



**Division of Psychology, Sociology and Anthropology  
Southwest College**

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**PSYC 2301 - Introduction to Psychology**

CRN 55532 – Fall 2011, Second Start Session

Alief-Hayes Campus – Room B 111 | 8:00 am – 12:00 pm | Saturdays

4 hour lecture course / 48 hours per semester/ 12 weeks

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

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

**Office location and hours**

**Alief Center, Room B 111: Saturdays, 12noon-1pm**

**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:

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/carol.laman/psychology-department-homepage/psyc-2301-supplementary-handbook-with-final-exam-objectives-for-weiten-text/view>

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.

<b>OBJECTIVES FOR SLO #1:</b> Demonstrate knowledge in multiple (8) areas of psychology including concepts, facts and theoretical perspectives.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
1. Major schools of thought in psychology
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
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
<b>CORE DOMAIN 3: LEARNING</b>
1. Learning
2. Reinforcement
3. Punishment
4. Observational learning
<b>CORE DOMAIN 4: MEMORY</b>
1. Characteristics of short-term memory
2. Characteristics of long-term memory
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
1. Phases of prenatal development
2. Piaget's stages of cognitive development
3. Erikson's stages of psychosocial development
4. Alzheimer's disease
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
1. General Adaptation Syndrome (GAS)
2. Post-traumatic stress disorder (PTSD)
<b>CORE DOMAIN 7: PERSONALITY</b>
1. Personality
2. Conscious, unconscious, preconscious mind
3. Id, ego, and superego
4. Freud's psychosexual stages
5. Big Five personality traits
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
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

<b>OBJECTIVES FOR SLO#2:</b> Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
1. Scientific method
2. Descriptive methods
3. Representative sample
4. Experimental method
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
1. Methods of studying the brain
<b>CORE DOMAIN 3: LEARNING</b>
1. Methods used by Pavlov, Watson, and Skinner
<b>CORE DOMAIN 4: MEMORY</b>
1. Recall
2. Recognition
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
1. Social Readjustment Rating Scale (SRRS)
<b>CORE DOMAIN 7: PERSONALITY</b>
1. Objective tests (inventories)
2. Projective tests
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
1. Purpose, organization, and content of the <i>DSM-IV</i>

<b>OBJECTIVE FOR SLO#3:</b> Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
1. Differences among the major theoretical perspectives in psychology
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
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
<b>CORE DOMAIN 3: LEARNING</b>
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

<b>CORE DOMAIN 4: MEMORY</b>
1. Information-processing approach to memory
2. Reconstructive memory
3. The function of schemas
4. Causes of forgetting
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
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
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
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
<b>CORE DOMAIN 7: PERSONALITY</b>
1. Function of defense mechanisms in Freud's theory
2. Views of humanistic theorists regarding the personality
3. Bandura's concept of reciprocal determinism
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
1. Criteria for abnormal behavior
2. Possible causes of schizophrenia
3. Symptoms of major depressive disorder.
4. Symptoms of Bipolar disorder

<b>OBJECTIVES FOR SLO#4:</b> 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.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
<i>Students will apply</i>
1. Ethical standards for psychological research
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
<i>Students will apply</i>
1. Principles of behavior genetics
<b>CORE DOMAIN 3: LEARNING</b>
<i>Students will apply</i>
1. Principles of behavior modification
<b>CORE DOMAIN 4: MEMORY</b>
<i>Students will apply</i>
1. Techniques for improving memory
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
<i>Students will apply</i>
1. Effects of the authoritarian, authoritative, and permissive parenting styles on

children's development
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
<i>Students will apply</i>
1. Difference between problem-focused and emotion-focused coping
<b>CORE DOMAIN 7: PERSONALITY</b>
<i>Students will apply</i>
1. Views of Abraham Maslow regarding self-actualization
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
<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**  
**(Fall 2011, 2nd Start Alief-Hayes Center)**  
**WITH DUE DATES FOR ASSIGNMENTS AND TESTING**

<i>Week</i>	<i>Date</i>	<i>Activity or Material to be Covered</i>
1	Sept 24	Introduction to Course: Syllabus Ch 1- Psychology: Evolution of a Science Ch 2- Research Methods
2	Oct 01	Ch 2- Research Methods (cont) Ch 3- Neuroscience / Biological Bases of Behavior
3	Oct 08	Ch 3- Neuroscience / Biological Bases of Behavior (cont); Ch 6- Learning;
4	Oct 15	<b>TEST 1 (Chapters 1, 2, 3, 6)</b> Ch 7-Memory
5	Oct 22	Ch 10- Human Development-Lifespan; Powerpoint- Gender and Sexuality
6	Oct 29	Ch 11-Personality
7	Nov 05	<b>TEST 2 (Chapters 7, 10, Gender-Sexuality and 11)</b> Ch 12-Stress, Health, and Coping
	<i>Nov 11 (Fri)</i>	<i>Last Day for Administrative/Student Withdrawals-12 noon</i>
8	Nov 12	Ch 13-Psychological Disorders
9	Nov 19	Ch 14-Therapies (Treatment of Psychological Disorders); Group presentations
10	<b>Nov 26</b>	<b>THANKSGIVING-HOLIDAY</b>
11	Dec 03	<b>TEST 3 (Chapters 12, 13, 14)</b> Group presentations; Deadline date to submit Extra Credit <b>REVIEW FOR FINAL EXAM</b>
12	Dec 10	FINAL EXAM

***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 Exams** will be administered and may be multiple-choice, true or false, fill-in-the blank, and/or short essay. Three exams account for 50% of your final grade. There will be **no make-up exams**; however, one exam grade will be dropped. (If you have taken all of the three exams, then your lowest exam score will be dropped. If you have missed an exam, then that one exam will be dropped. Since only one missed exam will be dropped, please be careful not to miss more than one exam.) An exam or quiz that involves cheating will not be dropped.

The **Final exam**, accounting for 25% 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. **You will receive a printed sheet with each exam informing you of this instructor's rules and material to study, in addition to the listing of objectives in the *Student Supplementary Handbook*.** 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 2<sup>nd</sup> week, with no name on them.**

**Attendance** will be checked and **Quizz(es)** will be given every class. The quizzes are open note and open text tests. Do be on time for class to avoid missing them or having inadequate time for them. Quizzes are not limited to multiple-choice, but may also include short answer, matching, and/or true-false questions, class interaction, and/or group work in class. Since quizzes are based on your attendance, there will be **no make-up quizzes or tests**. Attendance & Quizzes make up **10%** of your final grade.

**Research Assignment** makes up **15%** of your final grade and involves securing a Research article in Psychology. (*NOTE: Research article has METHODS*). This assignment is a **group project**; you will work in a group of 4, 5 or 6 depending on the size of the class. 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.

Your tasks are:

1. Secure a research article in psychology published after 2006 (1 pt).
2. Review the research article and submit a **2-3 paged APA-style typewritten summary** of the literature review, the purpose of the research, hypotheses, the research methods, the findings and discussion (6 pts).
3. Include in your typewritten report a Critique of the research article; look for pros and cons, strengths and weaknesses, biases, etc. (2 pt).
4. Make a 5-10 minute presentation of your group work in class (6 pts).

**Extra Credit** up to **10%** directly added to your final grade can be awarded through participation in research projects, volunteer projects, psychology seminars, or other approved scholarly activities. **You must have instructor approval in advance and required proof or documentation of attendance** 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 [1% per every hour of attendance (up to 5% max)]. Must turn in *proof of attendance*.
- Attendance at the Holocaust Museum Guided Tour and 1-page handwritten psychological essay on the student's experience of the Guided Tour's stories and images (up to 10% max). Must turn in *hard copy proof of tour attendance*.
- Current personal counseling from a Licensed Therapist and 2-pages confidential handwritten psychological essay on what the student learned about him/herself in therapy (up to 5% max). Must turn in *proof of attendance from Therapist*.

- Participation in a research project and 1-page typewritten report on what the student learned from the research (up to 10% max). Must turn in *proof of research participation*.
- Participation in HCC Service Learning project and 1-page typewritten report on what the student learned from the Service Learning project (up to 10% max). Must turn in *proof of HCC Service Learning participation*.
- Attendance at the CG Jung Center's seminar(s) and 1-page handwritten report on what the student learned about the seminar (up to 10% max). Must turn in *proof of attendance*

## **INSTRUCTIONAL MATERIALS**

**Textbook** Students must purchase:

Weiten, W. (2011). *Psychology: Themes and variations, briefer version (8th edition)*. Belmont, CA: Wadsworth/Cengage.

**Textbook Companion Website:**

<http://coursemate.cengage.com/CPReader/View/9781111567569/default.aspx?anon=True#home>

### **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/carol.laman/psychology-department-homepage/psyc-2301-supplementary-handbook-with-final-exam-objectives-for-weiten-text/view>

### **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/carol.laman/psychology-department-homepage>

<http://cnx.org/content/m33879/latest/>

## **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 Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit [www.hccs.edu](http://www.hccs.edu) then click Future students, scroll down the page and click on the words Disability Information.

**District ADA Coordinator** – Donna Price – 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** – Dr. Raj Gupta – 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 beginning Monday, July 26th. 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 you 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 EXAMS @ 16.67% each (after dropping the lowest exam grade)	50%
Final Exam	25%
Attendance-Class Participation/Quizzes	10%
Group Assignment (Research)	15%
<b>TOTAL</b>	<b>100%</b>

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

90 and up = **A**      80-89 = **B**      70-79 = **C**      60-69 = **D**      59 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.