



**Division of Psychology, Sociology and Anthropology
NORTHWEST COLLEGE**

PSYC 2301 - Introduction to Psychology

CRN 78756 –Spring 2012

Katy Campus - Room 225 | 7:00 pm – 10:00 pm | Mondays

3 hour lecture course / 48 hours per semester/ 16 weeks

Instructor: Dr. Roman Alvarez, LPC-S, LMFT, LSOTP, NCC, ACS, FAPA, MTAPA

Instructor Contact Information: (832) 865 – 7381 or roman.alvarez@hccs.edu

Office location and hours

Katy Campus, Room 225: Mondays, 5:30pm-7pm

Springbranch Campus, Room 207: Thursdays, 5pm-6pm

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 to discuss course topics. Feel free to call or e-mail me to schedule your appointment with me.

COURSE DESCRIPTION

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

PREREQUISITES

PSYC 2301 course 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 this course 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 included in this syllabus.

COURSE GOALS

Upon completion of this course, you should:

- (1) Recognize the key role that psychology plays in our everyday lives.
- (2) Have a better insight into the behavior of individuals with whom you have frequent contact in your life.
- (3) Have a more accurate and comprehensive understanding of human behavior in general.
- (4) Be more aware of the major issues in at least nine subject areas of psychology and the theories in psychology.
- (5) Have some understanding of the scientific method and how it applies to psychological research.
- (6) Have an understanding of the services and point of view of a Professional Psychologist.
- (7) Through group exercises use critical thinking skills to analyze current topics in psychology.

STUDENT LEARNING OUTCOMES

The student will be able to:

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

LEARNING OBJECTIVES

The Learning Objectives and Key Terms for each chapter are in the *Student Supplementary Handbook* at:

<http://learning.hccs.edu/faculty/joanne.hsu/psycresources/psyc2301>

You are recommended to bring that to class along with your text book. 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 may reappear on the comprehensive final.

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
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. Phobias
2. Panic disorder
3. Obsessive-compulsive disorder
4. Dissociative identity disorder
5. Schizophrenia
6. Major subtypes of schizophrenia

7. Major depressive disorder
8. Bipolar disorder
9. 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 <i>DSM-IV</i>

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
<i>Students will apply</i>
1. Ethical standards for psychological research
CORE DOMAIN 2: BIOLOGY AND BEHAVIOR
<i>Students will apply</i>
1. Principles of behavior genetics
CORE DOMAIN 3: LEARNING
<i>Students will apply</i>
1. Principles of behavior modification
CORE DOMAIN 4: MEMORY
<i>Students will apply</i>
1. Techniques for improving memory
CORE DOMAIN 5: HUMAN DEVELOPMENT
<i>Students will apply</i>
1. Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
CORE DOMAIN 6: STRESS AND HEALTH

<i>Students will apply</i>
1. Difference between problem-focused and emotion-focused coping
CORE DOMAIN 7: PERSONALITY
<i>Students will apply</i>
1. Views of Abraham Maslow regarding self-actualization
CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES
<i>Students will apply</i>
Difference between psychologists and psychiatrists

SCANS or Core Curriculum Statement and Other Standards

Credit: 3 SCH (lecture course)

As part of the core curriculum (social and behavioral sciences cluster), this course is designed to help students develop basic intellectual competencies such as reading, writing, listening, speaking, critical thinking, and computer literacy. After taking this course, students shall gain knowledge about how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, events, and ideas. Students will be better equipped to understand themselves and the roles they play in addressing social and psychological issues.

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:

- * **Reading** at the college level means having the ability to analyze and interpret a variety of printed materials, books, and document. All students in PSYC 2301 are required to read a college-level textbook.
- * **Writing** at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. All instructors in PSYC 2301 include at least one written assignment in their syllabi.
- * **Effective speaking** is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Students in PSYC 2301 are required to communicate about course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- * **Listening** at the college level means the ability to analyze and interpret various forms of spoken communication. Students in PSYC 2301 are required to listen to presentations and/or discussions of course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- * **Critical thinking** embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task. Students in PSYC 2301 are required to exhibit critical thinking in formal or informal ways as determined by the requirements of each instructor's course syllabus.

- * **Computer literacy** at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available. Students in PSYC 2301 are required to exhibit computer literacy in formal or informal ways as determined by the requirements of each instructor's course syllabus.

COURSE CALENDAR – SCHEDULE (Spring 2012, Regular Semester)
WITH DUE DATES FOR ASSIGNMENTS AND TESTING

Week	Date	Activity or Material to be Covered
1	Jan 23	Intro to Course: Syllabus; Ch 1- Psyc: Evolution of a Science <i>In-class group work / class participation (10 points)</i>
2	Jan 30	Ch 2- Research Methods <i>In-class group work / class participation (10 points)</i>
3	Feb 6	Ch 3- Biological Bases of Behavior; <i>In-class group work / class participation (10 points)</i>
4	Feb 13	TEST 1-Chapters 1, 2, 3 (100 points) Group research project meeting
5	Feb 20	HOLIDAY – Presidents Day (No Class)
6	Feb 27	Ch 6- Learning; <i>In-class group work / class participation (10 points)</i>
7	Mar 5	Ch 5-Memory; <i>In-class group work / class participation (10 points)</i>
8	Mar 12	SPRING BREAK (No Class)
9	Mar 19	Ch 10- Human Development-Lifespan; Gender and Sexuality; <i>In-class group work / class participation (10 points)</i> <u>Turn-in hard copy of Group's Research Article to Professor</u>
10	Mar 26	TEST 2-Chapters 6, 5, 10 & Gender-Sexuality (100 points) Group research project meeting March 29, Thursday, 4:30pm: <u>Last Day for Administrative / Student Withdrawals</u>
11	April 2	Ch 11-Personality; <i>In-class group work /class participation (10 points)</i>
12	Apr 9	Ch 14-Stress, Health, & Coping; Ch 12-Psychological Disorders; <i>In-class group work / class participation (10 points)</i>
13	Apr 16	Ch 12-Psychological Disorders (cont); Ch 13-Therapies; <i>In-class group work /class participation (10 points)</i>
14	Apr 23	TEST 3-Chapters 11, 14, 12, 13 (100 points) Group research project meeting (Finalize your group research report project)
15	Apr 30	Group presentations of Research Article (100 points); <i>In-class group work / class participation (10 points)</i> REVIEW FOR FINAL EXAM; <u>Deadline date to turn-in Extra Credit</u>
16	May 7	FINALS (100 points); Letter Grade will available on-line, 12 noon of May 14, 2012

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

PSYCH 2301 is a core curriculum course and transfers to any college or university as 3 SCH Social-Behavioral Science core curriculum requirement.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning the field of Psychology, modeling good human interaction, and organizing and monitoring the classroom activities or projects that allow you to connect the information that you learn in this course to the real world of human relationships.

As a student wanting to learn about the psychology, it is your responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in classroom activities, attend class, and enjoy yourself while experiencing the world of psychology.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend the majority of class time involved in collaborative activities. You will be involved in discussions with your classmates and with your instructor. As you will want to contribute to these discussions, you will need to come to class prepared to discuss, analyze and evaluate information from your text and other assigned readings.

STUDENT ASSIGNMENTS

The instructor will prepare lectures, demonstrations, and learning exercises to cover each topic listed on the schedule. 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.

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in understanding and navigating the world of psychology. Students will be required to successfully complete the following:

Three Tests will be administered and may be multiple-choice, true or false, fill-in-the-blank, matching type, and/or short essay. There will be **no make-up exams**; however, one test grade will be dropped. (If you have taken all of the three tests, then your lowest test score will be dropped. **Best two of three tests account for 200 points of your final grade.** If you have missed a test, then that one test will be dropped. Since only one missed test will be dropped, please be careful not to miss more than one test. A test or quiz that involves cheating will not be dropped.

The **Final Exam**, accounting for **100 points** of your final grade, will be multiple-choice and is comprehensive. You are required to take the Final exam. **Study *The Student Supplementary Handbook* to prepare for it.**

Rules for testing in this classroom will be strictly followed. No deviation will be allowed. You will need to bring your own scantrons (purchased at the HCCS bookstores) for tests and quizzes. **Turn in 5 scantrons to me by the end of the 2nd week, with no name on them.**

Attendance will be checked; **Individual Class Participation** and/or **In-class Group Work** will be given and recorded every class. In-class group work is open notes and open textbook. Do be on time for class to avoid missing them or having inadequate time for them. Individual class participation and/or group work may include, but are not limited to: active student engagement exercises; brief quizzes requiring short answers; and/or class interaction. You cannot make up for missed class participation and/or group work since both are based on your attendance. Attendance, Class Participation and/or In-class Group Work make up **100 points** of your final grade.

Written Review of a Research Article (100pts): This assignment is a **group project**; you will work in a group of 4 or 5 students depending on the size of the class. Each group will complete a 3-4 *page* written review of a research article on an instructor approved topic germane to Psychology. **A research article has METHODS.** This project is designed to develop your critical thinking and problem solving skills; as well as your ability to work independently and in small groups. Last, this assignment is designed to strengthen your presentation skills, both written and oral.

A **Review** consists of summarizing the literature, research methods, research findings, research discussion and implications; it also includes critiquing the research methods, research findings, research discussion and implications. Ask your professor for approval of your chosen research topic before you proceed. **You may also research topics mentioned or covered in the textbook.**

The Review must be *typed, double-spaced, 12pt. font size, in APA format*, with *APA reference*, and contain **references from a research article recently published** (i.e. within the last 4 years) in professional journals. A research article has METHODS.

To secure a research article in psychology, visit HCC on-line library at:
<http://library.hccs.edu/articles/subject/psych.php>

For information on APA style of editorial writing, please visit
<http://www.apastyle.org/> or <http://owl.english.purdue.edu/owl/resource/560/01/>

This review of a research article is intended to help you become a critical consumer of research information in the field of Psychology. Choose one research article in Psychology which grabs your attention and interest, then write your summary, impressions, and critique of the article.

In your Review (i.e., summary, impressions and critique) of the research article, you are to tackle the following questions / tasks:***

1. Introduction of your research paper. In your intro, include what made you choose the article... and what about it grabs your interest or attention. Introduce the purpose and implication(s) of your selected research article.

Then summarize the review of literature (i.e., literature review found in the research article you're reviewing). Summarize and organize your thoughts and arguments together so that your review/report flows well and makes sense.

2. Summarize the contents written under Methods and explain or describe what the research article is about, and its relevance to Psychology. ***You must: identify the research design, describe how the subjects were selected, discern if randomization of subjects was done, identify the independent and dependent variables (if any), statistical analysis (if present), and elucidate the research findings, conclusion(s) and discussion of the research study you're reviewing.***
3. Is the research article's information practical or useful in understanding human behavior and mental processes? Describe and explain how the research article's information might or might not be practical and/or useful for you and others.
4. What is so significant about the article that it's worth paying attention to? Describe and explain what you learned that is/are meaningful to you as a business major, a science major, a pre-med major, nursing major, a psychology major, an education major, an engineering major, etc.?
5. Critique the source, research methods & findings, research discussion, implications, and the quality of the research article. Who are the authors and what do they represent? What is the source about? Capture any hidden agenda (e.g., political, personal, etc.) or any glaring, implied or concealed bias(es) of the author(s) or the source(s).
6. A cover page must be included and contain the following information: title of the research paper being reviewed and its authors, your name, course and class section, class day and time, professor's name, and date submitted. Don't forget to include proper pagination on each page. Last page must have the Reference/Bibliography using APA style.
7. You must turn in a hard copy of the research article (published within the last 4 years) you've reviewed.
8. Make a 5-10 minute oral presentation of your research group work in class.

Extra Credit up to 50 points maximum directly added to your final grade can be awarded through: participation as a subject in actual research project in the medical center, colleges or universities; volunteer projects; psychology seminars; or other approved scholarly activities. **You must have instructor approval in advance and must turn in proof or documentation of attendance signed by the coordinator of the activity** in order to receive extra credit. ***You may be awarded extra credit only if you have no more than 9 hrs of absences (excused or unexcused absences).*** Professor reserves the right not award or take back extra credit if student's behavior proves to be disrespectful, disruptive, and/or in violation of HCC's student policies and procedures. Examples of activities for extra credit award are:

- Attendance in HCC-sponsored social science or other discipline seminars [5 points per every hour of attendance. Must turn in *proof of attendance and 1-page handwritten summary of what you learned from each seminar.*

- Attendance at the Holocaust Museum Guided Tour and 2-page handwritten psychological essay on the student's experience of the Guided Tour's stories and images (up to 50 points max). **Must turn in hard copy of proof of tour attendance signed by a Holocaust Museum staff.**
- Current personal counseling from a Licensed Therapist and 2-page confidential handwritten psychological essay on what the student learned about him/herself in therapy (5 points per therapy session; up to 50 points max). Must turn in *proof of attendance from Therapist*.
- Participation as a subject in an actual research project in the medical center, a university or college, and 2-page typewritten report on what the student learned from the research (up to 50 points max). Must turn in *proof of research participation from the Research Investigator / Research Coordinator*.
- Participation in HCC Service Learning Project and 2-page typewritten report on what the student learned from the Service Learning project (up to 50 points max). Must turn in *proof of HCC Service Learning Project participation*. For information on HCC Service Learning Project, please visit: <http://www.hccs.edu/hccs/faculty-staff/faculty-administrative-support/service-learning>

INSTRUCTIONAL MATERIALS

Students must purchase the Textbook:

Schacter, D., Gilbert, D., and Wegner, D. (2011). **Introducing Psychology**. New York, NY: Worth Publishers.

Textbook Companion Website:

http://bcs.worthpublishers.com/schacterbrief1e/default.asp#t_579071

Student Supplemental Handbook

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:

<http://learning.hccs.edu/faculty/joanne.hsu/psycresources/psyc2301>

Additional Resources

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

<http://learning.hccs.edu/faculty/joanne.hsu/psycresources>

HCC STUDENT SERVICES POLICY

For Information on and Access to HCC Student Services Policies, visit our Web site at:

<http://hccs.edu/student-rights>

HCC ADA STATEMENT (Services to Students with Disabilities)

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

For questions, please contact 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click Future students, scroll down the page and click on the words Disability Information.

District ADA Coordinator – 713.718.5165

Central ADA Counselors – Jaime Torres - 713.718.6164;

Martha Scribner – 713.718.6164

Northeast ADA Counselor- Kim Ingram – 713.718.8420

Northwest ADA Counselor– *Mahnaz Kolaini* – 713.718.5422

Southeast ADA Counselor– Jette Lott - 713.718.7218

Southwest ADA Counselor–Dr. Becky Hauri – 713.718.7910

Coleman ADA Counselor – 713.718.7631

HCC POLICY STATEMENT: ACADEMIC HONESTY

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

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

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

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

HCC POLICY STATEMENTS

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction (6 hours). The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

HCC COURSE WITHDRAWAL POLICY (updated 7/26/2010)

Beginning Fall 2007, the State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your professor regarding your academic performance. You may also want to contact your counselor to learn about helpful HCC resources (e.g., tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor may “alert” you and your Counselors that you might fail a class because of excessive absences and/or poor academic performance.

- Students should check HCC’s Academic Calendar by Term for drop/withdrawal dates and deadlines.
- If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center:

<https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

Students will be able to withdraw one or more of their classes online. While it is still advisable that students receive good counsel from instructional and counseling faculty prior to dropping one or more classes, students will no longer be required to “see”

someone before they will be allowed to drop. They will be provided information related to the implications and possible consequences of dropping their courses. The following will occur when a student selects the “drop” option during an enrollment request:

- Students will be required to select a drop reason in order to complete the withdrawal request (the drop reason will cue whether the dropped course will count toward the 6 drop rule or not).
- Students will be invited to click on several links to learn more of the implications of dropping on the 6 drop rule <http://imc02.hccs.edu/gcac/drop.htm> on veterans, on financial aid, and on international students.
- Students will be required to acknowledge the implications of withdrawing from a class.

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar’s Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade. *It is your responsibility to withdraw from your class.*

REPEAT COURSE FEE

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

INTERNATIONAL STUDENTS

Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520, if you have any questions about your visa status and other transfer issues.

CLASSROOM BEHAVIOR

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

USE OF CAMERA AND/OR RECORDING DEVICES

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

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

INSTRUCTOR REQUIREMENTS

As your Instructor, it is my responsibility to:

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

To be successful in this class, it is the student's responsibility to:

- Attend class, be on time, and participate in class discussions and activities
- Read and comprehend the textbook
- Complete and submit all required assignments and projects.
- Take all tests and Final Exam.
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Complete the field study with a 70% passing score

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).

GRADING

As your instructor, I will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. I welcome you to have a dialogue with me on what you discover and I may be able to assist you in finding resources on campus that will improve your academic performance.

GRADING POLICY *Your final course grade will be based on the following formula:*

3 TESTS, 100 points each test (200 points after dropping the lowest test grade or dropping 1 missed test)	200 points
Final Exam	100 points
Attendance, Class Participation and/or In-class Group Work	100 points
Research-Group Project (Research)	100 points
TOTAL	500 points

The final score (points), resulting from the sum of the above components will be converted into letter grades based on the following scale:

500-450= **A** 449-400 = **B** 399-350 = **C** 349-300 = **D** 299 and below = **F**

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 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.

Bacterial Meningitis vaccination required for HCC students

Texas Senate Bill 1107 passed in May 2011, requires that new HCC students and former HCC students returning after an absence of at least one fall or spring semester who are under the age of 30 are required to present a physician-signed certificate showing they have been vaccinated against bacterial meningitis.

The immunization must be administered at least 10 calendar days before the start date of your classes and must have been received within the last five years.

For more information about Bacterial Meningitis, please visit:

<http://www.hccs.edu/hccs/future-students/applying/new-meningitis-vaccination-requirement>

CRITERIA FOR GRADING WRITTEN RESEARCH REVIEW

Your research review must be:

1. **Thorough**: follow guidelines; include all requirements and tackle each above-mentioned question / task*** (see triple asterisks above, pp 10-11). (40 pts)
2. **Accurate**: your paper must correctly reflect the material about which you are writing. Turn-in a hard copy of the research article (published within the last 4 years) you're reviewing. Must have accurate references and bibliography - APA style (10 pts).
3. **Coherent, organized, and readable**: your writing should be clear and easy to understand. **Make your report interesting and informative** (5 pts). Follow APA style of writing.
4. **Concise and succinct**: be direct to the point and stay within page limit (3-4 pages, double spaced, 12 pt. font, APA format. (5 pts).
5. **Grammatically and syntactically correct**: use correct grammar, punctuation, spelling and appropriate paragraph breaks. **Gender inclusive**: use both male & female pronouns as deemed appropriate. (5 pts).
6. **Turn-in your work on time**. Must have cover page with the following information: title of the research article and name its author(s), your name, course and class section, class day and time, professor's name, and date submitted. Proper pagination on each page. Last page must have the Reference/Bibliography using APA style. (5 pts)
7. Make a 5-10 minute oral presentation of your research group work in class. (30 pts)
8. **Do not PLAGIARIZE** (You will receive a grade of zero for this project if you do!).

CRITERIA	POINTS	POINTS EARNED
Thoroughness ***	(40 points)	_____
Accuracy	(10 pts)	_____
Coherence, organization & readability Interesting / informative	(5 pts)	_____
Concise & succinct / within page limit	(5 pts)	_____
Grammar / syntax / gender inclusive	(5 pts)	_____
Submitted on time / with cover page	(5 pts)	_____
5-10 min oral presentation	(30pts)	_____
<u>TOTAL</u>	(100 pts)	_____