



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

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

PSYC 2301: General Psychology | Lecture | 12040

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Spring 2019 | 16 Weeks (1.14.2019-5.12.2019)

In-Person | Northline| TTH 11:00-12:20
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Irv Lichtman	Office Phone:	713-718-2424
Office:	Room #310	Office Hours:	TTH 6:30-8:00 & 12:20-1:00
HCC Email:	Irv.lichtman@hccs.edu	Office Location:	Northline

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Instructor's Preferred Method of Contact

Canvas email is my preferred method of contact. "I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings."

What's Exciting About This Course

You will learn so much about your life and the lives of those around you. Do you know how one learns? How memory works? Why we have different personalities? How health is related to stress? The course will look at how and why we develop from children that seem to have so much in common to adults that do and do not. What happens? Are there best practices in child rearing and in life-long development or is it just luck? Where are you in your development? And what about schizophrenia and other psychological disorders? Are they avoidable? What causes them? The information in this course will enable you to understand the people in your life as well as develop new habits to increase your personal success.

My Personal Welcome

Welcome to General Psychology—I'm delighted that you have chosen this course. One of my passions is to know as much as I can about human behavior, and I can hardly wait to pass

that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues is in person and I'm available during posted office hours to tackle any questions you might have. My goal is for you to walk out of the course with a better understanding of yourself and of human behavior. So please visit me or contact me whenever you have a question.

Prerequisites and/or Co-Requisites

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 having satisfied these prerequisites, you have a higher chance of success than students who have not done so. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Eagle Online Canvas Learning Management System

This section of PSYC 2301 will use [Eagle Online Canvas](https://eagleonline.hccs.edu) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. Canvas will be used to provide written assignment templates (study guides), syllabus information, practice exams, grade book, and Supplemental Handbook.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE [FIREFOX](#) OR [CHROME](#) AS YOUR BROWSER**.

HCC Online Information and Policies

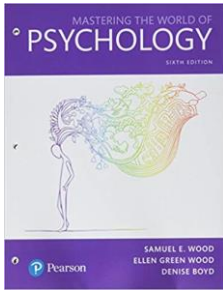
Although this is an in-person class, I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about using Canvas. Here is the link to HCC Online: <http://www.hccs.edu/online/>.

Scoring Rubrics, Assignment Instructions, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, assignment instructions, exam instructions, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

Instructional Materials

Textbook Information



The textbook listed below is **required** for this course. **Mastering the World of Psychology** (6th edition) by Wood, Wood, and Boyd (Pearson). ISBN: 9780134761732.

It is included in a package that contains the text as well as an access code that may be purchased at the [HCC Bookstore](#). You may either use a print copy of the book or rent the e-book from the publisher. Order your book here: [HCC Bookstore](#)

Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for a limited period of time: [Pearson Revel](#). Your Canvas component states detailed instructions for activating temporary free access to the e-book.

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, 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. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

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, and personality.

Core Curriculum Objectives (CCOs)

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS

Psychology Discipline Committee has specified that the course address the following core objectives:

- **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.
- **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.

Program Student Learning Outcomes (PSLOs)

Can be found at:

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

Course Student Learning Outcomes (CSLOs)

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

- Demonstrate knowledge in multiple (8) areas of psychology, including concepts, facts, and theoretical perspectives.
- Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.
- Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
- 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.

Learning Objectives

Learning Objectives for each CSLO can be found at [Learning Objectives for PSYC 2301](#)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

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.

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 learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make ups
- 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

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- 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

Assignments, Exams, and Activities

Please carefully review all of the information in this section and don't hesitate to ask questions if anything is unclear to you. Be assured that I have thoughtfully designed all of the assignments, exams, and activities in this course to enable you to learn the material and to be successful. By providing due dates, I am helping you stay on track and accomplish your goal of getting the best grade you can in this course.

Written Assignment(s)

WRITTEN ASSIGNMENTS 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 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.

WRITTEN REACTIONS OF CHAPTERS (10%)

You will write a one-page paper on one of each assigned chapter (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 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 chapter assigned, you choose the one chapter for your reaction. There is a total of 10 written reactions; one for each assigned content.

Exams

Exams (40%)

There will be **5** exams, each worth 10% of your grade. They will be multiple choice in format. Exams will be administered in class. There will be between 30-40 question per exam. Dates are:

Exam 1	Chapters	1& 2	10%	February	14
Exam 2	Chapters	5 & 6	10%	March	7
Exam 3	Chapter	8	10%	March	28
Exam 4	Chapters	10 & 11	10%	April	11
Exam 5	Chapter	12	10%	April	25

The lowest test score of the 5 exams will be dropped. The final exam is not dropped.

In-Class Activities

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.

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.

Other Assignments and Activities

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 (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 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.**

Practice Final Exam

There is a practice final exam located under the category of exams in your Canvas Course. The final exam along with the supplementary handbook and power point slide review are tools to help you master the learning objectives for the course. The final practice exam consists of 100 MC questions and has a two-hour time limit. You have unlimited attempts to practice. The practice exam does not count toward your overall course grade.

Comprehensive Departmental Final Exam

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions. All the information students need to prepare for the exam is

in the <https://learning.hccs.edu/programs/psychology/psyc-2301-departmental-final-exam-preparation-resources>. The exam will be administered in class on the date shown in the Course Calendar. Students must provide their own Scantron forms (FORM NUMBER 882-E-LOVAS). The final exam ***may not be taken early under any circumstances.*** The final exam has a percentage value of 15%

Students must correctly answer at least 50 of the 100 questions on the final exam (50%) to pass the course.

Students who are absent from the final exam must discuss their absence with the instructor in advance or within 24 hours afterward. Failure to comply with these instructions will result in not being able to take the final exam and therefore failing the course.

Grading Formula

Insert a paragraph describing your grading system, i.e., total points, weighted averages, etc. The psychology department strongly recommends that you adopt a points-based grading system with a maximum 1,000 total points possible. Enter the value or weight of each type of activity in the table below.

Written Assignment(s)	20%
Exams	40%
In-Class Activities	15%
Other Assignments and Activities	10%
Practice Final Exam	0%
Comprehensive Departmental Final Exam	15%
Total	100%
Maximum Extra Credit	

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student 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.

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

QUICK REFERENCED CALENDAR:

January

29 – Chapter 1 written reaction due

February

7– Chapter 2 written reaction due

14 - **EXAM I CHAPTERS 1, & 2. Bring scantron and pencil. Written Assignment # 1 due.**

19 – Chapter 5 written reaction due

28 – Chapter 6 written reaction due

March

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

7 - **EXAM II CHAPTERS 5 & 6. Bring scantron and pencil. Written Assignment # 2 due.**

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

28 - **EXAM III CHAPTER 8. Bring scantron and pencil. Written Assignment # 3 due.**

April

2 – Chapter 11 written reaction due

9 – Chapter 10 written reaction due

11 - **EXAM IV CHAPTERS 10 & 11. Bring scantron and pencil. Written Assignment # 4 due.**

18 – Chapter 12 written reaction due

25 - **EXAM V CHAPTER 12. Bring scantron and pencil. Written Assignment # 5 due.**

30 – **FINAL EXAM REVIEW**

May

2 - **PROJECT PRESENTATION**

7 - **COMPREHENSIVE FINAL EXAM – 11:00 a.m. to 1:00 p.m.**

WEEKLY ROAD MAP

Week One January 15

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 22 and January 29

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 5

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 12 and February 19

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. February 14th. Bring scantrons and pencil. Written Assignment # 1 due**
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Week Seven February 26

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 5

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 7th. Bring scantrons and pencil. Written Assignment # 2 due.**

Week Nine March 19

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

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

Week Ten March 26

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 28. Bring scantron and pencil. Written Assignment #3 due.**

Week Eleven April 2

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
-

April 4th: Chapter 10-Stress and Health

Week Twelve April 9

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 11th. Bring scantrons and pencil. Written Assignment # 4 due.**

Week Thirteen April 16

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 23

Topic: Chapter 12 – Psychological Disorders

- Activity:
1. Anxiety and Personality Disorders
 2. **EXAM V CHAPTER 12. April 25. Bring scantrons and pencil. Written Assignment # 5 due.**
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Week Fifteen April 30

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

- Activities: 1. Review of Comprehensive Final Examination 4/30
2. Presentation of Projects. 5/2

[Week Sixteen May 7](#)

FINAL EXAM May 7th 11:00 to 1:00 p.m.

Holidays

Martin Luther King- January 21

Presidents' Day- February 18

Spring Holiday- April 19

OE Day-January 28

Last Day to Withdraw- April 1

Syllabus and Calendar Modifications

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

Instructor's Practices and Procedures

Missed Assignments

MISSED TEST POLICY

There are no makeup exams.

The lowest of the 5 exams is dropped. 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 and will be taken during office hours on TTH at 7:00 am.

Academic Integrity

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Any instance of scholastic dishonesty may be reported to the Maxiant system. Possible punishments for scholastic dishonesty include a grade of "0" or "F" on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Students for disciplinary disposition. Students have the right to appeal the decision.

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.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Policy

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.

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".

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.

Student 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.

Instructor's Course-Specific Information

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.

Electronic Devices

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

Psychology Program Information

Majoring in Psychology

Visit the [Psychology Program Pages](#) on the Learning Web for information about our faculty and courses. You will also find information about majoring in psychology.

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.

HCC Foundation: 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.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness
Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

EGLS³

The EGLS³ ([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. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email

account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

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. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

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:

David Cross
 Director EEO/Compliance
 Office of Institutional Equity & Diversity
 3100 Main
 (713) 718-8271
 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Department Chair Contact Information

Dr. Karen Saenz
Karen.Saenz@hccs.edu
 713-718-7034

