Psychology 300 – General Principles
Hybrid Version
Spring 2015

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TEXTS: Psychology, Hockenbury & Hockenbury, 6th Edition;
Psychology 300 PowerPoint, Stewart, 2nd Edition

Note: The Hockenbury text, when purchased new at the bookstore, comes with a “LaunchPad” access code for the online portion of this course. You must have this “LaunchPad” access code for this class, but you can purchase it separately from the publisher if you choose to obtain some other version of the book (used, e-book, rental, etc.). This can be more or less expensive depending upon your choices.

COURSE DESCRIPTION
The purpose of this course is to 1) provide you with a brief introduction to the major theories and topics of interest to psychologists, 2) increase your understanding and appreciation for the scientific research conducted by psychologists, 3) encourage critical thinking and careful analysis of psychological theories, research and other issues, and 4) aid in your personal adjustment to life.

More specifically, upon completion of the course, you should be able to (student learning outcomes):

- compare the major theoretical perspectives in psychology.
- describe the general subject areas of psychology
- differentiate between commonly used research methods in psychology and their applications
- apply psychological concepts, theories, and research findings to personal, interpersonal, occupational, and social/community contexts
- incorporate systematic critical thinking in arriving at conclusions about behavior and mental processes
- examine the role that culture and diversity play in various aspects of human behavior and mental processes
- distinguish between the ethical implications of psychological research and the responsibility to pursue and use knowledge wisely
These objectives will be fulfilled through a combination of instructional methods: lecture, class discussion, video presentations, textbook study, a writing assignment, testing, and online activities using LaunchPad.

Regarding the classroom portion of this course, you should take notes on whatever is covered in class. The material presented in class is critical to your learning and is designed to elaborate on, give examples of, and to stimulate critical thinking about the material that is presented in the textbook. The PowerPoint book is designed as a basic outline of class lectures. It will facilitate note taking and includes some additional information that will aid in summarizing key information. The textbook is also a central aspect of the course and assigned chapters should be read prior to the class periods in which they will be discussed. When reading, it is usually best to focus on main points and general concepts. Even though the detail is often important to your overall understanding and for testing purposes, you should not spend all of your time trying to memorize definitions and specific detail. Seeking an understanding of the material, while noting important details, should be your goal. In general, class lectures and textbook information will supplement each other, with lectures providing highlights and discussion, and the textbook providing more detail and background. The study questions found on my website will help you identify the information in lectures and the textbook that is most likely to show up on the unit tests.

The LaunchPad (online) portion of the course will aid in your full immersion into the topics covered in the textbook and is a necessary element of the course, but the classroom lectures and the study questions provided on my website provide the best clues to what will be covered on the unit tests.

**GRADING**

Your grade will be determined by your performance on five unit tests, a summary/analysis paper, several in class “two-minute essays,” online LaunchPad activities, and extra credit. The list of tasks or assignments (excluding extra credit which will be covered later in the syllabus) and the number of points you can earn from each is as follows:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Test 1</td>
<td>45</td>
</tr>
<tr>
<td>Unit Test 2</td>
<td>45</td>
</tr>
<tr>
<td>Unit Test 3</td>
<td>45</td>
</tr>
<tr>
<td>Unit Test 4</td>
<td>45</td>
</tr>
<tr>
<td>Unit Test 5</td>
<td>30</td>
</tr>
<tr>
<td>Summary/analysis paper</td>
<td>60</td>
</tr>
<tr>
<td>Two-minute essays</td>
<td>50</td>
</tr>
<tr>
<td>LaunchPad Activities</td>
<td>265</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>595</strong></td>
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</tbody>
</table>

At the end of the semester, an A will be earned with 520 or more points, a B with 460-519 points, a C with 365-459 points, and a D with 280-364 points. The tests tend to be
relatively difficult with low average scores, but high grades in the class can be achieved by not missing any points from the LaunchPad activities or the two-minute essays.

UNIT TESTS
Unit tests will consist of multiple-choice questions, the majority of which can be answered from a combined understanding of lecture and textbook material. Much of the textbook material pertinent to the tests will be covered in class, but it will still be necessary for you to have a good knowledge of the basic material in the book. The LaunchPad activities described later will help you learn much of that material. The study questions on my web site will help determine the information in the textbook not covered in class that is still important to know. Each unit test will cover the three chapters discussed in class over the previous three weeks, with the exception of the last test which will cover only the last two chapters. **There are no comprehensive exams and no final exam in this class.** All testing will be done online through LaunchPad. A specific time period (a 48 hour period) will be allotted for each test and you must take the test during that time period. Once you start the test, you will have one hour to complete it (except for the last test which must be completed in 40 minutes). Please inform me of any conflicts prior to the scheduled testing period.

Unless you contact me with a reasonable explanation, you will be dropped from the class if you fail to complete two unit tests.

SUMMARY/ANALYSIS PAPER
To help you gain a greater depth of knowledge in a specific area of your choosing, you are required to find a specific outside resource and provide a written summary of the source as well as a personal analysis of the issues and concepts involved. Resources may include a relevant newspaper, magazine, or journal article, or a relevant educational video presentation. Books, advertisements, pamphlets, Hollywood movies, or personal experiences are not acceptable as sources. Generally, acceptable articles have an identified author and include some discussion of psychological research/concepts. This is not a research paper, so you must use only one source. The purpose is to give you experience in thoroughly understanding and analyzing a single, specific published piece of information. In order to earn the best possible grade on this assignment, please pay attention to the following criteria:

- Source is relevant to psychology (ask me if unsure) and **a copy turned in with the paper**
- Source is of sufficient length (generally at least three pages of text - ask me if unsure) and quality to generate at least the required length paper (as indicated below)
- Source has at least some reference to academic research or concepts that have a scientific basis (the source does not have to be a journal article but should have some link to science)
- Paper is typed (double-spaced) with a standard size (12) font, and turned in on time
• Paper is at least 4 complete pages, appropriately divided between a summary of the source and a personal analysis of the source (the length of the analysis is more important, and therefore should generally be longer than the summary)

• Basic rules of spelling and grammar are followed and paper is easy to read and understand

• Summary is accurate and comprehensive (for the main points) and in your own words/style

• Analysis shows evidence of considerable thinking about the article and the issues it raises. You may want to relate it to the information learned in this class, argue some of the points made in the article, discuss the implications, relate it to a personal experience, etc. The highest scores go to papers in which some kind of theoretical discussion occurs. It's not enough to simply state that "the article was good," or that you "agree with it." Even when you illustrate your agreement with the article through a personal experience, you should add other discussion. It usually helps to present alternative views - play the "devil's advocate." At the same time, you should have opinions about the issues stated in the article and these should be presented in your paper. The analysis, which is mainly a reflection of your personal creativity and ability to think, is the most important part of the paper. In writing your paper, you should make it very clear what portions of your paper are summary and what portions are analysis.

This assignment is worth 60 points and is due during class time on the date indicated on the attached schedule. I generally do not accept e-mailed papers, but can make exceptions if requested. The paper will be accepted late but 3 points will be deducted for every day that school is in session (Monday through Thursday, excluding holidays) that the paper is late. Note that since the paper is due during class time, if it is turned in after class (to my office or the Behavioral/Social Science office) on the due date, it is considered one day late. If the paper is turned in the next school day, it is considered two days late, and so on.

ATTENDANCE (Two-minute essays)
I feel that attendance in class is always important. It shows commitment and a willingness to learn. Past experience has shown me that students who miss class do not do well. This is most likely because the lectures typically pertain directly to the information that will be on the tests. In addition, regular class attendance helps you keep track of important dates such as those for tests and papers. Being on time is also important since it is the courteous thing to do and because I often will give crucial information at the beginning of a class period that may not be repeated later.

The two-minute essays are a way of encouraging attendance. They are also a way to keep you focused on the material. As such, these essays will consist of short responses that you will provide to questions or prompts given in class. The questions or prompts will usually be related to the material discussed in class that day. Your responses will be
graded, but usually if you have been awake in class and can communicate your thoughts or knowledge about basic information that was discussed, you will earn the 10 points possible for that day. A total of 5 two-minute essays will be conducted in class, earning a maximum 50 points toward your overall points in the class. Since one of the purposes of these activities is to encourage attendance, **they cannot be made up if you are absent.**

In addition, unless you contact me with a reasonable explanation, if you miss three or more of these two-minute essays you will be dropped from the class.

**LAUNCHPAD**

As half of this class is designed to be online you will be spending a significant amount of time using LaunchPad which provides a companion website for the textbook we are using. LaunchPad includes an e-version of the textbook and several learning tools associated with each chapter. You are encouraged to explore the site and use all the tools available. Doing so will help you become fully immersed in the topics covered in the textbook and in your general preparation for tests. In addition to the tools you use on your own, you will have a specific assignment to complete the “LearningCurve” activities for each of the sections in the chapters we are covering in the textbook. Each “LearningCurve” activity will consist of several questions on information from the text. The length of time necessary to complete the activity will depend upon your knowledge of the material in the text, but the average length of time for each chapter should be about an hour. You will earn 5 points for each section you complete before the due date for each chapter. No points are earned for partial completion of a section. Thus you earn either 5 points or 0 points for each section. Each chapter consists of three, four, or five sections, thus making some chapters worth more total points than others. In total, there are 53 LearningCurve sections that are assigned, leading to a possible 265 points from the LearningCurve activities. This portion of the class is designed so that if you discipline yourself to put in the necessary time each week, you will be able to earn the maximum points for each chapter, thereby putting yourself in a good position to get a high grade for the course. However, if you do not discipline yourself to complete these activities each week you may be in danger of being dropped or not passing the class. No points will be earned for partial work in a LearningCurve section. In addition, no points will be earned for activities completed beyond the due date.

Unless you contact me with a reasonable explanation, you will be dropped from the class for failing to complete either the LearningCurve activities associated with two consecutive chapters or the LearningCurve activities associated with a total of three chapters overall.

**REGISTRATION IN LAUNCHPAD**

To complete the LaunchPad assignments and the Unit Tests, you must register in LaunchPad by going to the appropriate website for your course section.

If you are in the Tuesday, 9AM section, use this site:  

If you are in the Thursday 9AM section, use this site:  
Make sure that you use the correct site. You can verify that the site is correct by the course information listed on the site. If you have an access code already (with your book purchase), you can use it to register. If you do not have an access code and want to buy it online, or if you want to take advantage of the free 3-week trial (e.g., until your financial aid comes in), you may do that on this site. Whatever the case, simply follow the instructions. If you sign up with the temporary access, you will need to register again with a “permanent” access code after the 3-week trial period using your exact same name and e-mail address to ensure that none of your completed work is lost.

You are responsible for getting registered successfully and navigating the LaunchPad system. That includes having a reliable and accessible computer for your use. I will not accept late work, so if you are having difficulty, you need to contact me or LaunchPad Technical Support early in the semester and well before any due dates.

EXTRA CREDIT
Provided that you have not missed too many classes, you will have the opportunity to earn an additional 15 points by visiting http://www.thepsychfiles.com, listening to any of the available podcasts, and turning in a at least a 500 word paper that details and discusses at least five elements of the podcast. The website offers a variety of links but you will only receive credit for podcasts that are identified by “Episode” (usually abbreviated “Ep”) followed by a specific number.

Rather than simply list the elements or summarize the podcast, if you discuss your views and reactions to the elements of the podcast, you should have no problem generating 500 words. In fact, I will only give full credit when your writing includes your thoughts and ideas on the topic as opposed to a simple summary of the podcast. To earn the 15 points you must e-mail me your paper no later than the date indicated on the attached schedule.

Please note that this extra credit opportunity will only be available to those who have missed no more than 2 two-minute essays.

MY WEB SITE
In addition to LaunchPad, I have a personal web site that may prove valuable to your performance in this class. The address is on the front of the syllabus. As you will see, the site includes study questions for each of the chapters we cover (to help you prepare for the unit tests), an example of a unit test I have given in the past, examples of “A grade” summary/analysis papers students have completed in the past, and several other things of interest. In addition, I do not use D2L or LaunchPad to record scores and grades. Rather, you will find all of your scores on my website under “grades” and the appropriate class. I will generally post scores within a week following their completion. By familiarizing yourself with the spreadsheet where your scores are recorded, you can easily track your progress toward your desired grade throughout the semester. If you need help accessing the web site let me know.
STUDENT CONDUCT
Adherence to certain rules and guidelines will help ensure the appropriate atmosphere for a college class:

- Unnecessary conversations between students during lectures should be held to a bare minimum, and should generally be non-existent during tests.
- Usage of cell phones (including the sending of text messages) and any listening devices is not appropriate in class under any circumstance.
- Plagiarizing or cheating in any form is not acceptable. You may not use another’s words, writing style, or ideas in your own written assignment without giving proper credit. Likewise, copying another student’s answers on a test or completing a two-minute essay for another student is unacceptable.
- Tolerance and acceptance is to be accorded every individual in the class. If there are situations involving other students that interfere with your ability to succeed in the class, please let me know.

Failure to abide by these rules and guidelines may result in loss of points on specific assignments/tests and/or dismissal from the class. In the case of cheating or plagiarizing, I am required to report all incidents to my dean, which may result in a notation in the student’s file and possible dismissal from the college.
**TENTATIVE READING ASSIGNMENT AND TEST SCHEDULE**

LearningCurve assignments are available on LaunchPad from the beginning of the semester. You may work on them at your own pace but you will not receive credit for any work done after the due dates as indicated below for each chapter. The unit tests will appear as assignments on the LaunchPad site as I create them during the semester. Even though they may appear on the site earlier, the unit tests will be available only for two days prior to their due dates. You can complete the assignments anytime within their availability dates.

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<thead>
<tr>
<th>DATES</th>
<th>READING</th>
<th>SUBJECT</th>
<th>TEST/ASSIGNMENT</th>
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<tbody>
<tr>
<td>Week of:</td>
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</tr>
<tr>
<td>Jan 20-23</td>
<td>Chapter 1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td>Chapter 1</td>
<td>Introduction</td>
<td>Ch. 1 LearningCurve sections – Jan 30</td>
</tr>
<tr>
<td>Feb 2-6</td>
<td>Chapter 12</td>
<td>Social Behavior</td>
<td>Ch. 12 LearningCurve sections – Feb 6</td>
</tr>
<tr>
<td>9-13</td>
<td>Chapter 11</td>
<td>Personality</td>
<td>Ch. 11 LearningCurve sections, and Unit Test 1: Ch. 1, 12, 11 – Feb 13</td>
</tr>
<tr>
<td>17-20</td>
<td>Chapter 2</td>
<td>Biology of Behavior</td>
<td>Ch. 2 LearningCurve sections – Feb 20</td>
</tr>
<tr>
<td>23-27</td>
<td>Chapter 9</td>
<td>Development</td>
<td>Ch. 9 LearningCurve sections – Feb 27</td>
</tr>
<tr>
<td>Mar 2-6</td>
<td>Chapter 3</td>
<td>Sensation/Perception</td>
<td>Ch. 3 LearningCurve sections – Mar 6</td>
</tr>
<tr>
<td>9-13</td>
<td>Chapter 4</td>
<td>Consciousness</td>
<td>Unit Test 2: Ch. 2, 9, 3 – Mar 10</td>
</tr>
<tr>
<td>16-20</td>
<td>Chapter 5</td>
<td>Learning</td>
<td>Summary/Analysis paper due – Mar 17/19 Ch. 5 LearningCurve sections – Mar 20</td>
</tr>
<tr>
<td>23-27</td>
<td>Chapter 6</td>
<td>Memory</td>
<td>Ch. 6 LearningCurve sections - Mar 27</td>
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<tr>
<td>Mar 30-Apr 3</td>
<td>SPRING BREAK</td>
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<tr>
<td>Apr 6-10</td>
<td>Chapter 7</td>
<td>Cognition/Intelligence</td>
<td>Unit Test 3: Ch. 4, 5, 6 – Apr 7 Ch. 7 LearningCurve sections – Apr 10</td>
</tr>
<tr>
<td>13-17</td>
<td>Chapter 8</td>
<td>Motivation &amp; Emotion</td>
<td>Ch. 8 LearningCurve sections – Apr 17</td>
</tr>
<tr>
<td>20-24</td>
<td>Chapter 10</td>
<td>Gender &amp; Sexuality</td>
<td>Ch. 10 LearningCurve sections – Apr 24</td>
</tr>
<tr>
<td>Apr 27-May 1</td>
<td>Chapter 14</td>
<td>Psychological Disorders</td>
<td>Unit Test 4: Ch. 8, 10, 11 – Apr 28 Ch 14 LearningCurve sections, and last day for extra credit – May 1</td>
</tr>
<tr>
<td>May 4-8</td>
<td>Chapter 15</td>
<td>Therapy</td>
<td>Ch. 15 LearningCurve sections – May 8</td>
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<tr>
<td>11-15</td>
<td>Chapter 15</td>
<td>Therapy</td>
<td>Unit Test 5: Ch. 14, 15 – May 15</td>
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