**ADDENDUM TO SYLLABUS**

**Instructional Methods**

**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, attending class, completing assignments in Eagle Online, 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. Please use my learning web for daily updates

[**https://learning.hccs.edu/faculty/christopher.alas**](https://learning.hccs.edu/faculty/christopher.alas)

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**Bonus Opportunities**

1. Paper in APA style after each quest speaker
2. Bring food item to guest lectures
3. Students have various opportunities for bonus points by writing a 5 page professional journal review of a psychological topic pf your choice. Criteria is given below

**CRITERIA FOR JOURNAL ARTICLE CRITIQUE**

***FORMAT***

* You must use APA 6 format. The format directions can be found on the following web sites:
* <http://owl.english.purdue.edu/owl/resource/560/01/>
* APA format requirements include a cover page, reference page, in-text citations, etc.
* PLAGIARISM WILL NOT BE TOLERATED. All information must be stated in your own words.

***HOW TO TURN THIS IN & DUE DATE***

* Each student must turn in their bonus paper one week after exams grades have posted
* All papers must be submitted via email and a physical copy to the instructor

***TOPIC***

* Article topics must be selected from topics within the discipline of psychology.
* More information on topic selection/assignment can be provided by your instructor.

***SOURCE***

The journal article…

* must be current.
* must come from professional, scientific journals.
* must be a research article (MUST HAVE SECTIONS LABELED “METHODS”, “RESULTS” & “DISCUSSION”)

**STRUCTURE OF JOURNAL ARTICLE CRITIQUE**

* **Introduction** (*PURPOSE*: to educate the reader on the topic/concept)
  + will define topic and other key terms
  + will include symptoms, statistics of occurrence and current information in the field
* **Main body** (*PURPOSE*: to explain the research conducted in the article)
  + will state what you found in the journal article
    - *HYPOTHESIS or PURPOSE:* 
      * What were the researchers trying to discover (i.e. what was the hypothesis or purpose)?

This is usually found at the beginning of the article. Usually the hypothesis or statement of a problem appears at the end of the review of the literature, most often in the last or next to last paragraph. The words that indicate that it is a hypothesis are, "We will examine. . ." or "Our hypothesis is . . ." In a statement of a problem, the researcher may say, "We plan to see if a relationship...," "We proposed to observe...," or "The problem we proposed to study..." (You must use your own words—do NOT use quotes).

* + - *METHODOLOGY*:
      * How the research was conducted (research design or type of study)?
        + Is the research descriptive (case study, naturalistic observation, laboratory observations, surveys, tests), correlation, experimental, or developmental? For more information on research methods, refer to chapter 1 of your text.
      * When and where the research was conducted?
      * How long did the study take?
      * Who were the participants? (number [N], age, sex, criteria to be a part of study)?
    - *RESULTS/DISCUSSION*:
      * What did the researchers actually find in relation to their hypothesis/purpose?
        + ARTICLE MAY STATE: The researchers found that . . .
      * What limitations did the researchers reveal?
* **Summary/conclusion** (*PURPOSE*: to show critical thinking in regards to the research)
  + How does the information in the article integrate with information from class discussion, the text, and/or other information in the discipline?

TIP: It is a good idea to use the subject index in your text to look up the topic in your text.

* + What is your opinion of the research findings?
    - EXAMPLE: was this research well done or not and why?
  + Why is this topic/research important? (relevance/benefits to community and/or society)
    - EXAMPLE: A conclusion to a study that suggests a new therapy/treatment for children with ADHD might help the child struggling to perform successfully in school, which then improves her confidence, her relationship with her parents, siblings, and classmates. Write about the implications of this new treatment.
  + In what ways does this topic relate to your own personal experience and how is your experience in agreement or disagreement with the outcome of this study?
  + How has your opinion of this topic changed since your review of the study?

1. Randonly there will be events announxced for activities with specific instructions
2. There are several links on my learning web, Students may choose to do a self reflective 5 page paper in APA style
3. ALL BONUS PAPERS are due one week after test scores have posted

**HCC Policy Statement: Academic Honesty**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is if you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating on a test includes:**

* Copying from another students’ test paper;
* Using materials not authorized by the person giving the test;
* Collaborating with another student during a test without authorization;
* Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
* Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

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**Repeat Course Fee**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. 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.

**International Students**

Receiving a “W” in a course may affect the status of your student Visa.  Once a “W” is given for the course (after you have submitted withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520, if you have any questions about your visa status and other transfer issues.

**Classroom Behavior**

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 achieve this critical goal.

**EGLS3 -- Evaluation for Greater Learning Student Survey System**

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.

**Use of Camera and/or Recording Devices**

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor,

**You will turn off your phone and/or other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor. If any electronics are present during lecture you will be asked to leave the class and receive an absent**

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

**Important Guidelines for Emailing/ and or Texting Professor Alas**

I have found many students do not know how to write an email to a professor.  All too often, a student writes the email as if he/she were writing a friend.  They forget they are writing to someone who is essentially their boss.  When you write to your boss, you want to sound intelligent and respectful.   Here are some guidelines that specifically apply to me but you can also generalize them to other professors and/or employers:

1.  Always include the designation of the class in the subject line

2.  Begin with a salutation and correct use of their name.  For example, *Dear Mr. Alas., or Professor Alas,*

3.  Begin a new paragraph for the body of the email.  Separate different thoughts into different paragraphs.  It is **VERY** important to use correct grammar, punctuation and spelling.  It is hard to understand emails that are one continuous paragraph with poor to no punctuation.  In addition, this makes you look unintelligent and uneducated.  You are in college and it is to your advantage to sound like a college level student.

4.  End the email with your full name and if needed, more information about you.  For example, it is important to state what class you are in if you are writing to me-- Thank *you, John Q. Student, M/W 2-330*

5.  Do not use all UPPERCASE or lowercase letters.

6.  Do not write the email as if you were texting your BFF.  Do not make the tone too casual or too informal.  If this person is your professor, employer or boss, you want to be respectful.  You also want to sound professional.

7.  Please use your HCC emails or If you have an email address that refers to sex, drugs, or alcohol, it would be wise to have a separate email with a plain, tame address that you use specifically for work related emails.

You leave an impression when you email.  When emailing someone who is evaluating you, it is wise to leave a good impression.

**Important information when communicating with Professor**

I teach several courses both here and at another school. At the present I time also do not have an assigned office. I encourage you to contact me preferably via text at 512-699-4353. When texting me I ask that you please include the following information on the text or voicemail: your name, class, and day/time. This will help me in better assisting you.

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| **SPRI+A2:C20NG 2017 / 2nd START SEMESTER CALENDAR – CHECK LEARNING WEB FOR UPDATES** | | |
| **WEEK** | **DATE** | **CHAPTER / TOPIC** |
| **1** | **14-Feb** | **INTRO** |
|  | **16-Feb** | **Case Study Assignment / Ch 1-4** |
| **2** | **21-Feb** | **PRESIDENT'S DAY - NO SCHOOL** |
|  | **23-Feb** | **NAMI** |
| **3** | **28-Feb** | **Ch. 1-4** |
|  | **2-Mar** | **HUMAN TRAFICKING** |
| **4** | **7-Mar** | **EXAM 1** |
|  | **9-Mar** | **CH. 5-8** |
| **5** | **14-Mar** | **SPRING BREAK - NO SCHOOL** |
|  | **16-Mar** | **SPRING BREAK - NO SCHOOL** |
| **6** | **21-Mar** | **CH. 5-8** |
|  | **23-Mar** | **CH. 5-8** |
| **7** | **28-Mar** | **EXAM 2** |
|  | **30-Mar** | **HARM REDUCTION** |
| **8** | **4-Apr** | **CH. 9-12** |
|  | **6-Apr** | **LGBT AND THE ELDERLY** |
| **9** | **11-Apr** | ***LAST DAY TO WITHDRAW / CH. 9-12*** |
|  | **13-Apr** | **CH. 9-12** |
| **10** | **18-Apr** | **TEST 3** |
|  | **20-Apr** | **PRESENTATIONS 1-3** |
| **11** | **25-Apr** | **PRESENTATIONS 4-6** |
|  | **27-Apr** | **PRESENTATIONS 7-9** |
| **12** | **2-May** | **PRESENTATIONS 10-12** |
|  | **4-May** | **PRESENTATIONS 12 - 15** |
|  | **11-May** | **FINAL 12 - 1:50** |