



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

PSYC 2301: General Psychology

39715 – Fall, 2017

Katy TBA | 12:30PM – 02:20 PM | TR

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

HCC In-Person

Instructor: Shirley Crews Taylor, MA

Instructor Contact Information: Shirley.crewstaylor@hccs.edu

Psychology Department Chair: Dr. Karen P. Saenz, karen.saenz@hccs.edu; 713-718-7180

Office Location and Hours By appointment 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/) (<http://www.hccs.edu/district/students/student-e-maileagle-id/>). Email will be answered within 24 hours on weekdays; Monday morning for weekend messages. The best way to stay connected in this course is to check the announcements on Eagle Online Canvas DAILY

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 motivation, development, thought processes, personality.

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 include placement in college-level reading (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having

satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Program Student Learning Outcomes (PSLOs) for all PSYC Courses

1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.
3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

Core Curriculum Objectives (CCOs) for all PSYC Core Courses

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses the core objectives 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, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #2 above.
- **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 Course Student Learning Outcome #4 above.

Course Student Learning Outcomes (CSLOs) for PSYC 2301

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

1. Demonstrate knowledge of concepts, facts, and theoretical perspectives in the major sub-fields of psychology.
2. Define and identify the research 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 issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

Learning Objectives for PSYC 2301

1. **OBJECTIVES FOR CSLO #1:** Demonstrate knowledge of concepts, facts, and theoretical perspectives in psychology.

- 1.1 Major schools of thought in psychology
- 1.2 Positive psychology
- 1.2 Components of the neuron
- 1.3 Components of the synapse
- 1.4 Action potential
- 1.5 Major neurotransmitters
- 1.6 Medulla
- 1.7 Cerebellum
- 1.8 Hypothalamus
- 1.9 Limbic system
- 1.10 Components of the cerebrum
- 1.11 Plasticity
- 1.12 Endocrine system
- 1.13 Learning
- 1.14 Reinforcement
- 1.15 Punishment
- 1.16 Observational learning
- 1.17 Characteristics of short-term memory
- 1.18 Characteristics of long-term memory
- 1.19 Phases of prenatal development
- 1.20 Piaget's stages of cognitive development
- 1.21 Erikson's stages of psychosocial development
- 1.22 Alzheimer's disease
- 1.23 General Adaptation Syndrome (GAS)
- 1.24 Post-traumatic stress disorder (PTSD)
- 1.25 Definition of personality
- 1.26 Conscious, unconscious, preconscious mind
- 1.27 Id, ego, and superego
- 1.28 Freud's psychosexual stages
- 1.29 Phobias
- 1.30 Panic disorder
- 1.31 Obsessive-compulsive disorder
- 1.32 Dissociative identity disorder
- 1.33 Schizophrenia
- 1.34 Major depressive disorder
- 1.35 Bipolar disorder
- 1.36 Personality disorders

- OBJECTIVES FOR CSLO #2:** Explain the scientific method and how it applies to psychological research.

- 2.1 Scientific method
- 2.2 Descriptive methods
- 2.3 Representative sample
- 2.4 Correlational method
- 2.5 Experimental method

- 2.6 Causal hypotheses
- 2.7 Independent variable
- 2.8 Dependent variable
- 2.9 Experimental group
- 2.10 Control group
- 2.11 Random assignment
- 2.12 Placebo effect
- 2.13 Placebo
- 2.14 Double-blind procedure
- 2.15 Methods of studying the brain
- 2.16 Methods used by Pavlov, Watson, and Skinner

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

- 3.1 Differences among the major theoretical perspectives in psychology
- 3.2 Processes that occur when a neuron is activated
- 3.3 How neurotransmitters affect behavior
- 3.4 Functions of the frontal lobes
- 3.5 Difference between the central and peripheral nervous systems
- 3.6 Functions of the sympathetic and parasympathetic nervous systems
- 3.7 How the pituitary gland affects behavior
- 3.8 How the adrenal glands affect behavior
- 3.9 How classical conditioning modifies an organism's responses to stimuli
- 3.10 How operant conditioning modifies an organism's responses to stimuli
- 3.11 Difference between positive and negative reinforcement
- 3.12 Factors that influence the effectiveness of punishment
- 3.13 Information-processing approach to memory
- 3.14 Reconstructive memory
- 3.15 The function of schemas
- 3.16 Causes of forgetting
- 3.17 Effects of teratogens and other negative factors on prenatal development
- 3.18 Relationship between contact comfort and attachment
- 3.19 Differences among the various patterns of attachment
- 3.20 Differences among the cognitive-developmental, social-cognitive, and gender schema explanations of gender role development
- 3.21 Distinctions among the terms sex, gender, gender identity, and sexual orientation
- 3.22 Process of cognitive development as Piaget explained it
- 3.23 Proposed causes of and preventive measures for Alzheimer's disease
- 3.24 Difference between stress and stressors
- 3.25 Effects of stress on the immune system
- 3.26 Effects of daily hassles on stress
- 3.27 Factors that influence individual's capacity for resisting the effects of stress
- 3.28 Function of defense mechanisms in Freud's theory
- 3.29 Views of humanistic theorists regarding the personality
- 3.30 Bandura's concept of reciprocal determinism
- 3.31 Criteria for abnormal behavior
- 3.32 Possible causes of schizophrenia
- 3.33 Symptoms of major depressive disorder.
- 3.34 Symptoms of bipolar disorder

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

- 4.1 Ethical standards for psychological research

- 4.2 Principles of behavior genetics
- 4.3 Principles of behavior modification
- 4.4 Improving memory
- 4.5 Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
- 4.6 Differences between problem-focused and emotion-focused coping
- 4.7 Views of Abraham Maslow regarding self-actualization
- 4.8 Differences between psychologists and psychiatrists
- 4.9 Differences among the various approaches to psychotherapy

Instructional Methods

Notes, presentations, readings, videos, demonstrations, learning exercises, and discussions will be provided in class and/or Eagle Online Canvas. Additional learning resources are sited on Eagle Online Canvas and are also available in your textbook and textbook companion website. You are expected to read the corresponding textbook chapter prior to the class period in which a subject will be discussed. Expect frequent homework readings and assignments.

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, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Eagle Online Canvas Learning Management System

This section of PSYC 2301 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. You are expected to use Eagle Online Canvas regularly. It is your responsibility to check for updates and/or changes. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **YOU MUST USE FIREFOX OR CHROME AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

Instructional Materials

King, L. (2017). *The Science of Psychology: An Appreciative View* 4E. New York, NY: McGraw-Hill.

Final Exam Handbook

Posted on Eagle Online Canvas

1. King, L. (2017). *The Science of Psychology: An appreciative View* 4E. New York, NY: McGrawHill.
2. Final Exam Handbook: Posted in the “Final” Module of your Eagle Online Canvas course for you to download for free.

3. A McGraw-Hill “Connect” code to use for online access to some of this course’s assignments. See below under “Quizzes and Learn Smart Assignments.” Temporary Free Access to E-Book
Follow these steps to get temporary free access to a digital version of the text for fourteen days:

- Go to the Eagle Online Canvas course homepage
- Click on the McGraw Hill Icon on the left side of the screen
- Follow the links to register fully or temporarily (until you get a code)

Link to HCC Bookstore: <http://hccs.bncollege.com> (Please copy and paste this link into your browser address window)

How to Register for Connect/LearnSmart

1. Paste <http://connect.mheducation.com/class/crewstaylor39715> into browser location box. Click “Enter.”
2. Enter your email address, and click “Begin.”
3. If you do not have a McGraw-Hill account, you will be prompted to create one. If you do have an MH account, you will be prompted to enter your password.
4. On the next page, choose one of these options:
 - a. Enter the access code you received with your textbook
 - b. Purchase access using a debit or credit card
 - c. Click “Get courtesy access” to register for a free two-week subscription to Connect.
5. Log in to Connect and click “Classes” in the menu on the left side of the screen.
6. Click the link to my class. If you registered for free access, you will be prompted to purchase permanent access. If you do not wish to purchase permanent access, click “No.”
7. On the next page click the “SmartBook/LearnSmart” button on the left side of the screen to open the ebook.

Connect/LearnSmart

The text you will be using for this course is King, The Science of Psychology, 4th edition. This package at the bookstore includes the loose-leaf version of the text with the Connect access card. Connect is an online assignment platform provided by McGraw-Hill. You can access your eBook and some of your assignments within Connect.

Connect/LearnSmart will be used primarily in your course. LearnSmart uses SmartBook. SmartBook is the first-ever adaptive reading experience. Adaptive reading means that SmartBook will measure what you know. As you read and answer questions you will be guided to the part of the book that you need to learn at that moment. SmartBook will help you study more effectively and get better grades.

Exams and Assignments

Exams

There will be “50 multiple-choice questions” on each of the four scheduled exams which you will take online. Each question will count 2 points for a total of 100 points for each exam. I will announce the availability and cutoff dates for each exam, usually 5-7 days (See the Course Calendar within this document for the specific dates).

Quizzes / Learn Smart

There will be a quiz at the end of each chapter with “multiple-choice questions” which you will take online. Completed quizzes will count as 170 points total grade. You will also have the opportunity to earn an additional 30 points by using Learn Smart.. This will help you study more effectively and get better grades.

Written Assignment

A Written assignment is required and will count as 20% of your grade. There will be two (2) separate written essays; each essay will be worth 100 points for a cumulative total of 200 points out of a 1000 points. These essays will address the application and analysis of the material discussed in class. Written assignments should be in APA Style with a maximum of two pages, not including the cover sheet.

In-Class Activities

In-Class activities will not be graded, however, the degree of your class participation, timely completion of your assignments, and on-time class attendance will be noted when tallying your final grade, for example an “890 points” might become “900 points”. Your active participation in class discussions will be noted.

Departmental Final Exam

You must get at least 50% of the items correct on the final to pass the course. Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple- choice questions. Each question is worth 2 points.

Students must provide their own Scantron forms (FORM NUMBER 882-E-LOVAS). All the information students need to prepare for the exam is in the *Final Exam Handbook*. The final exam ***may not be taken early under any circumstances.***

Grading Formula I use a points-based grading system with a maximum 1,000 total points possible.

Exams	400 points
Quizzes/ Learn Smart Assignments	200 points
Written Assignment(s)	200 points
Departmental Final Exam	200 points

Please Note: If your Final exam exceeds any one of your 4 exams, then I will change your lowest exam score to the Final Exam Score. This can help your total grade considerably.

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

HCC Grading Scale

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

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

Makeup Policy

Since we are taking our exams online, make-up exams are not acceptable except in the most extenuating circumstances and at the Instructor’s discretion.

Incomplete Grades

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

Syllabus Modifications

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

Course Calendar

Fall 2017 – Second Start

Each student will have until Sunday of each week to complete quizzes.

DATES	SECTION & TOPIC	ASSIGNMENTS	DUE
MODULE ONE			
Week 1 09/25 - 10/1	Introduction Syllabus Chapter 1: What Is Psychology? Connect Introduction OE/Census Day: 10/5 (Dropped for Non-Attendance)	Introduction and review of syllabus	10/01
		Explain On-line System	
		Section Quiz 1	
Week 2 10/2 - 10/8	Chapter 2: Psychology's Scientific Method Chapter 3: Biological Foundations of Behavior	Section Quiz 2	10/08
		Section Quiz 3	
		Post 1 st Written Assignment	
Week 3 10/9 - 10/15	Chapter 4: Sensation and Perception Chapter 5: States of Consciousness	Section Quiz 4	10/15
		Section Quiz 5	
		Exam 1	
Week 4 10/16 – 10/22	Chapter 6: Learning Chapter 7: Memory	Section Quiz 6	10/22
		Section Quiz 7	
MODULE TWO			
Week 5 10/23 - 10/29	Chapter 8: Think, Intelligence, and Language Chapter 9: Human Development	Section Quiz 8	10/29
		Section Quiz 9	
		Exam 2	
Week 6 10/30 - 11/5	Chapter 10: Motivation and Emotion Chapter 11: Gender, Sex, and Sexuality Last Day to Withdraw 11/3	Section Quiz 10	11/5
		Section Quiz 11	
		1 st Written Assignment Due	
Week 7 11/6 - 11/12	Chapter 12: Personality Chapter 13: Social Psychology	Section Quiz 12	11/12
		Section Quiz 13	
		Exam 3	
Week 8 11/13 - 11/19	Chapter 14: Industrial and Organizational Psychology Chapter 15: Psychological Disorders	Section Quiz 14	11/19
		Section Quiz 15	
		Post 2 nd Assignment	
MODULE THREE			
Week 9 11/20 - 11/26	Thanksgiving Break 11/22 (evening) - 11/26	NO CLASS	
Week 10 11/27 - 12/3	Chapter 16: Therapies Chapter 17: Health Psychology	Section Quiz 16	12/3
		Section Quiz 17	
		Exam 4	
Week 11 12/4 - 12/10	Final Exam Review	Review Final Exam Handbook	12/10
		2 nd Written Assignment Due	
Week 12 12/11 - 12/17	Study for Final Exam, Use Final Exam Handbook	Final Exam (In-Person)	Thursday 12/14

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through 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 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
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Attendance

You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment ("Census Day"). In addition, instructors may drop students who miss six hours of class time.

Withdrawal

If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors' office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.

Classroom Conduct

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.

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/Northwest Facebook](#) page or the [Psi-Kappa/Southwest 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 or the [HCC Psi Beta Facebook page](#).

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](#).

Tutoring

HCC provides free, confidential, and convenient academic support to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for details.

HCCS Student Policies

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at <http://central.hccs.edu/students/student-handbook/>

Students with Disabilities

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

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.

HCCS.EDU

<http://central.hccs.edu/students/disability-services/>

Central College

713.718.6164

Coleman College

713-718-7376

Northeast College

713-718-8322

Northwest College

713-718-5422

713-718-5408

Southeast College

713-718-7144

Southwest College

713-718-5910

Adaptive Equipment/Assistive Technology

713-718-6629

713-718-5604

EGLS, Evaluation for Greater Learning Student Survey System

The EGLS3 ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 surveys during the Summer semester due to logistical reasons.

Office of Institutional Equity

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

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main (713) 718-8271
Houston, TX 77266-7517
or Institutional.Equity@hccs.edu

Campus Carry

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.