



**Psychology 2301: Introduction to Psychology 11509**  
**Spring 2017, Northline Campus, 8:00-9:30 TTH**  
**3 hour lecture course/48 hours per semester 16 weeks**  
**In-Person Web Enhanced**

**Instructor: Irv Lichtman**

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For additional course information go to: <https://eo2.hccs.edu/login/index.php>

You are expected to visit Eagle Online daily for up-to-the minute announcements

**Department Contact Information:** [Karen.Saenz@hccs.edu](mailto:Karen.Saenz@hccs.edu) or  
[Chandra.taylor@hccs.edu](mailto:Chandra.taylor@hccs.edu); 713-718-7180

**Office Location and Hours: By Appointment**

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.

**Email Policy**

HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so [here](http://www.hccs.edu/district/students/student-e-maileagle-id/) (<http://www.hccs.edu/district/students/student-e-maileagle-id/>). Emails will be answered within a 24 hour period Monday-Friday.

**Course Description**

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

**Prerequisites**

PSYC 2301 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 include placement in college-level reading (or 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 in the [HCCS Student Handbook](#).

### **Program Student Learning Outcomes (PSLOs) for all PSYC Courses**

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

### **Course Student Learning Outcomes (CSLOs)**

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

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

### **Core Curriculum Objectives**

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

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

### **Learning Objectives**

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

- 1.1 Major schools of thought in psychology
- 1.2 Components of the neuron

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

**OBJECTIVES FOR CSLO #2:** Explain the scientific method and how it applies to psychological research.

- 2.1 Scientific method
- 2.2 Descriptive methods
- 2.3 Representative sample
- 2.4 Correlational method
- 2.5 Experimental method
- 2.6 Causal hypotheses
- 2.7 Independent variable
- 2.8 Dependent variable
- 2.9 Experimental group
- 2.10 Control group
- 2.11 Random assignment
- 2.12 Placebo effect
- 2.13 Placebo
- 2.14 Double-blind procedure
- 2.15 Methods of studying the brain
- 2.16 Methods used by Pavlov, Watson, and Skinner

**OBJECTIVE FOR CSLO #3:** Demonstrate knowledge of and identify concepts related to personal

development and the development and behavior of others.

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

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

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

## Instructional Methods

### 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.

### Eagle Online Canvas Learning Management System

This section of PSYC 2301 will use Eagle Online to supplement in-class assignments, practice exams, and syllabus. Study Assignments will be downloaded and brought to class. Major exam scores will be posted in the grade book. HCCS Open Lab locations may be used to access the Internet and Eagle Online. **YOU MUST USE FIREFOX AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

### MyPsychLab

This is not a requirement for the course. Instructor will go over how to get access in class.

## Instructional Materials

Wood, S., Wood, E., & Boyd, D. (2015). *Mastering the World of Psychology* 5E. Upper Saddle River, NJ: Pearson.

### *Final Exam Handbook*

Posted on Eagle Online under Final Exam Informational Topic

### Temporary Free Access to E-Book

Follow these steps to get temporary free access to a digital version of the text for fourteen days:

- Visit [MyPsychLab.com](http://MyPsychLab.com)
- Click “Student”
- Click “Ok, register now”
- Select “Yes, I have a Course ID”
- Enter boyd69378 Substitute your own Course ID if you have one
- Click “Next”
- Enter Pearson log-in credentials or create a new account
- Click “Get temporary access without payment for 14 days” near the bottom of the page
- Follow on-screen instructions from there.

## Exams (60%)

There will be **5** exams, each worth 10% of your grade. They will be multiple choice in format. Dates are:

Exam 1	Chapters	1 & 2	10%	February	16
Exam 2	Chapters	5 & 6	10%	March	9
Exam 3	Chapter	8	10%	March	30
Exam 4	Chapters	10 & 11	10%	April	13
Exam 5	Chapter	12	10%	April	27

There will be a FINAL comprehensive exam worth 10% of your grade. It will consist of 100 multiple choice questions which covers the material in the Supplemental Study Guide. The purpose of this exam is for you to demonstrate your understanding of how behavior and mental processes can be explained from several perspectives. You will also be evaluated by your knowledge of psychological research. The final exam will be May 11<sup>th</sup> from 8:00 a.m. to 10:00 a.m. **All students will take their Final at times posted on Final Exam schedule**

HCC does not provide students with Scantron forms. They are sold in campus bookstores.

### **WRITTEN REACTIONS OF MODULES (15%)**

You will write a one page paper on one of each assigned modules (consult the Important Evaluation Dates for module assignment due dates) in which you will answer reflective questions about the chapter. Your task is to think critically about the material. The instructor is interested in how the information in a module relates to your life. You will select one or two aspects of an assigned module that are of interest to you and state clearly why it is interesting to you and/or how you can now apply what you learned to enhance your life. Each written reaction will count 1% of your grade. Dates are posted on the Important Evaluation Date's page. **Each paper is to be typed and double spaced and must be one full page for credit.** You will receive an "A" for each completed paper and a failing grade for not completing the review or for papers falling short of the minimum one page requirement.

When there is more than one module assigned, you choose the one module for your reaction. There are a total of 10 written reactions; one for each assigned content.

### **Departmental Final Exam**

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

You must get at least 50% of the items correct on the final or you may possibly fail the course. Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of F.

### **EXAM DAY POLICY**

Exams begin immediately at the beginning of class. The student is required to attend class from the beginning of the class period on the day of each exam as well as all class periods. Class starts promptly at the designated class time. Students who do not attend class from the beginning will be permitted to take the individual test but will not be eligible to participate in the group test.

## GRADING POLICY

4 EXAMS	40%
FINAL COMPREHENSIVE EXAM	10%
WRITTEN REACTIONS	15%
PROJECT	10%
PARTICIPATION/ATTENDENCE	15%
STUDY GUIDE	10%
<b>TOTAL</b>	<b>100%</b>

## FINAL COURSE EVALUATION

89.5 or above = A

79.5 – 89.4 = B

69.9 – 79.4 = C

59.5 – 69.4 = D

under 59.5 = F

## MISSED TEST POLICY

**There are no makeup exams.** If you miss a test, that test will count as your lowest score. If you miss more than one test, you will have to show written documentation of an emergency situation for **ALL** missed tests to be considered for a makeup. Any makeup exams will be taken the week before final exams.

## Incomplete Grades

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

## PROPOSED CALENDAR:

### IMPORTANT EVALUATION DATES

#### January

31 – Chapter 1 written reaction due

#### February

7 – Chapter 2 written reaction due  
16 - **EXAM I CHAPTERS 1, & 2. Bring scantron and pencil.**  
21 – Chapter 5 written reaction due  
28 – Chapter 6 written reaction due

#### March

7 – Chapter 8 Part 1 written reaction due (Infancy or Child development)  
9 – **EXAM II CHAPTERS 5 & 6. Bring scantron and pencil.**  
21 – Chapter 8 Part 2 written reaction due (Adolescent or Adult development)  
30 – **EXAM III CHAPTER 8. Bring scantron and pencil.**

#### April

4 – Chapter 11 written reaction due  
11 – Chapter 10 written reaction due  
13 - **EXAM IV CHAPTERS 10 & 11. Bring scantron and pencil**  
18 – Chapter 12 written reaction due  
27 – **EXAM V CHAPTER 12. Bring scantron and pencil**

#### May

2 – **FINAL EXAM REVIEW**  
4 - **PROJECT PRESENTATION**  
11 – **COMPREHENSIVE FINAL EXAM – 8:00 a.m. to 10:00 a.m.**

### WEEKLY ROAD MAP

#### Week One January 17

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Topic : Introduction – Introduction to psychological perspectives and the scientific method.

Activities: 1. Thinking critically about our notions of psychology and behavior.  
2. “Preview” The Contents of the course  
3. Common Sense Psychology Quiz

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#### Weeks Two and Three January 24<sup>th</sup> and January 31st

Topic: Chapter 1– Thinking Critically with Psychological Science

Activities: 1. Correlation Design  
2. Correlation versus Causation  
3. Design an Experiment  
4. Applying Psychology’s major Perspectives

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**Week Four February 7th**

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Topic: Chapter 2 – Are we Electric? Why we do what we do!!

- Activities:
1. Brain activity – Chemical Action of Drugs
  2. Video Clip – Split Brain and the Brain's language centers

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**Weeks Five and Six February 14<sup>th</sup> and 21st**

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Topic: Chapter 5 – How do we Learn?

Activities:

1. Shaping demonstration
  2. Classical conditioning demonstration
  3. Negative reinforcement quiz
  4. Observational Learning
  5. **EXAM I CHAPTERS 1 & 2. Feb. 16th Bring scantrons and pencil.**
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**Week Seven February 28th**

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Topic: Chapter 6 – How can we improve our memories?

- Activities:
1. Demonstration of Sensory Memory
  2. Demonstration of Short-Term Memory
  3. Demonstration of Long-Term Memory – imagery and organization

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**Week Eight March 7th**

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Topic: Chapter 8 – How do we develop from Conception to Infancy to Childhood to Adolescence and Adulthood?

- Activities: **1. EXAM II CHAPTERS 5-6. March 9th. Bring scantrons and pencil.**

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**Week Nine March 21st**

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Topic: Chapter 8 Part 2 – How do we develop from Adolescence to Adulthood?

- Activities:
1. Assimilation and Accommodation
  2. Jack and Jill Developmental Story

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**Week Ten March 28th**

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Topic: Chapter 11 -Personality: Did your mother make you who you are today?

- Activities:
1. Student skits demonstrating Freud's conception of the mind.
  2. Student skits using Freudian Defense Mechanisms

3. Demonstration of Projective Tests – TAT & Rorschach
4. **EXAM III CHAPTER 8. March 30th. Bring scantron and pencil.**

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**Week Eleven April 4th**

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Topic: Personality & Stress and Health. Did Past Experiences make you who you are today or do present experiences and hopes for the future influence your personality development?

- Activities:
1. Big Five Trait Theory and the NEOPI-5 Personality Inventory
  2. Self-Actualization Inventory
  3. Self-Concept Measurement
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**April 6th: Chapter 10-Stress and Health**

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**Week Twelve April 11th**

Topic: Chapter 10 - Stress and Health & Abnormal Psychology. How to get stressed out and get really sick. What's the Best way to Cope with Stress? What is the worst way?

- Activities:
1. Coping with stress – Student Stress Packets completed in advance
  2. Maladaptive Coping
  3. Adaptive Coping
  4. **EXAM IV CHAPTERS 10, & 11 and Stress Handouts. April 13th. Bring scantrons and pencil.**

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**Week Thirteen April 18th**

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Topic: Chapter 12 -Psychological Disorders: He is acting really strange! Why does he do that?

- Activities:
1. Mood Disorders and Suicide
  2. Videos – Schizophrenia, Bipolar, Antisocial, and ECT

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**Week Fourteen April 25th**

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Topic: Chapter 12 – Psychological Disorders

- Activity:
1. Anxiety and Personality Disorders
  2. **EXAM V CHAPTER 12. April 27th**
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**Week Fifteen May 2nd**

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Topic: **FINAL EXAM REVIEW AND PROJECT PRESENTATIONS**

- Activities:
1. Review of Comprehensive Final Examination 5/2

**Week Sixteen May 9th**

**FINAL EXAM December 11<sup>th</sup> 8:00 to 10:00 a.m.**

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**Student Responsibilities**

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
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#) and [HCCS Distance Education Student Handbook](#).

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**Instructor and Student Responsibilities**

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- 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
- Attain a raw score of at least 50% on the departmental final exam

Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

**ATTENDANCE EXPECTATIONS**

- As this course emphasizes the development of discussion skills, the ability to work responsibly in a group and the use of critical thinking skills, participation in the class discussions and activities is crucial.

- You are adults, and so attendance in class is up to you. I keep attendance as part of the college policy, I do count absences as a part of your grade. At the same time, I reserve the option of dropping a student from any class after the student has been absent the equivalent of 2 weeks. Learning involves more than just reading the book, and our class discussions will go beyond the book, so attendance is a necessity if you hope to achieve a satisfactory grade. If you should desire to drop the class for any reason, please let me know. It is your responsibility, not mine, to drop the course if you so choose. If a student stops attending the course and does not officially withdraw, she/he may receive a course grade of “F”.

### **Withdrawal**

If you decide to withdraw from the course, it is your responsibility to file the proper paperwork with the registrar’s office. Discuss your decision to withdraw from the class with your instructor before you finalize the paperwork.

### **Classroom Conduct**

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

### **Student Organizations**

#### **Psi Kappa**

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa page](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa Facebook](#) page.

#### **Psi Beta**

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta](#) website. For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web.

### **Psychology Achievers Scholarship**

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

### **Tutoring**

[AskOnline](#) provides free, confidential, and convenient academic support to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.

### **HCCS Student Policies**

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

## **Students with Disabilities**

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

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

### **Ability Services Information**

#### **HCCS.EDU**

<http://central.hccs.edu/students/disability-services/>

#### **Central College**

713.718.6164

#### **Coleman College**

713-718-7376

#### **Northeast College**

713-718-8322

#### **Northwest College**

713-718-5422

713-718-5408

#### **Southeast College**

713-718-7144

#### **Southwest College**

713-718-5910

#### **Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

#### **Interpreting and CART services**

713-718-6333

### **EGLS<sub>3</sub> Evaluation for Greater Learning Student Survey System**

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. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 surveys during the Summer semester due to logistical reasons.

### **Office of Institutional Equity**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

## **SCHOLASTIC DISHONESTY**

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 HCC Policy on Academic Honesty, found in the Student Handbook. 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 might 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** means the unauthorized collaboration with another person in preparing written work offered for credit.

Possible punishments for academic dishonesty include a grade of 0 or F on the particular assignment, failure in the course, and/or probation or dismissal from the College System.

## **DAILY ACTIVITIES/CLASS PARTICIPATION (15%)**

Daily activities will be individual and group activities that will include verbal presentations or written work to be turned in and evaluated. Grading will be based on demonstration of participation, preparation before class, and critical thinking exercises. If you are not in attendance you will receive a zero for that day.

**2 Late arrivals (5 minutes after class starts) combined with early departures (5 minutes before class ends) is equivalent to one class absence. Many times the door will be closed/locked and you will politely be told that you have missed class and to be on time for future classes.**

## **PROJECTS (10%)**

Projects may include the following choices. At least one is required which will count 10% of the final course grade. Additional projects can be completed for extra credit. **The goal of a project is to show clearly how some aspect of Psychology can benefit your life as well as the lives of others. You must clearly demonstrate that you had a learning experience. Simply presenting something already known to you prior to this course will not be credited as a learning experience. If you have any question concerning this please talk with the instructor. You must quote or reference ALL sources of your scientific information.**

**A. Research Review.** Review a research article from a professional psychological journal or internet source. Possible journals include:

1. Journal of Psychology
2. Journal of Abnormal Psychology
3. Journal of social Psychology
4. Journal of Marriage and Family
5. Journal of Psychology of Personality

The review should be 3-4 typed pages, stapled in upper left corner. The reviews should consist of a summary, description of the type of research, and a critique of the quality of the research. Your instructor has forms that will guide you. **You are required to use a form provided by your instructor to guide you and you must attach a copy of your journal article. Journals must be APA listed and involve experimental research.**

**For an approved list of journals go to: [www.apa.org/journals/by\\_subjects.html](http://www.apa.org/journals/by_subjects.html) (not in HCC data base) or go to: <http://www.epnet.com/titleLists/pb-complete.htm> for a list of journals in the HCC database. \*\*If you choose the latter the journal must be peer reviewed. Journal must be 2011 -2016.**

**B. Creations.** Building upon what you have learned about psychology, develop a creation that in some respect relates to psychology. Possibilities could include a board or card game, a problem solving situation, a psychological art gallery, a diagrammed brain jelly mold, a power point presentation, a video, a psychological journal, an illustrated storybook, a brochure or pamphlet, a CD or DVD, original research or a drama/skit acting out or demonstrating a psychological principle.

Use your imagination and be prepared to explain or exhibit to students in class on project presentation day. If you would like to do this assignment please briefly discuss your idea with the instructor.

**\*Your project must pertain to psychology and not physiology. For example, a project on anemia, Alzheimer's disease, or diabetes is not acceptable. If you have any doubts concerning this, please communicate with your instructor to avoid receiving a zero.**

Projects using Freudian and Maslow's must be discussed with your instructor for approval prior to doing this project. Without prior approval the project is unacceptable.

Projects pertaining to DREAMS are **not** acceptable.

**\*\*All projects must be accompanied by something visual. Your instructor will inform you of the grading criteria for all projects. You may go to the learning web to download grading criteria.**

**A 3-5 minute presentation to the class is required.**

## **PROJECT GRADING CRITERIA**

Demonstration of Learning: (25 points)

There is a clear demonstration that you learned something from doing your project; something you didn't already know.

Demonstration of Benefit: (25 points)

There is a clear psychological/behavioral benefit to you and others from doing your project. This is a project on psychology and not physiology. Your project must pertain to behavior.

Visualization: (15 points)

You present something that is visual such as a powerpoint, poster, pamphlet, leaflet, storybook, etc. to accompany your project if your project does not contain something visual.

Clear Presentation: (10 points)

You present your project stating why you did what you did, how it benefits you, how it benefits the public at large and your presentation to the class is no less than 3 minutes and no more than 5 minutes and you do not read from note cards but talk to us.

References: (25 Points)

You must cite your sources of reference unless your project is original research in which you will cite yourself. Your reference must be placed somewhere visible such as the last page of a storybook, the **last slide of a power point, the back page of a pamphlet, etc.**



## **STUDY GUIDE AND KEY TERMS (10%)**

Using the written assignments in EOL Canvas, you will write the answers to the questions in **your own words**. You will download these assignment templates to your desktop, and answer each question. These guides will be collected on the day of the exam and you will receive a grade based upon your completion of this assignment. It is to your advantage and you are strongly encouraged to complete this assignment. Statistically, your test scores will average significantly higher and as a result you will be successful in completing this course.