

COURSE OUTLINE/SYLLABUS

COURSE TITLE & NO:	PSY 101-601 General Psychology I	PREREQUISITES:	ENG 090 or equivalent
SEMESTER:	Spring 2017	CREDIT HOURS:	3
DAYS TAUGHT:	Friday and Saturday	TIME TAUGHT:	Friday 5-10pm; Saturday 8-5:30pm
BEGINNING DATE:	February 3, 2017	ENDING DATE:	February 18, 2017
INSTRUCTOR'S NAME:	Khara Croswaite	PHONE NUMBER	720-245-7390
OFFICE #:	Lakewood Campus	ROOM #:	Lakewood 2305
OFFICE HOURS:	By appointment only	E-MAIL ADDRESS:	khara.croswaite@rrcc.edu

IMPORTANT DATES:

Drop date: February 4, 2017

Withdraw date: February 14, 2017

COURSE DESCRIPTION:

This course is a scientific study of behavior including motivation, emotion, physiological psychology, stress and coping, research methods, consciousness, sensation, perception, learning, and memory.

COURSE OUTCOMES:

This survey course covers the discipline of psychology in terms of its development and application. Because of taking this course, students should be conversant with the basic rules of research in psychology, the biological influences of behavior, consciousness, motivation, emotion, principles of sensation and perception, principles of learning, memory and forgetting, and the factors involved in stress and effective strategies for management of stress.

The student shall:

1. Understand the discipline of psychology in terms of its development and application.
2. Understand the basic rules of research in psychology and be able to evaluate their application.
3. Understand the biological influences on behavior.
4. Understand consciousness and factors that may influence it.
5. Understand motivation in terms of the inborn and learned determinants.
6. Understand emotion and its relationship to physiology and cognition.
7. Understand the principles of sensation and perception.
8. Understand the principles of learning and its application to behavior.
9. Understand memory and forgetting and the application of memory skills to life.
10. Understand the factors involved in stress and effective strategies for management of stress.

RRCC POLICIES AND PROCEDURES:

Student Code of Conduct and Academic Integrity: Admission to the Red Rocks Community College implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is at this web site: <http://www.rrcc.edu/handbook/codeofconduct.pdf>.

ADAAA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973: Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact Accessibility Services. Faculty are not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive. Students may contact the Access staff by telephone or email to make an intake appointment at 303-914-6733 or access@rrcc.edu. Accessibility Services is located in Suite 1182 at the Lakewood campus. More information is available at www.rrcc.edu/accessibility-services.

Syllabus Statement Regarding Mandatory Reporting Our College is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, this instructor has an obligation to report certain issues relating to the health and safety of campus community members. This instructor must report to the appropriate College officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination.

In addition to reporting all discrimination and harassment claims, this instructor must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a College official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your

decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX/EO Coordinator: **Deborah Houser, Assistant Director of Human Resources/Deputy Title IX Coordinator, 303-914-6224 or Deborah.houser@rrcc.edu**

Reports to law enforcement can be made at the Red Rocks Campus Police Department behind the Welcome Desk at the Main Entrance or rrpd.dispatch@rrcc.edu or by phone at 303-914-6394.

If you would like a confidential resource, please contact **Deborah Houser, Assistant Director of Human Resources/Deputy Title IX Coordinator, 303-914-6224 or Deborah.houser@rrcc.edu**

Further information may be found on the College web site: <http://www.rrcc.edu/human-resources/sexual-misconduct>

Grade of Incomplete: Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. The instructor's decision to authorize or not authorize an incomplete grade is final. The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F). **This instructor rarely gives incompletes.**

Plagiarism: Plagiarism is grounds for failing an assignment or course and/or disciplinary action from RRCC. **DO NOT PLAGIARIZE.** Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. **No credit will be given for plagiarized papers.**

METHODS OF CONDUCTING THE CLASS:

This course will generally be conducted through class lectures through PowerPoint presentations, independent research, group discussions, testing, and other formats that may prove to be appropriate.

Introspection papers: The purpose of the introspection assignments is to integrate the information from the lecture with the information from the book and apply them to your own life or beliefs. These are typed, one-two page double spaced papers on various subjects throughout the semester. The assignment for the Introspection papers will be given in class so you must be present in order to completely understand the assignment. **These must include a reference from the textbook to get full credit.** For example, in your paper you would use a quote from the book to support what you are saying in your paper. The reference will have an in-text citation that will look like this: "Psychology is defined as the scientific study of behavior and mental processes." (Myers, David, G., 7). Put the name of the author of your book and the page number where you found the information or quote after each reference. These references should support what you are saying and add academic depth to your paper. If the reference does not meet these requirements, you will not get full credit. **EVERY paper needs to have one reference to the textbook.** If you have plagiarized any material in your introspection paper, you will not be able to redo it and will get a zero on the assignment. **You must turn papers in D2L in the specific dropbox.** Introspection papers will generally be graded and commented on within one week of submission in D2L.

Research Paper: The purpose of the research paper is to gain an in-depth understanding of a psychology related topic and the importance/impact it has made in your life today. For example, you may want to do a research paper on sleep disorders and tie it into your own issues with sleeping and how you now understand your sleeping disorder due to what you learned from this class. Finding ideas for what to write about is often the most difficult part of this assignment. Fortunately, there are plenty of great places to find inspiration and ideas for your psychology research papers. Spend some time skimming your textbook or browsing the Web to find more possible topics. You can write a paper about a historical figure in the psychology field, analyze a famous experiment, write about a specific career in psychology, design a study or perform an experiment, or create a case study of an individual or group of people. You must use at least 2 references and must reference all resources used. This paper should be 4-5 typed, double spaced pages. You will give an in class presentation of your research paper the last weekend of class. This will be a 5-10 minute power point presentation highlighting key aspects of why you picked this topic and what you learned as a result of writing the paper. If you have plagiarized any material in your paper, you will get a zero on the assignment. **You must turn papers in D2L in the specific dropbox.**

Group Research Experiment: Groups of 3-4 students will work together to do a psychological experiment. Details will be given in class. This will be an on campus/in-class activity and will be run from start to finish the last Saturday of the class.

Desire2Learn: Much of this class is available on-line through the Red Rocks Community College website (www.rrcc.edu) through the D2L program. There are several computer labs on the Red Rocks campus if you do not have a computer or internet access from home. Available on D2L are all of the PowerPoint presentations used throughout the class, many handouts, and all introspection assignments. **IT IS HIGHLY RECOMMENDED THAT YOU CHECK YOUR EMAIL AND D2L REGULARLY**

FOR UPDATES AND INFORMATION. You will be able to get updates, reminders, and know if class has to be cancelled or delayed for any reason. **All Introspection papers and Research Paper will be turned in through D2L ONLY!**

Tests on D2L: The final will be given on D2L. This means that you can use your textbook and notes while taking the test. If you are having ANY problems getting onto D2L or navigating the site, you can email ehelpdesk@rrcc.edu or seek help in the library or computer labs. Tests must be completed during the specified time unless arranged with the instructor beforehand.

CLASS POLICIES:

Attendance: Attendance for this class is mandatory to facilitate class discussions, and complete in-class activities. You will earn 20 points per class you attend. **If you do not attend class on a regular basis you will not pass the class. If you are not in class you will have a difficult time completing assignments and will NOT be given the opportunity to do the extra credit assigned on that day (not necessarily posted on the syllabus).** General attendance requirements follow RRCC attendance requirements in the college catalog. Please do not be late to class. If you know you are going to be in late, please inform me, via email, in advance.

Late Work: No late work is accepted. You will have plenty of time to get work done. No exceptions.

Extra Credit: There will be several extra credit options given throughout the class. Any extra credit papers follow the same guidelines as the introspection paper, including a reference to the textbook unless otherwise noted. These papers are worth 25 points each. **A maximum of 50 points will be allowed as extra credit.**

GETTING IN TOUCH WITH YOUR PROFESSOR:

Email is the best form of communication to get in touch with me. Feel free to email me for any clarification on assignments. khara.croswaite@rrcc.edu: **Please use your RRCC email address instead of D2L as the most reliable communication.**

TEXT AND MATERIALS NEEDED:

King, Laura A. Experience Psychology 3rd ed., McGraw Hill Publishing, 2016
Recommended: Writing at RRCC resource guide

MEETING DATES/COURSE OUTLINE:

Date	Topic	Homework Assigned
February 3	Overview of class. Discussion of Course Outline; explanation of assignments. D2L overview Intro to Psychology	Read Chapter 1, 2, 4: The Science of Psychology, The Brain and Behavior, States of Consciousness Introspection paper #1 assigned: Psych Perspectives
February 4	Intro to Psychology, The Biological Perspective, States of Consciousness Guest speaker-Jerry Cypert Addictions	Read chapters 3, 5, 6, 9: Sensation and Perception. Learning, Memory, Motivation and Emotion Identify Research Topic/Overview/Begin working on research paper
February 8	ASSIGNMENT DUE	Introspection paper #1 due by Midnight
February 9	ASSIGNMENT DUE	Research paper topic due by Midnight
February 10	Sensation and Perception	Introspection paper #2 assigned: Behavior Modification
February 11	Learning and Memory Motivation and Emotion	Read Chapter 11: Health Psychology Work on Introspection paper and research paper
February 15	ASSIGNMENT DUE	Introspection paper #2 Due by Midnight
February 16	ASSIGNMENT DUE	Research Paper due by Midnight
February 17	Health Psychology Group Experiments In class presentations	Prepare for experiment and in class presentation
February 18	Group Experiments In class presentations Review for Final	Final Due by Midnight February 19 All extra credit due by Midnight February 19
	CONTENT SUBJECT TO CHANGE	

METHODS OF DETERMINING GRADE:**GRADING SCALE:**

100-90 %= A
89-80 %= B
79-70 %= C
69-60 %= D
59 > %= F

ASSIGNMENTS:

Introspection papers	100 points each (200 total)
Research Paper Overview	50 points
Research Paper	200 points
Classroom Presentation	50 points
In class activities	50 points
Attendance	120 points
Experiment	200 points
Final Exam	250 points
Total	1120 points

Research Paper Scoring Rubric

Student name: _____ Topic: _____

CATEGORY	21-25	16-20	11-15	6-10	Score
Organization					
Introduction	The introduction is inviting, clearly states a focused topic and previews the structure of the paper	The topic is vaguely stated of unfocused, but the introduction is inviting and previews the structure of the paper	The topic is vaguely stated of unfocused, and there is little indication about the structure of the paper.	There is no clear introduction of the topic or structure of the paper.	
Sequencing	Details are placed in logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
Conclusion	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at".	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.	
Content					
Accuracy of facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.	
Credibility of sources	All sources used for quotes and facts are credible, come largely from professional journals and are cited correctly.	Most sources used for quotes and facts are credible, come largely from professional journals and most are cited correctly.	Most sources used for quotes and facts are not from professional journals, but are cited correctly.	Many sources used for quotes and facts are less the credible (suspect) and/or are not cited correctly.	
Focus on topic	There is one clear, well focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Support for topic	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but only marginal evidence of critical thinking.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.	
Format					
Grammar & Spelling	Writer makes NO errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 5-10 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 10 errors in grammar or spelling that distract the reader from the content.	
TOTAL SCORE (out of 200)					