**Psychology 100/General Psychology  
Spring Quarter, 2017  
Distance Education**

**Instructor**

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**Course Description**

This course is designed to introduce students to basic topics, concepts, and theories in the field of psychology. Close attention will be paid to continuums found in different theories in psychology, and will be applied in all exercises, assignments, and exams. More specifically, the continuums to be analyzed and developed by students include: Mind vs. Body - Nature vs. Nurture influences on behavior, emotions, and thought - and Freewill vs. Determinism. Topics for this course include but are not limited to:

* Psychology as a Science – What makes psychology a scientific study? What are the strengths and weaknesses of viewing psychology as a field of science?
* Psychological Theories and Schools of Thought – What are the most well-known theories in psychology? What are some of the new or emerging theories? Can all theories find common ground or be combined to best explain thoughts, feelings, and behaviors?
* Neuroscience – How does the central nervous system work? What are the structures of the brain?
* Consciousness, Learning, and Memory – What is consciousness? In what different ways do we learn? Are there tricks for improving memory?
* Cognition, Motivation, and Emotion – How are humans different than other animals cognitively? Is there a connection between motivation and emotion?
* Social Psychology, and Theories of Personality – How do people behave and think in groups? Is it different than how we think and behave individually? What forms or influences a person’s personality?
* Psychological Disorders – What is a psychological disorder? What thought processes and behavior do we consider normal? Abnormal?

**Course Goals**

After taking this course students will be able to:  
  
1. Develop a thorough understanding of key concepts within the field of psychology.

2. Create the ability to apply these key concepts and psychological theories to their daily lives.

3. Analyze and assess theories to determine their strengths and weaknesses.

4. Describe how nature and nurture interact to affect the psychological make-up of humans.

5. Understand multiple influences on human psychology.

**Course Objectives**

0.3 – Identify and evaluate the relationships among different perspectives within the field of study or among different fields of study.

2.1 – Identify and express concepts, terms, and facts related to a specific discipline.

2.2 – Analyze issues and develop questions within the discipline.

2.8 – Describe how one’s own preconceptions, biases and values affect one’s response to new and ambiguous situations.

3.1 – Recognize, read, and comprehend academic and/or professional writing.

**Course Materials and Information**

**Text –** The textbook for this course is Psychology, 4th edition, by Saundra K. Ciccaarelli and J. Noland White.

**Supplemental Readings –** In addition to the required textbook readings, you will also read additional writings on a specific topic taken from journals or newspaper websites. These supplemental readings will be electronic files posted on Canvas. I will notify students each week as to how these readings can be accessed.

**Course Assessments and Grading**

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| --- | --- |
| **Assessment** | **Points** |
| Exams (3@100 pts. each) | 300 |
| Chapter Quizzes (10 @ 20 pts. each) | 200 |
| Weekly Discussions/Research (5 @ 20 pts. each) | 100 |
| Research/PowerPoint Project | 200 |
| Case Studies (2 @ 50 pts. each) | 100 |
| Movie Write-Up | 100 |
| **Total Points** | **1000** |

**Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **%** | **Grade** | **%** |
| A | 94-100 | C | 74-76 |
| A- | 90-93 | C- | 70-73 |
| B+ | 87-89 | D+ | 67-69 |
| B | 84-86 | D | 63-66 |
| B- | 80-83 | F | Below 63 |
| C+ | 77-79 |  |  |

**Unless otherwise stated, late assignments will only receive half credit and must be turned in within two (2) days of the original due date.**

**Chapter Quizzes –** These quizzes will be posted on Canvas each Monday, and must be completed no later than 11:59 p.m. PST on Sundays. **Do not access quizzes until you are ready to take them!** These quizzes are timed (40 minutes). **You will be given a one-minute warning. If you go over the time limit you will receive a zero for the quiz.** If you access a quiz and exit it, you will not be allowed to enter it again, and a lock appears on your grade book. If your computer crashes or you are disconnected from your internet access, you are also locked out. If this happens, you must notify me before Saturday in order for your quiz to be reset. I will give each student 1 free pass to take a quiz after the deadline – in case you forget, run out of time, lose your connection, etc. So if you have an unreliable connection, you may want to take your exams on a college computer. **NO MAKE-UPS ARE PERMITTED FOR QUIZZES.**

**Exams –** All exams will consist of 50 multiple choice questions. The dates of these exams are listed on the schedule. **NO MAKE-UPS ARE PERMITTED FOR EXAMS without documentation of an illness, death in the family, other emergency or documentable reasons beyond the student’s control.**

**Weekly Assignments –** During 5 of the 10 weeks, I will open a discussion board with specific questions and topics for you to address. These topics may come from information in your book, a posted video, or a posted article. Your score will reflect thoughtfulness and effort put into posts and responses to fellow students. (I will describe in more detail as we go.)

**Case Studies–** A case study will require you to use topics in general psychology to apply to real-life situations. Full instructions, questions, and scenarios will be posted a full week prior to the due date. Scores will reflect thoughtfulness, accuracy, and effort.

**Movie Write-up –** You will watch a movie and at the end you will have a few days to write a paper applying the concepts within psychology you have learned so far, to a character in the movie. **Papers must be 1000-1400 words, 1.5 spacing, 11 font.** Assignment will be described in greater detail as we approach that date.

**Research/PowerPoint Project –** During the last week of class, each student will post a 10-slide PowerPoint on a particular topic or psychologist you have researched during the quarter. Your topic or psychologist will be chosen by the second week of the quarter - and if you need assistance making a selection, I would be glad to help. I will post further instructions for this project throughout the quarter**.**

**Discussion Board –** A discussion board will be opened each week for students to interact with one another and to try and cooperate to answer questions you may have. I will check in on these discussions throughout the week to assist with answers – or to correct false answers – and to add comments based on readings and assignments. **Please post questions in the discussion board to try and find an answer. I strongly promote student collaboration in answering these questions.**

**Academic Integrity**

We expect all students to be honest and to behave with integrity. Each and every student determines the academic climate at our college. We ask you to do your part in making honesty an important value for the education of students at SVC.

**Academic Misconduct**: The consequences of cheating can include a failing on an assignment, referral to the college disciplinary process, failure of the course and expulsion from the college. Academic misconduct includes, but is not limited to, the following behaviors:

* Using another person as a substitute in taking a quiz or examination.
* Looking at another person’s answers during a quiz or examination.
* Any use of unauthorized notes or materials during a quiz or examination (including another student’s materials in Moodle exams).
* Collaborating on Moodle exams.

**Plagiarism**: Plagiarism is presenting as one’s own, intentionally or not, someone else’s words, ideas, conclusions, images, or data, without specific acknowledgement. This includes, but is not limited to, presenting the source’s language without quotation marks (with or without citation); paraphrased language that is not cited; and/or language that is cited, but insufficiently paraphrased.

Please refer to the SVC Guidelines on plagiarism on the website. This document contains examples of plagiarism and how to avoid it. It is also academically dishonest to present your own earlier work to fulfill an assignment or to present the same work in more than one class without both instructors’ prior approval.

To insure yourself in case of questions about whether you produced the work you turn in, SAVE ALL NOTES FOR AND DRAFTS OF YOUR WRITE-UPS. If you keep your drafts on computer, back up your files regularly and print hard copies whenever substantial changes are made. If there is any question about your work, it is your responsibility to be able to present the “map” you followed to get to the finished piece.

**Disabilities Statement**

The following is taken from “Policy on Students with Disabilities”, located in your student handbook:

“Skagit Valley College is committed to providing academic adjustment and auxiliary aids and services to students with qualifying disabilities. The purpose of this document is to identify the rights and responsibilities of students under the Rehabilitation Act of 1973, Section 504; the Americans with Disabilities Act of 1990; Title II; and the Washington State Core Services Bill, RCW 28B.10.910-14. Further, this document establishes clear guidelines and procedures for seeking, and the responsibilities associated with receiving, academic adjustment and auxiliary aids and services at Skagit Valley College.”

If students have any concerns about disabilities, please talk to me as soon as possible.

**Primary Course Objective**

Finally, the primary objective for this class is for it to be engaging. A great deal of effort has been applied to make sure the information and assessments vary and are relevant. Gaining a thorough understanding of the information and how it applies to your life and those around you is a major focus of this course. Have fun, think critically, and reflect on how psychology defines who we are.

**Psychology 100 - Quarter Schedule**

**Quarter Schedule**

**Week 1 April 3 – 9 Chapter 1 – The Science of Psychology**

**Week 2 April 10 – 16 Chapter 2 – The Biological Perspective**

**Week 3 April 17 – 23 Chapter 4 – Consciousness**

**Week 4 April 24 – 30 Chapter 5 – Learning**

**Week 5 May 1 – 7 Chapter 6 – Memory**

**Week 6 May 8 – 14 Chapter 7 – Cognition**

**Week 7 May 15 – 21 Chapter 14 – Psychological Disorders**

**Week 8 May 22 – 28 Chapter 13 – Theories of Personality/Presentations**

**Week 9 May 29 – June 4 Chapter 12 – Social Psychology/Presentations**

**Week 10 June 5 – 11 Chapter 15 – Psychological Therapies/Presentations**

**Week 11 June 12 – 14 Final’s Week**

**Important Due Dates!**

**Weekly Discussion #1 – 4/9  
Weekly Discussion #2 – 4/23  
Exam 1 – 4/25  
Case Study #1 – 5/7  
Weekly Discussion #3 – 5/14  
Exam 2 – 5/16  
Weekly Discussion #4 – 5/21  
Case Study #2 – 5/28  
Exam 3 – 6/6  
Weekly Discussion #5 – 6/11  
Presentations – Post at some point during week 9 or 10  
Movie Write Up – No later than 6/12**