PSYC 2301 - Introduction to Psychology
CRN 12420 – Spring 2017
Spring Branch Campus | 5:30 P – 8:30 P | Tuesday Room 307
3-Hour Lecture/ 48 hours per semester/ Term (16 weeks) 01/17/2017 - 05/14/2017

Instructor: Mahnaz Kolaini, M.Ed., LPC-S, NCC, CART

Instructor Contact Information:
Office location and hours: Spring Branch Campus – Please make an appointment!
Phone: (713) 718-7449
Email: mahnaz.kolaini@hccs.edu

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/ ). I typically answer emails within 24-48 hours. Weekend messages may not be answered until Monday.

Professor's HCC Learning Web:
Mahnaz Kolaini

Course Description

PSYC 2301 is a survey course of the basic principles underlying human behavior. Emphasis is placed on major areas of study in the field of psychology, such as learning, memory, personality,
health and stress, child and adult development, and psychological disorders. This course transfers as three (3) hours of credit to most other colleges and universities.

**Prerequisites**

PSYC 2301 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 and PSYC 2314 include placement in college-level reading (or take GUST 0342 as a co-requisite) and placement in college-level writing (or take ENGL 0310/0349 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy notice that follows.

**Core Curriculum**

**Credit: 3 (3 lecture)**

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

- **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, experimental, and/or numerical methods by completing textbook reading assignments, completing assignments, and answering questions on the quizzes and exams that pertain to defining and identifying basic research and evaluation methods used in psychology, and the strengths and weaknesses of each method.

- **SOCIAL RESPONSIBILITY:** Students will demonstrate cultural self-awareness, intercultural competency, civic 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 the application of psychological concepts the solution of current issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory and/or evaluation of media presentations.

**Course Goals**

The goals of all psychology courses at Houston Community College are as follows:

Upon completion of this course, students will be prepared to

1. Succeed in advanced psychology courses that include related content and are required for an undergraduate major in psychology

2. Succeed in advanced psychology and psychology-related courses that include related content and are required in non-psychology majors such as nursing and education
3. Understand and evaluate psychological concepts that are covered in this course and are featured in news reports, self-help materials, and as a part of the process of seeking and engaging in psychotherapy

**Student Learning Outcomes**

The student will be able to:

4. Demonstrate knowledge in multiple (8) areas of psychology including concepts, facts and theoretical perspectives.

5. Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.

6. Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.

7. Apply psychological concepts to the solution of current issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and/or evaluation of media presentations.

**Learning objectives**

**OBJECTIVES FOR SLO #1:** Demonstrate knowledge in multiple (8) areas of psychology including concepts, facts and theoretical perspectives.

**CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY**

1. Major schools of thought in psychology

**CORE DOMAIN 2: BIOLOGY AND BEHAVIOR**

1. Components of the neuron
2. Components of the synapse
3. Action potential
4. Major neurotransmitters
5. Medulla
6. Cerebellum
7. Hypothalamus
8. Limbic system
9. Components of the cerebrum
10. Plasticity
11. Endocrine system
12. Mirror neurons

**CORE DOMAIN 3: LEARNING**

1. Learning
2. Reinforcement
3. Punishment
4. Observational learning

**CORE DOMAIN 4: MEMORY**
1. Characteristics of short-term memory
2. Characteristics of long-term memory

**CORE DOMAIN 5: HUMAN DEVELOPMENT**
1. Phases of prenatal development
2. Piaget's stages of cognitive development
3. Erikson's stages of psychosocial development
4. Alzheimer's disease

**CORE DOMAIN 6: STRESS AND HEALTH**
1. General Adaptation Syndrome (GAS)
2. Post-traumatic stress disorder (PTSD)

**CORE DOMAIN 7: PERSONALITY**
1. Personality
2. Conscious, unconscious, preconscious mind
3. Id, ego, and superego
4. Freud's psychosexual stages
5. Big Five personality traits

**CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES**
1. Agoraphobia
2. Social anxiety disorder
3. Generalized anxiety disorder
4. Specific phobias
5. Panic disorder
6. Obsessive-compulsive disorder
7. Dissociative identity disorder
8. Schizophrenia
9. Major depressive disorder
10. Bipolar disorder
11. Personality disorders

**OBJECTIVES FOR SLO#2:** Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.

**CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY**
1. Scientific method
2. Descriptive methods
3. Representative sample
4. Experimental method

**CORE DOMAIN 2: BIOLOGY AND BEHAVIOR**
1. Methods of studying the brain

**CORE DOMAIN 3: LEARNING**

1. Methods used by Pavlov, Watson, and Skinner

**CORE DOMAIN 4: MEMORY**

1. Recall
2. Recognition

**CORE DOMAIN 6: STRESS AND HEALTH**

1. Social Readjustment Rating Scale (SRRS)

**CORE DOMAIN 7: PERSONALITY**

1. Objective tests (inventories)
2. Projective tests

**CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES**

1. Purpose, organization, and content of the *DSM-IV*

**OBJECTIVE FOR SLO#3:** Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.

**CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY**

1. Differences among the major theoretical perspectives in psychology

**CORE DOMAIN 2: BIOLOGY AND BEHAVIOR**

1. Processes that occur when a neuron is activated
2. How neurotransmitters affect behavior
3. Functions of the frontal lobes
4. Difference between the central and peripheral nervous systems
5. Functions of the sympathetic and parasympathetic nervous systems
6. How the pituitary gland affects behavior
7. How the adrenal glands affect behavior

**CORE DOMAIN 3: LEARNING**

1. How classical conditioning modifies an organism's responses to stimuli
2. How operant conditioning modifies an organism's responses to stimuli
3. Difference between positive and negative reinforcement
4. Factors that influence the effectiveness of punishment

**CORE DOMAIN 4: MEMORY**

1. Information-processing approach to memory
2. Reconstructive memory
3. The function of schemas
4. Causes of forgetting
CORE DOMAIN 5: HUMAN DEVELOPMENT
1. Effects of teratogens and other negative factors on prenatal development
2. Relationship between contact comfort and attachment
3. Differences among the various patterns of attachment
4. Difference between the social learning and gender schema theory explanations of gender role development
5. Process of cognitive development as Piaget explained it
6. Proposed causes of Alzheimer's disease

CORE DOMAIN 6: STRESS AND HEALTH
1. Effects of stress on the immune system
2. Effects of daily hassles on stress
3. Factors that influence individual's capacity for resisting the effects of stress

CORE DOMAIN 7: PERSONALITY
1. Function of defense mechanisms in Freud's theory
2. Views of humanistic theorists regarding the personality
3. Bandura's concept of reciprocal determinism

CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES
1. Criteria for abnormal behavior
2. Possible causes of schizophrenia
3. Symptoms of major depressive disorder.
4. Symptoms of Bipolar disorder

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

CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY
   Students will apply
1. Ethical standards for psychological research

CORE DOMAIN 2: BIOLOGY AND BEHAVIOR
   Students will apply
1. Principles of behavior genetics

CORE DOMAIN 3: LEARNING
   Students will apply
1. Principles of behavior modification

CORE DOMAIN 4: MEMORY
   Students will apply
1. Techniques for improving memory

CORE DOMAIN 5: HUMAN DEVELOPMENT
Students will apply

1. Effects of the authoritarian, authoritative, and permissive parenting styles on children’s development

**CORE DOMAIN 6: STRESS AND HEALTH**

Students will apply

1. Difference between problem-focused and emotion-focused coping

**CORE DOMAIN 7: PERSONALITY**

Students will apply

1. Views of Abraham Maslow regarding self-actualization

**CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES**

Students will apply

Difference between psychologists and psychiatrists

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**CALENDAR**

**PSYC 2301: COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Chapter</th>
<th>Activity or Material to be Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/17</td>
<td>1</td>
<td>Introduction to Course &amp; Syllabus</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Class Participation</td>
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<tr>
<td>2</td>
<td>01/24</td>
<td>2</td>
<td>Introduction and Research Methods</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Class Participation</td>
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<tr>
<td>3</td>
<td>01/31</td>
<td>3</td>
<td>Neuroscience</td>
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<td></td>
<td></td>
<td>Biological Basis of Behavior</td>
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<td>Class Participation</td>
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<tr>
<td>4</td>
<td>02/07</td>
<td></td>
<td><strong>Exam 1 (Chapters 1, 2, 3)</strong></td>
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<tr>
<td>5</td>
<td>02/14</td>
<td>6</td>
<td>Learning</td>
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<td></td>
<td></td>
<td>Class Participation</td>
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<tr>
<td>6</td>
<td>02/21</td>
<td>7</td>
<td>Memory</td>
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<td>7</td>
<td>02/28</td>
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<td><strong>Exam 2 (Chapters 6 &amp; 7)</strong></td>
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<tr>
<td>8</td>
<td>03/07</td>
<td>9</td>
<td>Lifespan Development</td>
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<td></td>
<td>Class Participation</td>
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<tr>
<td>9</td>
<td>03/13-19</td>
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<td><strong>Spring Break! No Class on 3/14/2017</strong></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Chapter</td>
<td>Activity or Material to be Covered</td>
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<td></td>
<td>03/21</td>
<td>12, 11</td>
<td>Personality, Gender and Sexuality</td>
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<td>Class Participation</td>
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<tr>
<td>10</td>
<td>03/28</td>
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<td><strong>Exam 3 (chapters 9, 11, 12)</strong></td>
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<td>11</td>
<td>04/04</td>
<td>17</td>
<td>Stress, Health, and Coping</td>
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<td>Class Participation</td>
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<tr>
<td>12</td>
<td>04/11</td>
<td>15</td>
<td>Psychological Disorders</td>
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<td></td>
<td></td>
<td>Class Participation</td>
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<td><strong>Reflection Paper DUE!! By 04/22/2017 11:59p.m.</strong></td>
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<tr>
<td>13</td>
<td>04/18</td>
<td>16</td>
<td>Therapies (Treatment of Psych Disorders)</td>
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<td></td>
<td>Class Participation</td>
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<td>14</td>
<td>04/25</td>
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<td><strong>Exam #4 (Chapters 17,15,16)</strong></td>
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<td>15</td>
<td>05/02</td>
<td></td>
<td>Review for Final Exam</td>
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<tr>
<td>16</td>
<td>05/09</td>
<td></td>
<td>Comprehensive Departmental Final Exam</td>
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*Syllabus subject to change at the discretion of instructor*

*This schedule is subject to change. Your Professor reserves the right to change the schedule. All test dates are approximately planned and is subject to change. The actual test dates will be announced in class at least one week in advance.*

**Instructional Methods**

The instructor will prepare lectures, demonstrations, and learning exercises as well as guide group discussions to cover each topic listed on the schedule. Lectures will be accompanied by Power Point slides and students are encouraged to download the slides from my Learning Web. The lectures will cover most of the textbook material on which you will be tested. Read the assigned chapters before coming to class. Prepare questions to ask during the lecture. You are encouraged to share examples, to give opinions, and to make comments appropriate and relevant to the class discussion.

**The Learning Objectives and Key Terms** for each chapter are also in the Student Supplementary Handbook. They will help you determine which material is most important. You are responsible for the Learning Objectives and Key Terms whether or not they are covered in class. The instructor will provide the opportunity to ask questions about the objectives prior to the test date. In addition, tests will be reviewed after they are graded so that you will have the opportunity to ask questions about the material which will reappear on the comprehensive final.

**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, 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.

Power point slides and additional learning resources can be found on my Learning Web. HCCS Open Lab locations may be used to access the Internet. It is recommended that you USE FIREFOX AS YOUR BROWSER.

Student Written Assignments

Written Assignment

One of the goals of this course is to understand the relevance of psychology in your life. Your assignment is to review the chapters you have read and integrate the material into a meaningful self-reflection paper. The purpose of this paper is fourfold:

1) Develop and enhance reading, writing, and critical thinking skills;
2) illustrate an understanding of the major theorists;
3) examine how these topics impact, influence, and explain your life;
4) Help you better understand yourself and your relationships with others.

Having read Chapters 6, 9, 12 and 17, consider the following:

How Classical, Operant, or Observational learning has shaped your behavior. What did you learn through associations? How were you reinforced or punished as a child? How has that reinforcement or punishment influenced you as an adult? As a child, what did you learn by watching? Which type of learning had the greatest impact on you? (select one theory)

From Development describe your childhood in terms of Piaget’s model of cognitive development.

Explore your current stage from Erikson’s perspective. Examine Ainsworth’s Attachment Theory and determine your attachment style. Think about how your attachment style explains how you interact with others today. Describe your parent’s style (authoritarian, permissive, or authoritative) and how that has impacted who you are today. How was your moral development shaped and where do you see yourself in that area of development? (Select one theory)

From Personality describe your personality from a psychodynamic, humanistic, social cognitive, or trait perspective. For example, how would you describe your id, ego, and superego? Have you ever used any of Freud’s defense mechanisms? Is your personality the same or has it changed from childhood? How? (select one theory)

From Stress and Health identify your sources of stress. Are these stressors likely to change within a month, a year, or five years? How do you cope with your stressors? Explore your coping strategies. Are you more likely to use a problem or emotional focused strategy? Do you describe yourself as an optimist or a pessimist?

Paper Requirements- The reflection paper must be 5-6 pages in length and have a minimum of 6 paragraphs (Introduction, 4 body paragraphs-see above-, and a conclusion. You are not limited to the topics above; however, these areas should be included in your paper. Be sure to fully explain the theoretical concepts and relate those concepts to your personal experiences. Use transition sentences so your paper has some “flow”. Close your paper with a short summary. A cover sheet must be included that contains the following information: your name, date, Psychology 2301, your class meeting days & time, and the title of paper (5 points off if incorrect). The reflection paper will be submitted to turnitin.com and due on or before
11:59 pm on the date indicated in the syllabus. Handwritten papers will NOT be accepted. Please note that late papers will be accepted with a 10 point reduction per day with no further option for submission after day three. The criteria for grading will include the following:

1. Did your paper include a cover page with your name, date, Psychology 2301, your class meeting days and times, title of your paper; at least 5 double-spaced, typed (12 font) pages; 6 paragraphs (introduction, 4 body paragraphs, and conclusion? (10 points)

2. Were you able to discuss the theoretical material from the textbook and integrate personal experiences in a thoughtful and meaningful manner? (80 points)

3. Is your paper free of grammar and spelling errors? (10 points)

In order to receive the best possible grade, your written assignment must be coherent, thoughtful, and organized. Correct grammar and spelling are a must. If you need any assistance visit Online Tutoring for assistance.

In order to receive the best possible grade, your written assignment must be coherent, thoughtful, and organized. Correct grammar and spelling are a must. If you need any assistance, visit one of the Writing Centers listed below for assistance:

**Katy Campus**
Room 321 (across from the library)
(713) 718-5841
**Hours (Hours are subject to change)**
Mon/Tue 9am-2pm
Wed/Thu 9am-7pm
Fri 9am-2pm
Sat 9am-1pm

**Spring Branch Campus**
South Hall, 703
(713) 718-5889
**Hours (Hours are subject to change)**
Mon/Tue 9am-7pm
Wed/Thu 9am-4pm
Fri 9am-2pm
**Assessments**

We will have 4 exams each count for 100 points. (300 points total) The lowest grade will be dropped. The test may be multiple choice, true or false, fill-in-the-blank, matching type, or short essays. The lowest grade will be dropped. If you miss one test, then that one will be dropped. Be careful not to miss more than one.

The **Final Exam**, accounting for 100 points, will be multiple-choice and will be comprehensive.

**You are required to take the Final Exam.** Study “The student Supplementary Handbook” to prepare for it.

**The Writing Assignment counts for 100 points!**

The assessment and grading system is based on the total number of points accumulated rather than a certain percentage. The purpose of this is to accommodate different learning styles. Thus there will be points for written work, objective tests and in class exercises and assignments. The total number of points needed for each grade is: 500.

- A = 450-500 = 90%
- B = 400-449 = 80%
- C = 350-399 = 70%
- D = 300-349 = 60%

**Extra Credit up to 9 points.**

You can earn up to 9 extra points (3 points added to each exam) by participating in HCC Eagle Online-Canvas discussions. In order to earn the extra credit, your posts need to be a direct response to the topic selected by the instructor. Your posts must be thoughtful and substantial, and be a minimum of 250 words.

**HCC Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Semester Credit</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>4 points</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>3 points</td>
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<tr>
<td>C</td>
<td>79-70</td>
<td>2 points</td>
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<tr>
<td>D</td>
<td>69-60</td>
<td>1 point</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
<td>0 points</td>
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<tr>
<td>FX</td>
<td>Failure due to non-attendance</td>
<td>0 points</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>0 points</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>0 points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0 points</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>0 points</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE:** A minimum raw score of 50% correct must be earned on the final exam in order to have the possibility of passing this class. If you earn a 49% or lower on the final exam, you will automatically get an F regardless of all previous grades that you have earned in the class. If you earn a raw score of 50% or higher on the final exam, it does not guarantee a passing course grade. Your final exam score will be averaged in with the rest of the semester’s grades to determine your final grade, using the formula that appears on this same page of this syllabus.
Tests
The tests will consist of 50 multiple-choice items from material covered in lectures as well from the textbook. The comprehensive Departmental Final Exam will be 100 multiple-choice questions. Be prepared for tests by bringing your own pencil and Scantron.

Make-Up Tests
Plan to take all tests at the scheduled time. NO MAKE-UP TESTS WILL BE GIVEN. However, since your lowest test grade will be dropped, you may, of course, drop the grade of "zero" for that test which you missed. Since only the one lowest grade will be dropped, be careful to miss no more than one test. You may NOT drop the grade on the Departmental Final Exam.

Tutoring
Online Tutoring 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. If you prefer, you can find a tutor at one of our campuses by clicking on FindaTutor.

Instructional Materials
Textbook Information:

The textbook listed below is required for this course.

This package contains the text (loose leaf print book, ebook) as well as a Connect access code and can be found at the HCC Bookstore. This is a custom book for HCC. You may use either a hard-copy of the book, or rent the e-book from McGraw-Hill.
ISBN: 9781259330735

Online Assignments (through McGraw-Hill Connect)
Online Textbook Resources, PowerPoint Slides, and Exercises:
http://connect.mheducation.com/class/m-kolaini-spring-2017-spring-branch

Be sure to bookmark this web address for future visits to your Connect course!

Having trouble registering?

Connect is a web-based assignment and assessment solution required for this course. It is designed to assist you with your coursework based on your needs. Students will be required to complete one online LearnSmart assignment per assigned chapter through Connect. Each chapter assignment will consist of 25-40 multiple choice, fill-in-the blank, or true/false
questions. I suggest that the LearnSmart assignments be completed before each chapter exam as listed in the course calendar.

To get started with Connect please go to:

- Click on REGISTER NOW…. Student registration tutorials are available if you need help.
- Enter your email address. If you already have a McGraw-Hill account, you will be asked for your password and will not be required to create a new account.
- You’ll see three options:
  - Enter your access code and click Submit (codes are packaged with a new textbook in the bookstore)
  - Click Buy Online to purchase access code if you purchased a used textbook. If you’re purchasing access online, choose: “Buy Connect” OR “Buy ConnectPlus” (includes online access to an eBook)
  - Start a Free Trial (limited to 14 days)
- If you’re purchasing access online, choose: “Buy ConnectPlus” (which includes online access to an eBook.)
- Next, you will need to fill out the registration form.
- Please make sure to click on “Go To Connect Now” to complete your registration.
- You are now at your instructor’s course. This is where you can access your assignments and study resources.

**NOTE:** Once signed out of Connect, you can quickly return to continue working. Simply, go to the web address provided above. Again, you’ll want to bookmark it to save time. Once on the Connect homepage, enter your email address and password.

**McGraw-Hill Connect Support & Tips**

If you need help or have any questions about Connect, you can visit the 24-hour Customer Experience support center:

http://mpss.mhhe.com/

**Or call** at 800-331-5094
- Sunday - 6PM to 11PM (Central Time)
- M-TH - 8AM to 11PM (Central Time) Friday - 8AM to 6PM (Central Time)

**HCC Student Supplemental Handbook for Psychology:**

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

**Student Supplementary Handbook for Introducing Psychology (2011)**

**Additional Resources**

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

Psyc Resources
HCC Policy Statements:
Office of Institutional Equity

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 Service Contact Information:

| Central College | 713.718.6164 |
| Coleman College | 713-718-7376 |
| Northeast College | 713-718-8322 |
| Northwest College | Spring Branch - 713-718-5422 |
| | Katy - 713-718-5408 |
| Southeast College | 713-718-7144 |
| Southwest College | WLOP - 713-718-5910 |
| | STAFF - 713-718-7799 |
| Interpreting & CART Services | 713-718-6333 |
| Adaptive & Assistive Technology | Central - 713-718-6629 |
| | /John London |
| | Spring Branch - 713-718-5604 |
| | /NJ Brand |

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Title IX

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 appear on the HCC website under Students-Antidiscrimination. 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 Know Your Rights. 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.

**Academic Honesty**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:
- Copying from another students’ test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

**Class Attendance**

*It is important that you come to class!* 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 Schedule). Be advised that instructors must drop students who fail to attend class by the official date of enrollment. In addition, instructors may drop students who miss six hours of class time. Class attendance equals class success.

**Withdrawal Policy**

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.
**Use of Camera and/or Recording Devices**

As a student, active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the [Office for Students with Disabilities](#) for information regarding reasonable accommodations.

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**Instructor/Student Requirements**

**As your Instructor**, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

**As a student**, to be successful in this class, it is the student’s responsibility to:

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

**Program/Discipline Requirements**

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

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

**EGLS3 -- Evaluation for Greater Learning Student Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual
improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**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.