



**Psychology**  
Northwest College

---

**PSYC 2301 - Introduction to Psychology**

CRN 32504 – Fall 2014

Spring Branch Campus – Room 206 | Monday 7:00pm-10:00pm  
3-Hour Lecture Course / 48 hours per semester/ 16 Weeks

**Instructor: Deborah Ramos**

**Instructor Contact Information: Email - [deborah.ramos@hccs.edu](mailto:deborah.ramos@hccs.edu)**

**Office location and hours**

**Office:** Spring Branch Campus Room 206 **Hours:** By appointment

Please feel free to contact me by e-mail 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 this class is very important to me. I am available to hear your concerns and to discuss course topics. Feel free to make an appointment to see me when you need help.

**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.

**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.

### **Learning objectives**

<b>OBJECTIVES FOR SLO #1:</b> Demonstrate knowledge in multiple (8) areas of psychology including concepts, facts and theoretical perspectives.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
1. Major schools of thought in psychology
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
1. Components of the neuron
2. Components of the synapse
3. Action potential
4. Major neurotransmitters
5. Medulla
6. Cerebellum
7. Hypothalamus
8. Limbic system
9. Components of the cerebrum
10. Plasticity
11. Endocrine system
<b>CORE DOMAIN 3: LEARNING</b>
1. Learning
2. Reinforcement
3. Punishment
4. Observational learning
<b>CORE DOMAIN 4: MEMORY</b>
1. Characteristics of short-term memory
2. Characteristics of long-term memory

<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
1. Phases of prenatal development
2. Piaget's stages of cognitive development
3. Erikson's stages of psychosocial development
4. Alzheimer's disease
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
1. General Adaptation Syndrome (GAS)
2. Post-traumatic stress disorder (PTSD)
<b>CORE DOMAIN 7: PERSONALITY</b>
1. Personality
2. Conscious, unconscious, preconscious mind
3. Id, ego, and superego
4. Freud's psychosexual stages
5. Big Five personality traits
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
1. Phobias
2. Panic disorder
3. Obsessive-compulsive disorder
4. Dissociative identity disorder
5. Schizophrenia
6. Major subtypes of schizophrenia
7. Major depressive disorder
8. Bipolar disorder
9. Personality disorders
<b>OBJECTIVES FOR SLO#2:</b> Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
1. Scientific method
2. Descriptive methods
3. Representative sample
4. Experimental method
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
1. Methods of studying the brain
<b>CORE DOMAIN 3: LEARNING</b>
1. Methods used by Pavlov, Watson, and Skinner
<b>CORE DOMAIN 4: MEMORY</b>
1. Recall
2. Recognition
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
1. Social Readjustment Rating Scale (SRRS)
<b>CORE DOMAIN 7: PERSONALITY</b>
1. Objective tests (inventories)
2. Projective tests
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>

1. Purpose, organization, and content of the <i>DSM-IV</i>
--

<b>OBJECTIVE FOR SLO#3:</b> Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
--

<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
---

1. Differences among the major theoretical perspectives in psychology
---

<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
--

1. Processes that occur when a neuron is activated
--

2. How neurotransmitters affect behavior
--

3. Functions of the frontal lobes
-----------------------------------

4. Difference between the central and peripheral nervous systems
--

5. Functions of the sympathetic and parasympathetic nervous systems
---

6. How the pituitary gland affects behavior
---

7. How the adrenal glands affect behavior
---

<b>CORE DOMAIN 3: LEARNING</b>
--------------------------------

1. How classical conditioning modifies an organism's responses to stimuli
---

2. How operant conditioning modifies an organism's responses to stimuli
---

3. Difference between positive and negative reinforcement
---

4. Factors that influence the effectiveness of punishment
---

<b>CORE DOMAIN 4: MEMORY</b>
------------------------------

1. Information-processing approach to memory
--

2. Reconstructive memory
--------------------------

3. The function of schemas
----------------------------

4. Causes of forgetting
-------------------------

<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
---

1. Effects of teratogens and other negative factors on prenatal development
---

2. Relationship between contact comfort and attachment
--

3. Differences among the various patterns of attachment
---

4. Difference between the social learning and gender schema theory explanations of gender role development
--

5. Process of cognitive development as Piaget explained it
--

6. Proposed causes of Alzheimer's disease
---

<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
---

1. Effects of stress on the immune system
---

2. Effects of daily hassles on stress
---------------------------------------

3. Factors that influence individual's capacity for resisting the effects of stress
---

<b>CORE DOMAIN 7: PERSONALITY</b>
-----------------------------------

1. Function of defense mechanisms in Freud's theory
---

2. Views of humanistic theorists regarding the personality
--

3. Bandura's concept of reciprocal determinism
--

<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
---

1. Criteria for abnormal behavior
-----------------------------------

2. Possible causes of schizophrenia
-------------------------------------

3. Symptoms of major depressive disorder.
---

4. Symptoms of Bipolar disorder
---------------------------------

<b>OBJECTIVES FOR SLO#4:</b> 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.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
<i>Students will apply</i>
1. Ethical standards for psychological research
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
<i>Students will apply</i>
1. Principles of behavior genetics
<b>CORE DOMAIN 3: LEARNING</b>
<i>Students will apply</i>
1. Principles of behavior modification
<b>CORE DOMAIN 4: MEMORY</b>
<i>Students will apply</i>
1. Techniques for improving memory
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
<i>Students will apply</i>
1. Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
<i>Students will apply</i>
1. Difference between problem-focused and emotion-focused coping
<b>CORE DOMAIN 7: PERSONALITY</b>
<i>Students will apply</i>
1. Views of Abraham Maslow regarding self-actualization
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
<i>Students will apply</i>
Difference between psychologists and psychiatrists

### Core Curriculum

*Credit: 3 (3 lecture)*

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that address the goals of the core curriculum as follows:

- \* **Reading** at the college level means having the ability to analyze and interpret a variety of printed materials, books, and document. All students in PSYC 2301 are required to read a college-level textbook.
- \* **Writing** at the 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 the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. All instructors in PSYC 2301 include at least one written assignment in their syllabi.
- \* **Effective speaking** is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Students in

PSYC 2301 are required to communicate about course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.

- \* **Listening** at the college level means the ability to analyze and interpret various forms of spoken communication. Students in PSYC 2301 are required to listen to presentations and/or discussions of course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- \* **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. Students in PSYC 2301 are required to exhibit critical thinking in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- \* **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. Students in PSYC 2301 are required to exhibit computer literacy in formal or informal ways as determined by the requirements of each instructor's course syllabus.

## CALENDAR

<u>WEEK</u>	<u>DATES</u>	<u>CHAPTER</u>	<u>ACTIVITY OR MATERIAL TO BE COVERED</u>
01	Aug. 25	1	Introduction to Course: Review Syllabus What is Psychology?
02	Sep. 1		<b>HOLIDAY - NO CLASS</b>
03	Sep. 8	1	What is Psychology?
04	Sep. 15	2	Psychology's Scientific Method
05	Sep. 22	3	<b>Exam 1: Chapters 1 &amp; 2</b> Biological Foundations of Behavior
06	Sep. 29	3	Biological Foundations of Behavior
07	Oct. 6	7	Memory
08	Oct. 13	6	<b>Exam 2: Chapters 3 &amp; 7</b> Learning
09	Oct. 20	6	Learning
10	Oct. 27	9	Human Development <b>WRITTEN ASSIGNMENT DUE</b>
11	Nov. 3	12	Personality

<u>WEEK</u>	<u>DATES</u>	<u>CHAPTER</u>	<u>ACTIVITY OR MATERIAL TO BE COVERED</u>
12	Nov. 10	15	<b>Exam 3: Chapters 6, 9, 12</b> Psychological Disorders
13	Nov. 17	15 16	Psychological Disorders Therapies
14	Nov. 24	16 17	Therapies Health Psychology
15	Dec. 1		<b>Exam 4: Chapters 15, 16, 17</b> <b>Review for Final Exam</b>
16	Dec. 8		<b>COMPREHENSIVE FINAL EXAM</b> <b>Monday 7:00 - 9:00 PM</b>

\*Syllabus subject to change at the discretion of instructor

### **Instructional Methods**

PSYC2301 is an introductory course dealing with the elementary principles of human behavior. This course is designed especially for those students majoring in the social or biological sciences, pre-medicine, or education.

During the semester, there will be a variety of learning activities scheduled. Although the topic for each day will reflect material covered in the textbook, the format will differ from session to session, and will focus on active learning. Among the possible classroom activities are: discussions, small group work, experiential exercises, and demonstrations. Also, you may be asked to participate in a role-play or share personal examples, which relate to textbook material. Active participation is encouraged. Sometimes I will lecture on particularly complex topics, but at other times you may be asked to master sections of the text on your own. I will provide class time for asking and answering questions.

### **Student Assignments**

#### **EXAMS AND FINAL EXAM**

There will be four exams and a final exam. All exams will consist of multiple-choice questions. Most will be selected from the text, but a few may come from class activities and lectures. The Comprehensive Departmental Final Exam will be 100 multiple-choice questions. You are responsible for bringing your own scantrons for the objective exams. Scantrons are available for purchase at HCC bookstores.

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 on page 10 of this syllabus.

**\*\*MAKE-UP POLICY:** Please note that usually no make-up exams will be given, unless by special permission due to extreme circumstances. As soon as it becomes apparent that you are going to miss an exam, notify me of the reason. If the reason is acceptable, make arrangements to take the exam before the next class period.

### **WRITTEN ASSIGNMENT**

The student is required to complete one written assignment. A sample format and specifications for the written assignment are included in this syllabus. You are required to select one written assignment from options 1, 2, or 3.

#### **OPTION 1**

This assignment will help you develop a comprehensive understanding of key concepts within the chapter and how they relate to personal development. You will select one topic from the chapters discussed in class. Along with the selected topic, you are required to write a paper including personal ideas and experiences and how they relate to your topic of choice. **You can only write on stage theorists (Erikson, Freud, Kohlberg, Piaget) for this assignment.** You may discuss the concepts for each stage and share personal ideas and experiences (**1/2 stage concepts & 1/2 personal experiences**). Your paper must be typed double-spaced, 1-inch margin, and font size 12 using Times New Roman print. The paper must follow this format:

- Title Page: 5 pts.
    - Student's name
    - Psychology 2301
    - Title of chapter selected
    - Title of paper
  - Introduction 10 pts.
    - Including reasons for selecting topic
  - Summary of chapter material related to personal experiences 60 pts.
  - Length: 5-8 typed pages double-spaced 15 pts.
  - Conclusion 10 pts.
- Total 100 pts.

Papers are due at the beginning (7:00 PM) of the class period. Papers turned in after the start of class will automatically lose ten (10) points. Papers turned in the following class period will automatically lose twenty (20) points. Email papers will not be accepted.

#### **OPTION 2**

This assignment will help you gain more insight into past or current experiences and how they relate to personal, social, and relationship issues. Select one chapter from the material covered in class (refer to course schedule). From the selected chapter, choose a topic of interest. Be specific. This option is a narrative; a story written in the first person based on an experience or event from your life. You may use information from the selected chapter to describe why you chose the selected topic in your introduction. Select a topic that is personally meaningful to you. Your paper must be typed double-spaced, 1-inch margins, and font size 12 using Times New Roman print. The paper must follow this format:



- Title Page includes: 5 pts.  
     Student's name  
     Psychology 2301  
     Title of chapter selected  
     Title of paper
  - Introduction 10 pts.  
     Reasons for selecting topic
  - Presentation 60 pts.
  - Length: 5-8 typed pages double-spaced 15 pts.
  - Conclusion 10 pts.
- Total 100 pts.

Papers are due at the beginning (7:00 PM) of the class period. Papers turned in after the start of class will automatically lose ten (10) points. Papers turned in the following class period will automatically lose twenty (20) points. Email papers will not be accepted.

### OPTION 3

This assignment will encourage you to develop critical thinking and problem-solving skills. You will create a weekly journal based on the material discussed in class. Each journal entry should be three pages in length discussing key concepts based on classroom discussions. You can also include personal ideas and opinions along with classroom discussions. You will need 3 chapters. Your paper must be typed double-spaced, 1-inch margin, and font size 12 using Times New Roman print. Your journal will be graded based on the following criteria:

- Title Page includes: 5 pts.  
     Student's name  
     Psychology 2301  
     Journal
  - Table of Contents 5 pts.  
     List the 3 chapters selected
  - Introduction 10 pts.  
     Name of chapter  
     Reasons for selecting topic
  - Summary 55 pts.  
     Include classroom discussions, personal ideas and opinions
  - Length: 3 pages typed double-space for each classroom discussion 15 pts.
  - Conclusion for each chapter discussion 10 pts.
- Total 100 pts.

Beginning with the Introduction, you will need to repeat this format three times, for each of the three chapters you select.

Papers are due at the beginning (7:00 PM) of the class period. Papers turned in after the start of class will automatically lose ten (10) points. Papers turned in the following class period will automatically lose twenty (20) points. Email papers will not be accepted.

## **ADDITIONAL REQUIREMENTS FOR THE WRITTEN ASSIGNMENTS**

Listed are additional requirements for the written assignments. Refer to your syllabus and these instructions before writing your paper.

### **Title Page:**

- Information (refer to syllabus) should be centered on the page
- Double space each line
- Font size 12 and Times New Roman print
- Written on white paper using black ink
- Points will be deducted if the information is not presented in the correct form
- The title page is not page one
- Refer to syllabus for additional information
- Staple the paper in the left hand corner (No paper clips or folding back the ends)
- Do not use a hole-puncher on the paper

### **Introduction:**

- Double-space the entire paper.
- The introduction must be 5 to 8 sentences in length.
- It must include the statement: The reason I selected chapter... (Refer to syllabus).
- Don't forget to begin this page with the title of your paper.
- The title must be centered on the top line of the page.
- Points will be deducted if the information is not presented in this form.
- The introduction begins on page one.

### **Main Body of Paper:**

- This section will begin the second paragraph of your paper
- Remember to indent since you are beginning a new paragraph
- This paragraph will be one continuous paragraph
- In this section you are graded on how well you communicate your thoughts
- Also, you are graded on grammar, sentence structure, and most important if your topic reflect the assignment option you have chosen
- If you are uncertain of your topic discuss your concerns with me
- Refer to syllabus for additional information
- This section must be 5 to 8 full pages in length. For each page that is not a full page, you will lose 5 points (A full page is 1 inch from the top and 1 inch from the bottom)

### **Conclusion:**

- This is the third paragraph of your paper
- Remember to indent since you are beginning a new paragraph.
- The conclusion must begin with the phrase: In conclusion,
- If you do not include this phrase, you will automatically lose 5 points
- The conclusion must be 8 to 10 sentences in length and should summarize your topic
- You will be graded on grammar, sentence structure, and how well you conclude your topic
- Do not skimp on this section
- Refer to syllabus for additional information

## Assessments

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

Exam 1	15 %
Exam 2	15 %
Exam 3	15 %
Exam 4	15 %
Written Assignment	20 %
Final Exam	<u>20 %</u>
	100 %

The final score resulting from the sum of the above components will be converted into letter grades according to the following scale.

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

## Instructional Materials

### Textbook

King, Laura A. *The Science of Psychology: An Appreciative View, Third Edition* (2014). New York: McGraw-Hill Education Publishers.

### Student Registration for McGraw-Hill Connect

A brief PowerPoint presentation has been provided which will introduce you to McGraw-Hill Connect and help you register as a student. Below is the link to help you register for McGraw-Hill Connect. Take time to explore McGraw-Hill Connect. It is an interactive site which can greatly enhance retention and understanding of course material and improve your study skills.

<https://connect.mheducation.com>

### Student Supplemental Guide

The Student Supplemental Guide is required for this course. It contains the Learning Objectives and Key Terms for each of the core chapters as well as the Learning Objectives and Key Terms for the comprehensive Departmental Final Exam. It is a guide for your preparation for class and can be found using the following link:

<https://learning.hccs.edu/faculty/joanne.hsu/psycresources/psyc2301>

### Access to Course Material

To access syllabus, chapter worksheets, exam reviews, and learning objectives and key terms for final exam.

- Log-on to HCC Home page
- Select Learning Web
- Type "Ramos" and click Search
- Click on Courses and scroll down to Introduction to Psychology (32504 – Fall 2014)
- Click on Course Information (Syllabus)

- Click on Course Material (Exam Reviews, Chapter Worksheets, Student Supplemental Guide, Learning Objectives and Key Terms for Final Exam)
- Download files
- Print
- Bring copies to class

### **Additional Resources**

Additional resources for this course as well as general psychology resources can be found on the following link:

<https://learning.hccs.edu/faculty/joanne.hsu/psycresources/psyc2301>

### **HCC Policy Statement - ADA Services to Students with Disabilities**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. The ADA counselor at Northwest College is Mahnaz Kolaini (713-718-5422). For HCC Policy Statement on ADA, please refer to: <http://hccs.edu/student-rights>.

### **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 also 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) For HCC Policy Statement on Academic Honesty, please refer to: <http://hccs.edu/student-rights>.

### **HCC Policy Statements**

***Class Attendance - It is important that you come to class!*** Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class. ***Class attendance equals class success.***

### **HCC Course Withdrawal Policy**

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, 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 certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC

interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you may withdraw yourself online (except for flex entry classes). This must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. (\*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines.) ***Remember to allow sufficient time (at least 24-hour response time) when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. Some professors may not be willing to process the withdrawal requests or have specific timelines for processing withdrawal requests, please consult with your individual professor for details.*** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade. For HCC Policy Statement on withdrawal deadline please refer to: <http://hccs.edu/student-rights>.

In this class, I prefer you to take the responsibility to withdraw yourself or contact a counselor to help you withdraw. . If you want me to process your withdrawal request, you must submit it in writing or by email to me three days before the withdrawal deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

### **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. For HCC Policy Statement on repeating a class please refer to: <http://hccs.edu/student-rights>.

### **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.

### **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 other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

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

### **Instructor Requirements**

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
- Description of 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:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

### **Program/Discipline Requirements**

The psychology discipline committee has approved the following requirements for all sections of PSYC 2301:

- All students must take the department final exam.
- All instructors must require at least one written assignment.
- All instructors must include assignments, exams, or activities in their syllabi that address all of the HCCS core curriculum standards (see above).

## Grading

Your performance on exams and other assessments can be used to determine how successful you are at achieving the course learning outcomes outlined in the syllabus. If you find you are not mastering the material, you are encouraged to reflect on how you study and prepare for the class. I am available to assist you in locating resources on campus that can improve your performance.

### HCCS Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

## 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.

We need your input in evaluating your instructor this semester. The EGLS<sub>3</sub> (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.

Take the EGLS<sub>3</sub> survey by going to the Student System:

### STEP 1

Go to [www.hccs.edu](http://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 window.*

Questions? ... Call the HCC Helpdesk at 713.718.8800 or email [customer.support@hccs.edu](mailto:customer.support@hccs.edu)