



**Division of Social and Behavioral Sciences  
Department of Psychology  
Irv Lichtman**

**A. Course and Instructor Information**

<b>A.1 Course</b>	PSYC 2301: General Psychology
<b>A.2 Hours</b>	3-hour lecture course/3 semester credit hours/48 contact hours per semester
<b>A.25 Weeks</b>	16 Weeks
<b>A.3 CRN</b>	54386
<b>A.4 Term</b>	Regular Term
<b>A.5 Year</b>	Spring 2018
<b>A.6 Day(s)</b>	TTH
<b>A.7 Time</b>	11:00-12:30 Rm. 208
<b>A.8 Mode</b>	In Person
<b>A.9 Instructor</b>	Irv Lichtman
<b>A.10 Instructor Contact Information</b>	Irv.lichtman@hccs.edu
<b>A.11 Office Location and Hours</b>	Office Hours 6:30-8:00 am TTH. Northline # 310. 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.
<b>A.12 Email Policy</b>	HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, click “First-time User” on <a href="#">this page</a> . Emails will be answered twice daily Monday-Friday.
<b>A.13 Course Description</b>	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.
<b>A.14 Prerequisites</b>	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 INRW 0420 or ESOL 0360 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 <a href="#">HCC Student Handbook</a> .
<b>B. Student Learning Outcomes</b>	
<b>B.1 Psychology Program Student Learning Outcomes (PSLOs)</b>	<ol style="list-style-type: none"> <li>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).</li> <li>2. Outline, define, discuss, and apply the steps of the scientific method.</li> <li>3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.</li> <li>4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.</li> </ol>
<b>B.2 Core Curriculum Objectives (CCOs) for all PSYC Core Courses</b>	<p>PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Program Committee has specified that the course addresses the core objectives as follows:</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking:</b> 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.</li> <li>• <b>Communication Skills:</b> 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.</li> <li>• <b>Quantitative and Empirical Literacy:</b> 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.</li> <li>• <b>Social Responsibility:</b> 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.</li> </ul>
<b>B.3 PSYC 2301 Course Student</b>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of concepts, facts, and theoretical perspectives in the major sub-fields of psychology.</li> <li>2. Define and identify the research methods used in psychology, including the strengths and</li> </ol>

<b>Learning Outcomes (CSLOs)</b>	<p>weaknesses of each method.</p> <ol style="list-style-type: none"> <li>3. Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.</li> <li>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.</li> </ol>
<b>B.4 PSYC 2301 Learning Objectives</b>	<p>To view or download the learning objectives for this course, visit the page below.  <a href="https://learning.hccs.edu/programs/psychology/psyc-course-student-learning-outcomes-and-learning-objectives/psyc-2301-course-student-learning-outcomes-and-learning-objectives">https://learning.hccs.edu/programs/psychology/psyc-course-student-learning-outcomes-and-learning-objectives/psyc-2301-course-student-learning-outcomes-and-learning-objectives</a></p>
<b>C. Instructional Methods and Materials</b>	
<b>C.1 Success in the Course</b>	<p>As with any three-hour course, you should expect to spend <i>at least six hours per week</i> 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.</p>
<b>C.2 Eagle Online Canvas</b>	<p>This section of PSYC 2301 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. <u>Canvas is used to obtain course syllabus, study guides, course grades, practice exams, final review objectives, final review power point, and delivery of announcements.</u> HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. Visit the page below and click “Resources for Online Students” for information about system requirements and login procedures for accessing Canvas.  <a href="https://learning.hccs.edu/programs/psychology/online-resources-for-students">https://learning.hccs.edu/programs/psychology/online-resources-for-students</a></p>
<b>C.3 Instructional Materials</b>	<p><b><u>Textbook</u></b>  Wood, S., Wood, E., &amp; Boyd, D. (2018). <i>Mastering the World of Psychology</i> 6E. Upper Saddle River, NJ: Pearson.</p> <p><b><u>Departmental Final Exam Preparation Resources</u></b>  Don’t wait until the end of the semester to begin preparing for the departmental final exam. Identify the information and key terms that will appear on the exam in each chapter as you read it. You will find details about the exam and study resources on the page below.  <a href="https://learning.hccs.edu/programs/psychology/psyc-2301-departmental-final-exam-preparation-resources">https://learning.hccs.edu/programs/psychology/psyc-2301-departmental-final-exam-preparation-resources</a></p>
<b>C.4 Revel</b>	<p><b><u>Revel Requirements</u></b></p> <p>Revel is not required for this course.</p>
<b>D. Exams, Assignments, and Grading Information</b>	
<b>D.1 Exams</b>	<p><b>Exams (50%)</b></p> <p>There will be 5 exams, each worth 10% of your grade. They will be multiple choice in format.</p>

	<p>Dates are:</p> <table border="0"> <tr> <td>Exam 1</td> <td>Chapters</td> <td>1 &amp; 2</td> <td>10%</td> <td>February</td> <td>15</td> </tr> <tr> <td>Exam 2</td> <td>Chapters</td> <td>5 &amp; 6</td> <td>10%</td> <td>March</td> <td>8</td> </tr> <tr> <td>Exam 3</td> <td>Chapter</td> <td>8</td> <td>10%</td> <td>March</td> <td>29</td> </tr> <tr> <td>Exam 4</td> <td>Chapters</td> <td>10 &amp; 11</td> <td>10%</td> <td>April</td> <td>12</td> </tr> <tr> <td>Exam 5</td> <td>Chapter</td> <td>12</td> <td>10%</td> <td>April</td> <td>26</td> </tr> </table> <p>The lowest test score of the 5 exams will be dropped. The final exam is not dropped.</p>	Exam 1	Chapters	1 & 2	10%	February	15	Exam 2	Chapters	5 & 6	10%	March	8	Exam 3	Chapter	8	10%	March	29	Exam 4	Chapters	10 & 11	10%	April	12	Exam 5	Chapter	12	10%	April	26
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<p><b>D.2</b> <b>Written</b> <b>Assignment(s)</b></p>	<p><b>STUDY GUIDE AND KEY TERMS (10%)</b></p> <p>Using the written assignments in EOL Canvas, you will write the answers to the questions in <b>your own words</b>. 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 the percentage of 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.</p> <p><b><u>WRITTEN REACTIONS OF CHAPTERS (15%)</u></b></p> <p>You will write a one page paper on one of each assigned modules (consult the Course Calendar for chapter 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 chapter 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 1.5% of your grade. Dates are posted on the <u>Important Evaluation Date's</u> page. <b><u>Each paper is to be typed and double spaced and must be one full page for credit.</u></b> 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.</p> <p>When there is more than one chapter assigned, you choose the one chapter for your reaction. There are a total of 10 written reactions; one for each assigned content.</p>																														
<p><b>D.3</b> <b>Graded</b> <b>In-Class</b> <b>Activities</b></p>	<p><b>DAILY ACTIVITIES/CLASS PARTICIPATION (15%)</b></p> <p>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.</p> <p><b>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.</b></p>																														

<p><b>D.4 Graded Online Activities</b></p>	<p>Grades in this class will consist of a variety of activities that may include, but are not limited to: class discussions, quizzes, reflection papers, projects, observations, experiments, internet research/participation, and other assignments as determined appropriate by the instructor. There will be some sort of grade at the end of each topic.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written Assignments will count as 25% of your final grade.</li> <li><input type="checkbox"/> Your projects/papers will count at 10% of your grade.</li> <li><input type="checkbox"/> You may view your grades in Canvas.</li> </ul>
<p><b>D.5 Other Assignments</b></p>	<p><b>PROJECTS (10%)</b></p> <p>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. <b>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 <u>had a learning experience</u>. 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.</b></p> <p><b>A. Research Review.</b> Review a research article from a professional psychological journal or internet source. Possible journals include:</p> <ol style="list-style-type: none"> <li>1. Journal of Psychology</li> <li>2. Journal of Abnormal Psychology</li> <li>3. Journal of social Psychology</li> <li>4. Journal of Marriage and Family</li> <li>5. Journal of Psychology of Personality</li> </ol> <p>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. <b>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.</b></p> <p><b>For an approved list of journals go to: <a href="http://www.apa.org/journals/by_subjects.html">www.apa.org/journals/by_subjects.html</a> (not in HCC data base) or go to: <a href="http://www.epnet.com/titleLists/pb-complete.htm">http://www.epnet.com/titleLists/pb-complete.htm</a> 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></p> <p><b>B. Creations.</b> 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.</p> <p>Use your imagination and <u>be prepared to explain or exhibit to students in class</u> on project presentation day. If you would like to do this assignment please briefly discuss your idea with the instructor.</p> <p><b>*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.</b></p>

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 power point, 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.**

### **D.6 Departmental Final Exam**

- All students in PSYC 2301 are required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions.
- All of the information students need to prepare for the exam may be found here:  
<https://learning.hccs.edu/programs/psychology/psyc-2301-departmental-final-exam-preparation-resources>

- The final exam ***may not be taken early under any circumstances***
- Students must answer at least 50 of the 100 questions on the final exam (50%) correctly to pass 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 Incomplete.
- Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F
- Final Exam counts 15% of your total grade.

**D.7 Extra Credit**

**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 2012 -2017.**

**D.8 Grading Formula**

**GRADING POLICY**

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

**D.9 HCC Grading Scale**

A	100-90%	4 points per semester
B	89-80%	3 points per semester
C	79-70%	2 points per semester
D	69-60%	1 point per semester
F	<60%	0 points per semester
FX	Failure due to non-attendance	0 points per semester
IP (In Progress)		0 points per semester
W (Withdrawn)		0 points per semester
I (Incomplete)		0 points per semester
AUD (Audit)		0 points per semester

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to

	<p>receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.</p>
<p><b>D.10 Makeup Policy</b></p>	<p><b>MISSED TEST POLICY</b></p> <p><b><u>There are no makeup exams.</u></b> 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 <b>ALL</b> missed tests to be considered for a makeup. Any makeup exams will be taken the week before final exams.</p>
<p><b>D.11 Incomplete Grades</b></p>	<p>In order to receive a grade of Incomplete (“I”), you must have completed at least 85% if 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.</p>
<p><b>D.12 Syllabus Modifications</b></p>	<p>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.</p>
<p><b>E. Policies, Student Services, and Student Resources</b></p>	
<p><b>E.1 Instructor Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Provide the grading scale and detailed grading formula explaining how student grades are to be derived</li> <li>• Facilitate an effective learning environment through class activities, discussions, and lectures</li> <li>• Description of any special projects or assignments</li> <li>• Inform students of policies such as attendance, withdrawal, tardiness and make up</li> <li>• Provide the course outline and class calendar which will include a description of any special projects or assignments</li> <li>• Arrange to meet with individual students before and after class as required</li> </ul>
<p><b>E.2 Student Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Attend class and participate in class discussions and activities</li> <li>• Read and comprehend the textbook</li> <li>• Complete the required assignments and exams:</li> <li>• Ask for help when there is a question or problem</li> <li>• Keep copies of all paperwork, including this syllabus, handouts and all assignments</li> <li>• Attain a raw score of at least 50% on the departmental final exam</li> <li>• Be aware of and comply with academic honesty policies in the <a href="#">HCCS Student Handbook</a></li> </ul>
<p><b>E.3 Attendance</b></p>	<p>You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment (“Census Day”). In addition, instructors may drop students who miss six hours of class time.</p> <p><b>ATTENDANCE EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"> <li>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, <u>I reserve the option of dropping a student from any class after the student has been absent the equivalent of 2 weeks.</u> 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”.</li> </ul> <p><b>EXAM DAY POLICY</b></p> <p>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.</p>
<p><b>E.4 Withdrawal</b></p>	<p>If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors’ office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.</p>
<p><b>E.5 Classroom Conduct</b></p>	<p>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.</p>
<p><b>E.6 Scholastic Dishonesty</b></p>	<p><b>SCHOLASTIC DISHONESTY</b></p> <p>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.</p> <p><u><b>Cheating</b></u> on a test includes:</p> <ul style="list-style-type: none"> <li>Copying from another students’ test paper;</li> <li>Using materials not authorized by the person giving the test;</li> <li>Collaborating with another student during a test without authorization;</li> <li>Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;</li> </ul>

	<ul style="list-style-type: none"> <li>• Bribing another person to obtain a test that is to be administered.</li> </ul> <p><b><u>Plagiarism</u></b> means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.</p> <p><b><u>Collusion</u></b> means the unauthorized collaboration with another person in preparing written work offered for credit.</p> <p>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.</p>
<p><b>E.7 Use of Electronic Devices</b></p>	<p>The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the dean of student services.</p>
<p><b>E.8 Student Organizations</b></p>	<p><b><u>Psi Kappa</u></b> 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 <a href="#">Psi Kappa page</a> on the HCC Learning Web, the <a href="#">Psi Kappa blog</a>, and the <a href="#">Psi Kappa Facebook</a> page.</p> <p><b><u>Psi Beta</u></b> 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 <a href="#">Psi Beta</a> website. For information about the HCC chapter, visit the <a href="#">Psi Beta page</a> on the HCC Learning Web.</p>
<p><b>E.9 Psychology Department Student Resources Web Page</b></p>	<p>Visit the <a href="#">Psychology Department Student Resources Web Page</a> for information about and links to the items listed below. Links to other important and useful resources that contain information about HCC policies, procedures, and student resources are posted there as well.</p> <p><b><u>HCC Foundation: Psychology Achievers Scholarship</u></b> 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.</p> <p><b><u>Tutoring</u></b> HCC provides free, confidential, and convenient academic support to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.</p> <p><b><u>HCC Student Handbook</u></b> All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information.</p> <p><b><u>Student Rights, Responsibilities, and Procedures</u></b> All students are responsible for reading and understanding the Student Rights, Responsibilities and Procedures.</p> <p><b><u>HCC Online Student Handbook</u></b></p>

In addition to being responsible for familiarity with the content of the HCC Student Handbook and Student Rights, Responsibilities, and Procedures, students who are taking online classes are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about student conduct in the virtual classroom, and other important information.

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

The EGLS<sub>3</sub> 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. EGLS<sub>3</sub> surveys are only available for the Fall and Spring semesters. There are no EGLS<sub>3</sub> surveys during the Summer semester due to logistical reasons.

**Title IX Policies**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

**Campus Carry**

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015).

**E.10  
Services for  
Students with  
Disabilities**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law.

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.

	<p>Services for Students with Disabilities Web Page  <a href="http://www.hccs.edu/support-services/disability-services/">http://www.hccs.edu/support-services/disability-services/</a></p> <p><b>Central College</b> 713.718.6164</p> <p><b>Coleman College</b> 713-718-7376</p> <p><b>Northeast College</b> 713-718-8322</p> <p><b>Northwest College</b> 713-718-5422 713-718-5408</p> <p><b>Southeast College</b> 713-718-7144</p> <p><b>Southwest College</b> 713-718-5910</p> <p><b>Adaptive Equipment/Assistive Technology</b> 713-718-6629 713-718-5604</p> <p><b>Interpreting and CART services</b> 713-718-6333</p>
<p><b>E.11 Psychology Department Chair</b></p>	<p>Dr. Karen Saenz  <a href="mailto:Karen.Saenz@hccs.edu">Karen.Saenz@hccs.edu</a>  713-718-7180</p>

## F. Course Calendar

### PROPOSED CALENDAR:

#### January

30 – Chapter 1 written reaction due

#### February

6– Chapter 2 written reaction due

15 - **EXAM I CHAPTERS 1, & 2. Bring scantron and pencil.**

20 – Chapter 5 written reaction due

27 – Chapter 6 written reaction due

#### March

6 – Chapter 8 Part 1 written reaction due (Infancy or Child development)

8 – **EXAM II CHAPTERS 5 & 6. Bring scantron and pencil.**

20 – Chapter 8 Part 2 written reaction due (Adolescent or Adult development)

29 – **EXAM III CHAPTER 8. Bring scantron and pencil.**

#### April

3 – Chapter 11 written reaction due

*10 – Chapter 10 written reaction due*

12 - **EXAM IV CHAPTERS 10 & 11. Bring scantron and pencil**

17 – Chapter 12 written reaction due

26 – **EXAM V CHAPTER 12. Bring scantron and pencil**

#### May

- 1 – **FINAL EXAM REVIEW**
- 3 - **PROJECT PRESENTATION**
- 10 – **COMPREHENSIVE FINAL EXAM – 8:00 a.m. to 10:00 a.m.**

## WEEKLY ROAD MAP

### *Week One January 16*

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
- 

### *Weeks Two and Three January 23rd and January 30th*

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
- 

### *Week Four February 6th*

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

### *Weeks Five and Six February 13<sup>th</sup> and 20<sup>th</sup>*

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. 15th Bring scantrons and pencil.**
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### *Week Seven February 27th*

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

### *Week Eight March 6th*

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 8th. Bring scantrons and pencil.**

### *Week Nine March 20th*

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 27th*

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 29th. Bring scantron and pencil.**

### *Week Eleven April 3rd*

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 5th: Chapter 10-Stress and Health**

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### **Week Twelve April 10th**

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 12th. Bring scantrons and pencil.**

***Week Thirteen April 17th***

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

***Week Fourteen April 24th***

Topic: Chapter 12 – Psychological Disorders

- Activity: 1. Anxiety and Personality Disorders  
2. **EXAM V CHAPTER 12. April 26th**

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***Week Fifteen May 1st***

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

- Activities: 1. Review of Comprehensive Final Examination 5/1  
2. Presentation of Projects. 5/3

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***Week Sixteen May 8th***

**FINAL EXAM May 8<sup>th</sup> 11:00 a.m. to 1:00 p.m.**

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**Holidays**

**MLK- January 15**

**Spring- March 30-April 1**

**OE Day-January 29**

**Last Day to Withdraw- April 3**