to the **HCC Student Handbook** for information about students’ rights and responsibilities.

<http://hccs.edu/students/handbook/HandbookHome2.html>

**Attendance and Withdrawal Policy**

Class attendance is crucial to the successful completion of this course. Students may be withdrawn from the class following six classroom hours of unexplained absences. It is imperative that you attend and participate in class. When you do miss a class, **you are responsible for all materials missed**. It is also essential that you come to class on time. Consistent tardiness will not be tolerated. A student that comes into class after roll has been called is responsible for checking in with the instructor at the end of class to make sure they are counted present. Any student who chooses to stop coming to class for any reason, the student **MUST WITHDRAW THEMSELVES FROM THE CLASS**. **DO NOT ASSUME** THAT THE INSTRUCTOR WILL WITHDRAW YOU. If you fail to officially drop the course, you will receive the grade of ―**F**, grade earned for poor performance and or **FX**, for excessive absences/lack of attendance/stopped attending class.

Last day to withdraw from class is (see the calendar attached). It will be the student’s responsibility to officially withdraw from the course should the student choose to stop attending classes. If a student fails to withdraw prior to the deadline for withdrawals, a letter grade will be assigned based on the work completed in the course.

**Policy Regarding “W,” “F,” “I,” and Student Course Reinstatement Policy**

***Withdrawal from a Course (“W”)***

It is your responsibility to officially withdraw from a class and prevent an “F”/FX from appearing on your transcript. When considering withdrawal from a course, remember the following information:

* If you withdraw before the Official Date of Record, no grade is given and your transcript reflects no record of the course.
* A “W” (indicating withdrawal) appears on your transcript if you withdraw from a course after the Official Date of Record and before the final deadline.
* College policy requires instructors to write “never attended” on the official roll sheet next to the names of those students who do not attend class by the Official Date of Record. If you do not attend class before the Official Date of Record, the college may automatically drop you from the course.
* To “attend class” in online distance education classes, you must log onto the course in WebCT (or Eagle Online/Learning Web) before the Official Date of Record. If you do not do so, “never attended” will be marked on the official roll sheet. The college may automatically drop you from the course, and you will be denied access to your course in WebCT (or Eagle Online/Learning Web)).
* A “W” (withdrawal) may negatively impact your ability to receive financial aid or your visa status if you are an international student.
* Students who take a course three or more times face additional tuition/fee increases at HCC and other Texas public colleges and universities. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.
* The Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals throughout their educational career in obtaining a baccalaureate degree. This policy became effective beginning with the Fall 2007 semester. There may be future penalties imposed.
* If you **MUST** withdraw, visit with your instructor, a counselor or online student services associate prior to withdrawing (dropping) the class **BEFORE** the “Last Day for Administrative/Student Withdrawals” posted in the HCC Schedule of Classes if you wish. Instructors are no longer allowed to process a “W” on their final grades—**YOU** are responsible for processing the paperwork in a timely manner on one’s own accord.

***Failure of a Course (“F”)***

You will receive an “F” in this class if your grade is less than 60%. Receiving an “F” (failure) may negatively impact your ability to receive financial aid. It is YOUR responsibility to submit college-level quality work in a timely fashion or to withdraw yourself from the course by the deadline if you cannot complete your work satisfactorily.

***Incomplete (“I”)***

You will receive an “I” (incomplete) **only** in the event of a documented emergency situation that prevents you from completing the last assignment, such as the final exam. You must speak with your instructor as soon as possible in the event of such an emergency to arrange a course completion schedule. If you receive an “I,” you must arrange with the instructor to complete the course work before the end of the next long semester. After that deadline, the “I” becomes an “I/F.” All ”I” designations must be changed to grades prior to graduation. The changed grade will appear on your record as “I/Grade” (ex: “I/B”).

# Student Course Reinstatement Policy

Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Faculty members have a responsibility to check their class rolls regularly, especially during the early weeks of a term, and reconcile the official class roll to ensure that no one is attending class whose name does not appear on it. Students who are dropped from their courses for nonpayment of tuition and fees who request reinstatement after the official date of record payment of tuition and fees who request reinstatement after the official date of record (OE Date) may be reinstated by making payment in full and paying an additional $75 per course reinstatement fee. A student requesting reinstatement should present the registrar with a completed Enrollment Authorization Form with the signature of the instructor, department chair, or dean who should verify that the student has been regularly attending class. Students who are reinstated are responsible for all course policies and procedures, including attendance requirements. A dean may waive the reinstatement fee upon determination that the student was dropped because of a college error. The dean should note the nature of the error in a memo to the registrar with appropriate documentation.

**Grading Criteria**

Your final course grade will be calculated according to the following formula:

1 Comprehensive Cumulative Departmental Final 20%

(5 Examinations @ 10% each) **16wk** 50%

(4 Examinations @ 12.5%) **12wk**

In-Class and Out-of-Class Activities (per instruction by Instructor)

 **(**Worksheets/Homework/Pop **Quizzes/**Special Assignments) 10%

\*PSY Fair Project (KGA) 20%

 = Total of 100%

\* Indicates that this Key Graded Assignment has a research component

**PSYC 2301 Gradesheet**

EXAM #1 \_\_\_\_\_\_\_\_ 10% EXAM#2 \_\_\_\_\_\_\_\_10% EXAM#3 \_\_\_\_\_\_\_\_ 10%

EXAM#4 \_\_\_\_\_\_\_\_10% EXAM#5 \_\_\_\_\_\_\_\_ 10% Dept. Final\_\_\_\_\_\_20%

TOTAL all together are worth 70% (add them all up and divide by 4 then the number you get multiple that by .70)

Test grades \_\_\_\_\_\_\_\_\_\_\_\_\_ composite score (get this number from the calculations above)

PSY Fair grade (composite score) \_\_\_\_\_\_\_\_\_\_\_ worth 20% (multiple the number grade by .20)

(NOTE:) Student reading/Quizzes/Homework🡪 Q1\_\_\_\_\_ Q2\_\_\_\_\_\_ Q3\_\_\_\_\_ Q4\_\_\_\_\_\_ Q5\_\_\_\_\_\_ 10% total weight but 2% each (TOTAL all together are worth 10% (add them all up and divide by 5 then the number you get multiple that by .10)

Quiz grades \_\_\_\_\_\_\_\_\_\_\_\_\_ composite score (get this number from the calculations above)

To get your official final grade take the number (composite scores) from the .70 +.20 + .10 and this will come out to a decimal number out of 100% = your final numerical AV for the term

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 Number grade/letter grade

Attendance is vital. **In-Class assignments** and activities/demonstrations **will not** be made up, NO exceptions, but it is always best keep on task by discussing with fellow students on break, phone, or via email what you may have missed.

All work will be scored 0-100. The final percentage value resulting from the sum of the above components will be converted into a letter grade according to the following scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

*\*\*\*PURSUANT TO INSTRUCTOR POLICY, A STUDENT MAY NOT CONTACT THE INSTRUCTOR VIA PHONE OR E-MAIL REGARDING GRADES.\*\*\**

**Quizzes**

It is up to discretion of the instructor to assign quizzes if class participation is lacking or if it apparent that reading assignments are not being completed. These could be announced or unannounced and consist of short answer questions regarding the reading assignments. If utilized, this will aid in the fulfillment of SLOs (student learner outcomes) listed.

**Exams**

Each of the exams will consist of 50 multiple-choice items (if changed will be discussed as a chorus). Most will be selected from the text, but a few may come from class activities and lectures. BE ON TIME FOR EXAMS as once the first exam is completed and turned in, no more exams will be allowed to begin and you must schedule a make-up exam, if approved by Professor.

**\*\*\*\*\*\*\*\*\*\*\*\*\*Should you miss a test day, you should contact me before (5 days) the test and let me know. You must have an acceptable reason for missing a test, of which in some cases proof may need be provided. Students will be allowed to make up only one-missed exam per course, per semester. \*\*\*\*\*\*\*\*\*\*\*\*\***

**NOTE: Students may not wear hats during the test. Students may not have any class material (textbooks, notes, folders, binders, etc.) on the desks while taking the test. Students may not have cellular phones, PDA’s, or any other electronic devices on their desk during the tests. If any students’ cell phone or beeper rings during testing, that student will have points taken off of their test grade. No book bags or purses are allowed on the desk during testing. Basically, all that should be on the students desk is 1 scantron and pencils. Once the test has begun, you cannot leave the room and come back. Please make sure you go to the restroom, make phone calls, etc. before the test begins. If you are late on a test day, you will not be given any extra time to take the test. You will have to turn the test in when everyone else is required to turn it in**

Please plan to take all tests at the scheduled time. If you must miss an exam, please notify me within 24-48 hours of the scheduled exam for extreme cases, otherwise 5days prior. I will give make-up exams for acceptable reasons, ONLY if I am provided with documentation.

Acceptable reasons: hospitalization, death in the family, birth of a child.

**MAKE-UPS**

**There will be no make-ups except in cases of legitimate emergency with proof or prior approval.** This policy applies to all exams (or possible quizzes).

Make-up exams may be essay and short answer questions. They may be somewhat harder than the regularly scheduled tests because the student will have the advantage (compared to the students who took the test in class) of extra study time plus possible feedback from other students about the class test. It is to your advantage to take the exams when they are scheduled.

**Written Assignment/Research Component**

The written assignment will be in the form of a Psychology Fair entry/Key Graded Assignment. It is similar to a Science Fair or a History Fair project with which you are probably more familiar or a topic of your choice solely related to Psychology. It provides an opportunity for you to use your creativity and innovative ideas while completing a requirement for the class. The key to success is to start early and meet all the due dates and deadlines. Refer to the Psychology Fair Booklet for more information concerning this project and/or handouts provided by the professor.

\*A rubric will be provided

**Disruptive Behavior/Classroom Etiquette**

Disciplinary problems will not be tolerated! Please follow all policies provided in the *Student Handbook*!

**-Students must turn cell phones off or place them on silent while in class and place then AWAY** out of plain sight of the instructor (in purse, book bag, pockets). At no time will you be allowed to touch your phone, unless permission is granted by Instructor. No texting, tweeting, blogging, etc during class**.**

**NOTE: if your are experiencing a birth/death/family member is terminal or matters** related as such, sit near the front and **speak with me PRIOR to class** if an unforeseen circumstance may arise or **NECESSARY** phone call my be expected or required.

**-NO eating or drinking** is allowed while in class and students are to return promptly and ON TIME from breaks at appropriate times as detailed by the instructor if provided by the campus.

**-Laptops, PDA’s, iPod’s, Notebook/Tablet PC’s, and all other electronic devices are permitted in the classroom for the sole purpose of note taking ONLY.** Face book, social networking sites, email etc are not and will not be acceptable during class time. If you do not comply, you will not be allowed to bring your laptop back to class.

-**Respect** everyone in this classroom is expected to treat each other with respect, especially the Instructor.

**-Sideline Discussions** if you participate in talking with other students during lecture, you will be asked to leave the room.

**-Leaving & re-entering class** once in the room, stay there unless you leave for the day. There is no leaving and then re-entering. Be sure all sodas, snacks are purchased, outlines printed, books are in hand, and ―private matters are all taken care of PRIOR to entering the class. Coming in a dropping off your books…then leaving, is still considered ―late if we have begun class.

**HCC Policy Statements**

Access Student Services Policies on their Web site:

<http://hccs.edu/student-rights>

**Access CE Policies on their Web site:**

[http://hccs.edu/CE-student-guidelines](https://webmail.hccs.edu/owa/redir.aspx?C=1ad746d2e4ab42b28a9007da8b8e5f6d&URL=http%3a%2f%2fhccs.edu%2fCE-student-guidelines)

**Expectations of Civil Conduct**

Students are expected to conduct themselves professionally in their communication with the instructor, 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.

**HCC Policy Statement - Students’ Responsibility to Read the HCC DE Student Handbook/Student Services**

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents.  The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:  [http://de.hccs.edu/de/de-student-handbook](https://webmail.hccs.edu/owa/redir.aspx?C=340891cec73f4e72bba78af33fdf8a60&URL=http%3a%2f%2fde.hccs.edu%2fde%2fde-student-handbook)

**Technical Compliance Notice and How to Handle Technology Problems**

This class is a distance-education class using Eagle Online for notes, linked slides, and assignments and assessments. Each student must maintain Internet access throughout this course -- from start to finish. Additionally, students are expected to maintain a state of technical compliance, including (but not limited to): up-to-date software as required by the instructor; a stable Internet connection; and use of the Firefox browser when using Eagle Online. The instructor will not give consideration for lost/missing/unacceptable work stemming from technical non-compliance and/or end-user technical issues, including loss of computer or battery failure. Any student who cannot keep up with the coursework owing to a lack of computer or Internet access must drop the course. Any student found to have quit logging in (1 week) and whom the instructor is unable to contact is subject to being dropped without further warning, resulting in either a "W" or a "FX" grade, depending upon the time of the term at which the behavior is noted.

You must contact the distance education technicians when you have technology problems by going to<http://d2.parature.com/ics/support/default.asp?deptID=8081>.

**HCC Student Course Grade Appeal Procedure**

Any student who takes issue with the course or how it is taught should first express his or her specific concerns to the instructor. Any challenges to the final course grade are governed by the HCC Student Course Grade Appeal Procedure. The following statements are excerpts from the Procedure: (<http://www.hccs.edu/hccs/current-students/student-rights-policies-procedures>)

* “A student has a right to appeal a grade that the student believes was contrary to procedures as specified in the course syllabus or was based on bias, caprice, or computational or clerical error.”
* “Faculty members have a right to have the grades they assign upheld unless it is clearly demonstrated that a grade was contrary to procedures as specified in the course syllabus or was based on bias, caprice, or computational or clerical error.”
* “The student has the burden of proof. The student must present clear evidence that a grade was contrary to procedures as specified in the course syllabus or was based on bias, caprice, or computational or clerical error.”

**EGLS3 -- Evaluation for Greater Learning Student Survey System (Faculty Evaluations)**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

We need your input in evaluating your instructor each semester. 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. Instructions for access are available below.

Take the EGLS3 survey by going to the Student System:

[-] STEP 1

Go to **www.hccs.edu**

[-] STEP 2

Select **Student System Sign In.**

[-] STEP 3

Select **EGLS3 - Begin Evaluation** under the **EGLS3 Eval. of**

**Instruction** to complete the survey.

*Pop-ups must be enabled as the Smarter Services site opens in a new*

**Rate your Professor**: Lastly, help your Professor stay relevant and student serves as honest sounding board for others and aid in honing craft and skill set. Thank you for use of these assessment tools. Go here, create a profile, state your campus and provide a rating and comment of your experience, presentation of material, resources provided and methodologies utilized to transfer knowledge about Psychology and world around you. Thanks--Professor Cearah Reagans.

<http://www.ratemyprofessors.com/ShowRatings.jsp?tid=1686682>

<http://www.ratemyteachers.com/cearah-reagans/3674698-t>

**KEEP THIS SYLLABUS FOR FUTURE REFERENCE**

**Bring it with you to each class period.**

CALANDER

|  |  |  |
| --- | --- | --- |
| 16wk(Regular start)| 12wk Second Start (SS) | **16 WEEK** | **12WEEK** |
| 16Week1| N/A | Syllabus, introductions, semester preview | N/A |
| 16Week2| N/A | Lecture Chapters 1,2 | N/A |
| 16Week3| N/A | Lecture Chapters 1,2 | N/A |
| 16Week4| N/A | Chapters 1,2 Exam#1  | N/A |
| 16Week5| 12WK (SS) Week1 | Lecture Chapters 3, 6  | Syllabus, introductions, semester preview,Chapter1  |
| 16Week6 | 12WK (SS) Week2 | Exam#2 3/18 (chapters 3,6 ) | Lecture Chapters 1,2,3,6 |
| 16Week7| 12WK (SS) Week3 | Lecture Chapters 7 & 10 | Lecture Chapters 1,2,3,6 |
| 16Week8| 12WK (SS) Week4 | Exam#3 3/4 (chapters 7,10 ) Lecture Chapters 11 | Exam#1 3/4 (chapters 1,2,3,6) Lecture Chapters 7 |
|  | Spring Break 3/10-3/16 | Spring Break 3/10-3/16 |
| 16Week9| 12WK (SS) Week5 | Lecture Chapters 12 | Lecture Chapters 7,10 |
| 16Week10| 12WK (SS) Week6 | Exam#4 3/25 (chapters 11,12 ) | Lecture Chapter 10, Exam#2 3/25 (chapters 7,10 ) |
| 16Week11| 12WK (SS) Week7 | (Psychology Fair projects due EARLY on 4/10) Lecture Chapters 13 | Lecture Chapters 11,12 |
| 16Week12| 12WK (SS) Week8 | (PSYCHOLOGY FAIR PROJECTS DUE ON 4/15 OFFICIALLY) fyi judging is on 4/22Lecture Chapters 14 | (PSYCHOLOGY FAIR PROJECTS DUE ON 4/15 OFFICIALLY) fyi judging is on 4/22Lecture Chapters 11, 12 |
| 16Week13| 12WK (SS) Week9 | Exam #5 4/18 (chapters 13,14) | Exam #3 4/18 (chapters 11,12) Lecture Chapters 13, 14 |
| 16Week14| 12WK (SS) Week10 | Quiz material and Lecture for Chapters 4,5,8,9,15| Departmental Final Review (electronic) | Quiz & lecture material and discussion questions (electronic) Chapters 13, 14 |
| 16Week15| 12WK (SS) Week11 | Quiz material and Lecture for Chapters 4,5,8,9,15|Deptarmentatl Final Review | Lecture Chapters 13, 14 Exam#4 4/29 (chapters 13,14) Departmental Final Review of additional material--Chapters 4,5,8,9,15 |
| 16Week16 | 12WK (SS) Week12 Spring 2013 FINAL EXAM Schedule | May 6-12th Departmental Final examinations (Exam#6) Comprehensive Chapters 1-15 [Wayne Waiten textbook] | May 6-12th Departmental Final examinations (Exam#5) Comprehensive Chapters 1-15 [Wayne Waiten textbook] |

\*\*Homework will be given periodically & in class demonstrations performed to ensure preparedness for end of term material (wks 14-16) in Regular Start & throughout Second Start\*\*

\*\*\* **Guest Speakers- tentatively scheduled for specific Chapters and course content\*\*\***

**NOTE**

**The instructor reserves the right to modify this syllabus** as it is meant as a guide and is subject to change at the discretion of the instructor.If there are any amendments, the professor will notify the class in a timely manner. If you miss a class in which a change is announced, it is it is your responsibility to inquire as to any changes made [your fellow peers are your first initial source of contact, then myself.]

**It will have been a pleasure and best wishes for a wonderful semester class! ☺**



**SPRING 2014- Final Exam Schedules**

**NOTE: The final examination schedule must be strictly observed. No**

 **deviations from the printed schedule are permitted (go to the link).**

SPRING 2014 HCC Academic Calendar 16 week

|  |
| --- |
| February 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 2/4/2014 |  | Last day for 25% Refund | Across HCC Campuses |
|  |  | 2/14/2014 |  | Priority Deadline for Spring Completion of Degrees or Certificates | Across HCC Campuses |
|  |  | 2/17/2014 |  | President's Day | All HCC Campuses and Administration Bldgs Closed |
|  |  | 2/17/2014 |  | Office Closed-Presidents Day Holiday | Across HCC Campuses |
|  |  | 2/18/2014 |  | President's Day over - HCC reopens |  |
| March 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 3/10/2014 | 7 Days | Spring Break | HCC Spring Break March 10-16, 2014 |
|  |  | 3/10/2014 | 7 Days | Office Closed-Spring Break | Across HCC Campuses |
|  |  | 3/17/2014 |  | Spring Holiday over - HCC reopens |  |
|  |  | 3/31/2014 |  | Last Day for Administrative/Student Withdrawals-4:30pm | Across HCC Campuses |
| April 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 4/18/2014 | 3 Days | Spring Holiday | All HCC Campuses and Administration Bldgs Closed |
|  |  | 4/18/2014 | 3 Days | Office Closed-Spring Holiday | Across HCC Campuses |
|  |  | 4/21/2014 |  | Spring Holiday over - HCC reopens |  |
| May 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 5/4/2014 |  | Instruction Ends | Across HCC Campuses |
|  |  | 5/5/2014 | 7 Days | Final Examinations | Across HCC Campuses |
|  |  | 5/11/2014 |  | Semester Ends | Across HCC Campuses |
|  |  | 5/12/2014 |  | Grades Due by 12:00 Noon | Across HCC Campuses |
|  |  | 5/16/2014 |  | Grades Available to Students | Across HCC Campuses |
|  |  | 5/26/2014 |  | Memorial Day | All HCC Campuses and Administration Bldgs Closed |
|  |  | 5/27/2014 |  | Memorial Day over - HCC reopens |  |
| July 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 7/4/2014 |  | 4th of July Holiday | All HCC Campuses and Administration Bldgs Closed |
|  |  | 7/7/2014 |  | 4th of July Holiday over - HCC reopens |  |

SPRING 2014

HCC Academic Calendar 12 week Second-Start

|  |
| --- |
| February 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 2/7/2014 |  | Last Day for 100% Refund | Across HCC Campuses |
|  |  | 2/7/2014 |  | Registration Ends/Last Day for Drop/Add/Swap (online only) | Across HCC Campuses |
|  |  | 2/8/2014 |  | Classes Begin |  |
|  |  | 2/14/2014 |  | Priority Deadline for Spring Completion of Degrees or Certificates | Across HCC Campuses |
|  |  | 2/17/2014 |  | Office Closed-Presidents Day Holiday | Across HCC Campuses |
|  |  | 2/18/2014 |  | President's Day over - HCC reopens |  |
|  |  | 2/18/2014 |  | Official Date of Record | Across HCC Campuses |
|  |  | 2/21/2014 |  | Last day for 70% Refund | Across HCC Campuses |
|  |  | 2/25/2014 |  | Last day for 25% Refund | Across HCC Campuses |
| March 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 3/10/2014 | 7 Days | Office Closed-Spring Break | Across HCC Campuses |
|  |  | 3/17/2014 |  | Spring Holiday over - HCC reopens |  |
| April 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 4/7/2014 |  | **Last Day** for Administrative/Student **Withdrawals-4:30pm** | Across HCC Campuses |
|  |  | 4/18/2014 | 3 Days | Office Closed-Spring Holiday | Across HCC Campuses |
|  |  | 4/21/2014 |  | Spring Holiday over - HCC reopens |  |
| May 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 5/4/2014 |  | Instruction Ends | Across HCC Campuses |
|  |  | 5/5/2014 | 7 Days | Final Examinations | Across HCC Campuses |
|  |  | 5/11/2014 |  | Semester Ends | Across HCC Campuses |
|  |  | 5/12/2014 |  | Grades Due by 12:00 Noon | Across HCC Campuses |
|  |  | 5/16/2014 |  | Grades Available to Students | Across HCC Campuses |
|  |  | 5/27/2014 |  | Memorial Day over - HCC reopens |  |
| July 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 7/7/2014 |  | 4th of July Holiday over - HCC reopens |  |

HCC Final Exam Schedule

|  |
| --- |
| Monday, May 5, 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 5/5/2014 | 7am | For classes that start between: 7:00 am-7:30 am |  |
|  |  | 5/5/2014 | 9am | For classes that start between: 9:00 am-9:30 am |  |
|  |  | 5/5/2014 | 11am | For classes that start between: 11:00 am-11:30 am |  |
|  |  | 5/5/2014 | 1pm | For classes that start between: 1:00 pm-1:30 pm |  |
|  |  | 5/5/2014 | 3pm | For classes that start between: 3:00 pm-3:30 pm |  |
|  |  | 5/5/2014 | 5:30pm | For classes that start between: 5:00 pm-5:30 pm |  |
|  |  | 5/5/2014 | 8pm | For classes that start between: 8:00 pm-8:30 pm |  |
| Tuesday, May 6, 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 5/6/2014 | 7am | For classes that start between: 7:00 am-7:30 am |  |
|  |  | 5/6/2014 | 9am | For classes that start between: 9:00 am-930 am |  |
|  |  | 5/6/2014 | 11am | For classes that start between: 11:00 am-11:30 am |  |
|  |  | 5/6/2014 | 1pm | For classes that start between: 1:00 pm-1:30 pm |  |
|  |  | 5/6/2014 | 3pm | For classes that start between: 3:00 pm-3:30 pm |  |
|  |  | 5/6/2014 | 5:30pm | For classes that start between: 5:00 pm-5:30 pm |  |
|  |  | 5/6/2014 | 8pm | For classes that start between: 8:00 pm-8:30 pm |  |
| Wednesday, May 7, 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 5/7/2014 | 8am | For classes that start between: 8:00 am-8:30 am |  |
|  |  | 5/7/2014 | 10am | For classes that start between: 10:00 am-10:30 am |  |
|  |  | 5/7/2014 | 12pm | For classes that start between: 12:00 pm-12:30 pm |  |
|  |  | 5/7/2014 | 2pm | For classes that start between: 2:00 pm-2:30 pm |  |
|  |  | 5/7/2014 | 4pm | For classes that start between: 4:00 pm-4:30 pm |  |
|  |  | 5/7/2014 | 6:30pm | For classes that start between: 6:00 pm-6:30 pm |  |
|  |  | 5/7/2014 | 7:30pm | For classes that start between: 7:00 pm-7:30 pm |  |
| Thursday, May 8, 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 5/8/2014 | 8am | For classes that start between: 8:00 am-8:30 am |  |
|  |  | 5/8/2014 | 10am | For classes that start between: 10:00 am-10:30 am |  |
|  |  | 5/8/2014 | 12pm | For classes that start between: 12:00 pm-12:30 pm |  |
|  |  | 5/8/2014 | 2pm | For classes that start between: 2:00 pm-2:30 pm |  |
|  |  | 5/8/2014 | 4pm | For classes that start between: 4:00 pm-4:30 pm |  |
|  |  | 5/8/2014 | 6:30pm | For classes that start between: 6:00 pm-6:30 pm |  |
|  |  | 5/8/2014 | 7:30pm | For classes that start between: 7:00 pm-7:30 pm |  |

Holiday Schedule

|  |
| --- |
| February 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 2/17/2014 |  | President's Day |  |
| March 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 3/10/2014 | 5 Days | Spring Break |  |
|  |  | 3/17/2014 |  | Spring Break over - HCC reopens |  |
| April 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 4/18/2014 |  | Spring Holiday |  |
| May 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 5/26/2014 |  | Memorial Day |  |
| July 2014 |
|  |  | **Date** | **Time** | **Event** | **Location** |
|  |  | 7/4/2014 |  | 4th of July Holiday |  |

<http://www.hccs.edu/district/events/academic-calendar/spring-2014-reg-16-week/#d.en.175202> (HCC 16wk Academic Calendar)

<http://www.hccs.edu/district/events/academic-calendar/spring-2014-2nd-start-12-week/#d.en.175206> (HCC 12wk Academic Calendar)

<http://www.hccs.edu/district/events/eventtitle-180363-en.html> (HCC Final Exams)

<http://www.hccs.edu/district/about-us/staff/> (HCC 2014 Holiday Schedule-Spring)

