



## PSYCHOLOGY 2301 - Introduction to Psychology

Psyc 2301-006 CRN: 80168 – Spring 2012 Southeast Campus  
Mondays & Wednesdays: 11:00 AM-12:30 PM Location: Angela Morales Building, Rm 306  
3-Hour Lecture/48 hrs per semester/Term (16 wks)/Hybrid Class

**Instructor:** Dr. Diane Boudreaux-Kraft e-mail: [diane.boudreaux-kraft@hccs.edu](mailto:diane.boudreaux-kraft@hccs.edu)  
**Telephone:** Please email me via Eagle Online **Office Hours:** By Appointment

**Website for complete syllabus:** <http://learning.hccs.edu/faculty/diane.boudreaux-kraft>

**HCC Hybrid Course Description:** Hybrid courses are equivalent to on-campus courses and earn three or four semester hours of credit. No distinction is made on the college transcript. Most hybrid courses are offered in the regular 16-week semester. A hybrid course is a blend of face-to-face instruction with and/or online computer-assisted learning. The instructor of a hybrid course typically determines what instructional activities should be face-to-face, compute-assisted or online depending on the learning goals, course objectives, content, and available resources. For example, this class will meet once per week on Wednesdays at the designated time listed for the course. On Mondays, you will be assigned chapter readings, weekly self quizzes, discussion questions, and exams that are all completed online with assigned due dates. You are expected to sign into your class on Eagle Online every Monday or your will be considered absent (see HCC policy regarding class attendance and the possibility of being dropped for non-attendance). You are also expected to go to HCC's Online class section to complete the Eagle Online Orientation/Tour to make sure that you can sign on no later than 1/25/12. No excuses will be accepted regarding not being able to use Eagle Online if you are enrolled in this Hybrid class.

**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 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:

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. Discuss the major issues in nine core domains of psychology.
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>SLO 1. Discuss the major issues in nine core domains of psychology.</b>
<b>CORE DOMAIN 1: INTRODUCTION</b>
1.1 Major schools of thought in psychology
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
1.2 Components of the neuron
1.3 Components of the synapse
1.4 Action potential
1.5 Major neurotransmitters
1.6 Medulla
1.7 Cerebellum
1.8 Hypothalamus
1.9 Limbic system
1.10 Components of the cerebrum
1.11 Plasticity
1.12 Endocrine system
<b>CORE DOMAIN 3: LEARNING</b>
1.13 Learning
1.14 Reinforcement
1.15 Punishment
1.16 Observational learning
<b>CORE DOMAIN 4: MEMORY</b>
1.17 Characteristics of short-term memory
1.18 Characteristics of long-term memory
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
1.19 Phases of prenatal development
1.20 Piaget's stages of cognitive development
1.21 Erikson's stages of psychosocial development
1.22 Alzheimer's disease
1.23 General Adaptation Syndrome (GAS)
<b>CORE DOMAIN 6: HEALTH AND STRESS</b>
1.24 Post-traumatic stress disorder (PTSD)
<b>CORE DOMAIN 7: PERSONALITY</b>
1.25 Definition of personality
1.26 Conscious, unconscious, preconscious mind
1.27 Id, ego, and superego
1.28 Freud's psychosexual stages
<b>CORE DOMAIN 8: PSYCHOLOGICAL DISORDERS</b>
1.29 Phobias
1.30 Panic disorder
1.31 Obsessive-compulsive disorder
1.32 Dissociative identity disorder
1.33 Schizophrenia
1.34 Major subtypes of schizophrenia
1.35 Major depressive disorder
1.36 Bipolar disorder
1.37 Personality disorders
<b>CORE DOMAIN 9: THERAPIES</b>
1.38 Major approaches to biomedical therapy and psychotherapy
<b>SLO 2. Explain the scientific method and how it applies to psychological research.</b>
<b>CORE DOMAIN 1: INTRODUCTION</b>
2.1 Scientific method
2.2 Descriptive methods

2.3 Representative sample
2.4 Experimental method
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
2.5 Methods of studying the brain
<b>CORE DOMAIN 3: LEARNING</b>
2.6 Methods used by Pavlov, Watson, and Skinner
<b>CORE DOMAIN 4: MEMORY</b>
2.7 Recall
2.8 Recognition
<b>CORE DOMAIN 6: HEALTH AND STRESS</b>
2.9 Social Readjustment Rating Scale (SRRS)
<b>CORE DOMAIN 7: PERSONALITY</b>
2.10 Objective tests (inventories)
2.11 Projective tests
<b>CORE DOMAIN 8: PSYCHOLOGICAL DISORDERS</b>
2.12 Purpose, organization, and content of the DSM-IV

<b>SLO 3. Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.</b>
<b>CORE DOMAIN 1: INTRODUCTION</b>
3.1 Differences among the major theoretical perspectives in psychology
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
3.2 Processes that occur when a neuron is activated
3.3 How neurotransmitters affect behavior
3.4 Functions of the frontal lobes
3.5 Difference between the central and peripheral nervous systems
3.6 Functions of the sympathetic and parasympathetic nervous systems
3.7 How the pituitary gland affects behavior
3.8 How the adrenal glands affect behavior
<b>CORE DOMAIN 3: LEARNING</b>
3.9 How classical conditioning modifies an organism's responses to stimuli
3.10 How operant conditioning modifies an organism's responses to stimuli
3.11 Difference between positive and negative reinforcement
3.12 Factors that influence the effectiveness of punishment
<b>CORE DOMAIN 4: MEMORY</b>
3.13 Information-processing approach to memory
3.14 Reconstructive memory
3.15 The function of schemas
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
3.16 Causes of forgetting
3.17 Effects of teratogens and other negative factors on prenatal development
3.18 Relationship between contact comfort and attachment
3.19 Differences among the various patterns of attachment
3.20 Difference between the social learning and gender schema theory explanations of gender role development
3.21 Process of cognitive development as Piaget explained it
3.22 Proposed causes of Alzheimer's disease
<b>CORE DOMAIN 6: HEALTH AND STRESS</b>
3.23 Effects of stress on the immune system
3.24 Effects of daily hassles on stress
3.25 Factors that influence individual's capacity for resisting the effects of stress
<b>CORE DOMAIN 7: PERSONALITY</b>
3.26 Function of defense mechanisms in Freud's theory
3.27 Views of humanistic theorists regarding the personality

3.28 Bandura's concept of reciprocal determinism
3.29 Criteria for abnormal behavior
3.30 Possible causes of schizophrenia
3.31 Symptoms of major depressive disorder.
<b>CORE DOMAIN 8: PSYCHOLOGICAL DISORDERS</b>
3.32 Symptoms of Bipolar disorder

<b>4. Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.</b>
<b>CORE DOMAIN 1: INTRODUCTION</b>
4.1 Ethical standards for psychological research
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
4.2 Principles of behavior genetics
<b>CORE DOMAIN 3: LEARNING</b>
4.3 Principles of behavior modification
<b>CORE DOMAIN 4: MEMORY</b>
4.4 Techniques for improving memory
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
4.5 Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
<b>CORE DOMAIN 6: HEALTH AND STRESS</b>
4.6 Difference between problem-focused and emotion-focused coping
<b>CORE DOMAIN 7: PERSONALITY</b>
4.7 Views of Abraham Maslow regarding self-actualization
<b>CORE DOMAIN 9: THERAPIES</b>
4.8 Difference between psychologists and psychiatrists

**REQUIRED TEXTBOOK & Student Supplemental Handbook**

**Instructional  
Materials**

**Textbook**

Weiten, W. (2011). *Psychology: Themes and variations, briefer version* (8<sup>th</sup> edition). Belmont, CA: Wadsworth/Cengage. ISBN-13:978-0-495-81133-6

The textbook and the *Student Supplementary Handbook* listed below are required for this course. The *Student Supplementary Handbook* contains **Learning Objective Questions and Key Terms for the comprehensive Departmental Final Exam as well as other tests. It is a guide for your preparation for class. DOWNLOAD THE STUDENT SUPPLEMENT FOR FREE ON THE LEARNING WEB.**

**Supplemental Handbook**

[Supplemental handbook to accompany Psychology: Themes and variations, briefer version \(8<sup>th</sup> edition\).](#)

**Online Supplementary Readings (free of charge, printable)**

[Methods of Studying Development](#)

[Piaget's Theory of Cognitive Development](#)

[Parenting Styles](#)

[Personality Disorders](#)

Textbook Student Companion Website: <http://learning.hccs.edu/faculty/diane.boudreaux-kraft/psychology-department-homepage/psyc-2301-supplementary-handbook-with-final-exam-objectives-for-weiten-text/view&gt;>

### **Core Curriculum:**

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified 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.

### **Class Activities:**

The instructor will prepare lectures, demonstrations and learning exercises to cover each topic listed on the schedule. There may also be group exercises, films and demonstrations. Read the assigned chapters prior to class and come prepared to participate. There will be an opportunity for questions during class, and to review tests items after they are graded. The material will reappear on the departmental comprehensive final exam. The Calendar with assignments and due dates are listed on the following pages.

**Psyc 2301 Calendar, Assignments, Due Dates**

Date	Text & Topic #	Weekly-Read Chapters See Key Concepts, Terms & Page Numbers in Handbook; Review Material in Each Topic	Discussion Questions/ Assignments	Assignment Due Dates –BY 11 pm on date listed	Quiz, Tests & Notes Dates Self-Quiz-Multiple tries-Highest Grade Exams-Opened only once
1/16/12		MLK Day			
1/18/12	Ch1/ Topic 1	Introduction to Class & Eagle Online ( <a href="#">In class day</a> )	Discussion #1 More About You-Ice Breaker (Post & respond by due date) & Sign on the Eagle Online	No Later 1/25/12	
1/23/12	Ch1/ Topic 1	Evolution of Psychology Chapter 1 ( <a href="#">In class day</a> )	Review material Chapter One & Psyc Fair Assignment—bring it to class		Ch. 1 Self Quiz – Available
1/25/12		Chapter 1 & Discuss Psyc Fair Assignment( <a href="#">In class day</a> )	Look at Memory videos for class discussion		Self Quiz Closes 1/28/12 @ 11 pm
1/30/12	Ch2/ Topic 2	The Research Enterprise in Psychology( <a href="#">In class day</a> )	Discussion #2 (see online)	Due No later than 2/1/12	Ch.2 Self Quiz – Available
2/1/12		( <a href="#">In class day</a> )			Self Quiz Closes 2/4/12 @ 11 pm
*2/6/12	Ch3/ Topic 3	The Biological Bases of Behavior ( <a href="#">First Online Class Day</a> )	Discussion Question #3 (see online)	Due No Later than 2/8/12	Ch. 3 Self Quiz –Available
2/8/12	Ch3	Biological Bases of Behavior ( <a href="#">In class day</a> )	Proposal for Psyc Fair	2/8/12	Self Quiz Closes 2/11/12@ 11 pm
2/13/12	Ch 1, 2 & 3	<a href="#">Online Class Day(Exam)</a>	(See Exams)		Exam 1 (Chapters 1, 2, 3) Open on 2/11/12 at 12:00 AM and closes on 2/13/12 @ 11 pm for a total of 1 1/2 hours.
2/15/12	Ch6/ Topic 4	Learning( <a href="#">In class day</a> )			Ch. 6 Self Quiz Closes 2/18/12
2/ 20/12	Ch6 & 7 Topics 4 & 5	Learning/ ( <a href="#">Online Class Day</a> )	Manuscript due for Psyc Fair Assignment (send via Eagle Online)	2/20/12	Ch. 7 Self Quiz –Available
2/22/12	Ch.7/ Topic 5	Memory ( <a href="#">In class day</a> )	Deadline for Manuscript	2/22/12	Self Quiz Closes 2/25/12@ 11 pm
2/27/12	Ch 6 & 7	<a href="#">Online Class Day (Exam)</a>	(See Exams)		Exam 2 (Chapters 6 & 7) Open on 2/25/12 at 12:00 AM and closes on 2/27/12 @ 11 pm for a total of 1 1/2 hours.
2/29/12	Ch10/ Topic 6	Human Development Across the Lifespan ( <a href="#">In class day</a> )	Discussion Question #4 (see online)	3/5/12	
3/5/12	Ch 10/ Topic 6	Human Development Across the Lifespan ( <a href="#">Online Class Day</a> )	Discussion Question #4 (see online)	3/5/12	Ch. 10 Self Quiz –Available Self Quiz Closes 3/10/12@ 11 pm
3/7/12	Ch 11/ Topic 7	Personality: Theory, Research, and Assessment ( <a href="#">In class day</a> )			Ch. 11 Self Quiz –Available Self Quiz Closes 3/24/12@ 11 pm
<b>3/12-3/18/12</b>		<b>SPRING BREAK</b>	<b>Work on Psyc Fair Projects</b>	<b>Due Next Wk</b>	

Date	Text & Topic #	Weekly-Read Chapters See Key Concepts, Terms & Page Numbers in Handbook; Review Material in Each Topic	Discussion Questions/ Assignments	Assignment Due Dates – BY 11 pm on date listed	Quiz, Tests & Notes Dates  Self-Quiz-Multiple tries-Highest Grade Exams-Opened only once
3/19/12	Ch 11/ Topic 7	Personality ( <a href="#">Online Class Day</a> )	Psyc Fair Project Due-All Parts –send Power Point Via email		
3/21/12	Ch 12/ Topic 8	Stress, Coping, and Health( <a href="#">In Class Day</a> )	Psyc Fair Poster Due	3/21/12	
3/26/12	Ch 12	Stress, Coping, and Health ( <a href="#">Online Class Day</a> )	Discussion Question #5 (see online)		Ch. 12 Self Quiz –Available
3/28/12	Ch 13/ Topic 9	Psychological Disorders ( <a href="#">In Class Day</a> )		4/2/12	Self Quiz Closes 3/31/12@ 11 pm
3/29/12	Last Day	Administrative Withdrawal	Fill out your paper.	See Advisor	
4/2/12	Ch 13/ Topic 9	Psychological Disorders ( <a href="#">Online Class Day</a> )	Discussion Question #5 (see online)	4/2/12	Ch. 13 Self Quiz –Available
4/4/12	Ch 14/ Topic 10	Treatment of Psychological Disorders ( <a href="#">In Class Day</a> )			Self Quiz Closes 4/7/12@ 11 pm
4/9/12	Ch 14/ Topic 10	Treatment of Psychological Disorders( <a href="#">Online Class Day</a> )			Ch. 14 Self Quiz –Available
4/11/12		Review of Exam 4 ( <a href="#">In Class Day</a> )			Self Quiz Closes 4/14/12@ 11 pm
4/16/12	Ch 10-14	( <a href="#">Online Class Day</a> )	(See Exams)		Exam 3 (Chapters 10, 11, 12, 13, 14) Open on 4/14/12 at 12:00 AM and closes on 4/16/12 @ 11 pm for a total of 1 1/2 hours.
4/18/12		( <a href="#">In Class Day</a> )	Class Presentations		
4/23/12		( <a href="#">In Class Day</a> )	Class Presentations(May be revised)		
4/25/12		( <a href="#">In Class Day</a> )	Class Presentations		
4/30/12		Review of Final Exam ( <a href="#">Online Class Day</a> )	See Online Study Material		
5/2/12		Review of Final Exam ( <a href="#">In Class Day</a> )	In class review of questions from study material and strategies for exam.		
Monday 5/7/12		Comprehensive Final Exam ( <a href="#">In Class Day</a> )	11:00 AM Bring your OWN scantron and pencil.		Exam 4 –The Comprehensive Final Exam will have 50 questions and <b><u>MUST</u></b> be done in class.

The Instructor reserves the right to make changes or modifications to the schedule as needed.

### Assignments

**Psychology Fair Assignment:** The written assignment will be in the form of a Psychology Fair entry. It is similar to a Science Fair or a History Fair project with which you are probably more familiar. 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. The Psychology Fair assignment has the following three parts:

1. Document information about your topic in your MANUSCRIPT. See .Organization of Manuscript. handout (pp. 7-8), APA Format. handout (p. 9), and .Plagiarism. handout (p. 10) for details.
2. Design and create your PROJECT based on psychological principles. See .Psychology Fair Categories. handout (pp. 3-4) for details.
3. Create your POSTER BOARD DISPLAY (free standing with three panels) to showcase what you have created. See Showcasing Your Project. handout (p. 11) for details.

The details of the assignment are posted in the PSYC Fair Guide in Eagle Online.

**Discussion Questions:** Your Icebreaker Discussion Question is embedded in Topic One. The Icebreaker will be graded based on your participation and response to all questions-10 points, supportive posts to at least two students are 8 points, and grammar and spelling are 2 points. The other Discussion Questions are embedded in the class assignment of certain Topics which are also outlined on your calendar in the syllabus. Each question is worth a total of 20 points and are broken down as follows: Major Posts are 10 points, Supportive Posts are 8 points, and Grammar and Spelling are 2 points. Your Major Post should be approximately one paragraph (minimum of 100 words). The Discussion Questions Major & Supportive Posts should illustrate critical thinking with information from the text, your online assignments, and your personal opinions. You are to make a minimum of two Supportive Posts to two different students. The Supportive Posts can be a shorter paragraph (minimum of 50 words). Please be respectful of all students in your responses.(See online instructions).

### **Testing:**

**Chapter Self Quizzes:** There are a total of 10 Self Quizzes for each Chapter embedded within the Topics. You can take the Self Quiz as many times as you would like until it closes. Your highest grade/points will be used for your grade. This is a learning opportunity for you and a chance to familiarize yourself with the type of questions you will see on your exams, to learn the material, and to increase your chance for raising your grade. Each quiz is worth 10 points a total of 100 points. Don't take these points for granted.

**Exams:** There are a total of four exams including the Comprehensive Departmental Exam. Your lowest exam will be dropped. The exams will consist of 50 multiple-choice items. All of the exams are online with the exceptions of the Comprehensive Final Exam which will be done in class on a scantron. Most will be selected from the text, online assignments and material, class activities, and lecture. The comprehensive departmental exam will be 50 multiple-choice questions. You will also need to purchase and bring your own scantron to class for the Comprehensive Final Exam. **Bring a good eraser to the exam and erase changes completely. No grades will be changed due to poor erasures after your exam is graded.** Each exam is worth 100 points.

Plan to take all exams. **THERE ARE NO MAKE-UP EXAMS PROVIDED, with the exception of very drastic circumstances or emergencies (i.e. hospitalization, incarceration). MISSED EXAMS ARE THE ONES THAT ARE DROPPED, OR RECEIVE A "0".** Once you have missed one exam, the next missed exam will receive a "0". While the Comprehensive Final Exam must be taken and not used as an exam to drop, should it be your lowest grade it will be dropped at that time.

### **Extra Credit/Bonus Points:**

You will have an opportunity to earn as much as 30 extra credit point. The key to earning the points is attendance in class on the each Wednesday and online. At the time that you take each of your first three Exams there will be at least five questions that have been covered in the class lecture and/or possibly in an online class assignment. You will have an opportunity to answer these questions in a multiple choice format on the day of the exam. Therefore, you are encouraged to take every exam. They will only be available during the Exam time periods. Students who attend class find that these points really help their overall grade. There will be no other extra credit assignments.

### **Evaluation and Grades:**

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

- A. Highest grade of 10 Chapter Quizzes: Reading, Active Learning, Computer Literacy Objectives
- B. Best 3 of 4 hourly exams: Reading and Listening Objective, Computer Literacy Objectives
- C. Psychology Fair Assignment: Writing, Computer Literacy & Critical Thinking, Speaking, Listening Objectives
- D. Participation/Assignments: Speaking, Listening, Computer Literacy, Active Learning

Final Averages will earn the following grades

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

**Quizzes:** \_\_\_\_\_ 10 @ 10 points each = 100 points

**Exams:** \_\_\_\_\_ 3 @ 100 points each (Best three out of 4) =300 points

**Discussion Questions:** \_\_\_\_\_ 5 @ 20 points each = 100 points

**Psyc Fair Assignment:** \_\_\_\_\_ 1 @ 100 points

**Extra Credit Points:** \_\_\_\_\_ 3 @10 points

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**Total Possible Points: 630 (100%)**



## **HCC Policy Statement - ADA**

### Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri, ADA Counselor, at 713.718.7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office.

## **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)

## **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. Your instructor is NOT required to notify you prior to completing the drop. If you have missed more than 12.5% of the hours of instruction, you will need to check with the instructor to see if you have been dropped.

**(Note: Some instructors do not withdraw students and prefer to warn students that they must withdraw themselves prior to the official withdrawal date to avoid a failing grade.)**

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 **MUST** go to the PeopleSoft Registration site and fill out the online forms 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.\*\*** 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.

### **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
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up policy

- 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

### **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.

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