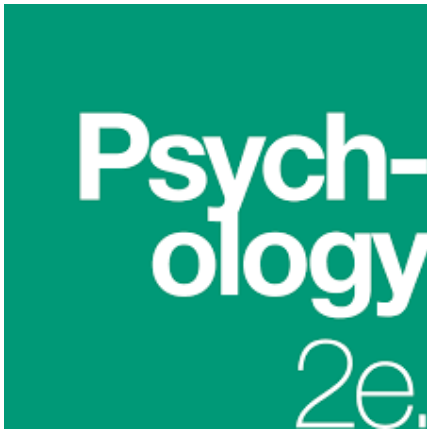


Psychology 2 – Introductory Psychology
 Reedley Community College
 Spring 2024

Instructor: Dr. Lianna Evans
Office Phone: none – Adjunct faculty
Office: None, adjunct faculty
Office hours: Virtual, by appointment, or in weekly Zoom sessions: Fridays 1:00pm-2:00pm
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Class Information: Psychology 2: Introductory Psychology, Code 58273, Web-Based/Online



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**** Great news: your textbook for this class is available for free online! ****

Canvas (Learning Management System)

All students are required to use Canvas this Semester. Your student ID number is your username; the password is the same you would use for your email.

You must use your school email. I will be putting exam study guides, readings, assignments, grades, and announcements on Canvas. To get on Canvas, go to (<https://www.reedleycollege.edu/portal.html>) and click on the Canvas link. Your login credentials are the same as your RCC email credentials.

Canvas Help – is on the bottom right of the course page in Canvas

Course Prerequisites/Advisories: 3 units, 3 lecture hours (Pass/No Pass)

BASIC SKILLS ADVISORIES: Eligibility for English 1A 🐦


Course Description:

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.

Course Format: The course will include assigned readings in your textbooks that need to be completed outside of the class session. During the class session, there will be lectures, videos, small group, and class discussions. 🧠 In order to facilitate your understanding of assigned readings, lectures may review portions of the assigned readings, but they will not serve as a substitute for reading these materials. Important additional information will also be presented during lectures, which may be included in exams. Additionally, you will be required to access the class information and assignments through the web on Canvas.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.
2. Explain and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural).
3. Demonstrate knowledge and understanding of the following nine general domains: (1) biological bases of behavior and mental processes, (2) sensation and perception, (3) learning and memory (4) cognition, consciousness, (5) individual differences, psychometrics/measurement, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation.
4. Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health). 
5. Draw the distinction between scientific and non-scientific methods of understanding and analysis.
6. Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
7. Understand and apply psychological principles to personal experience and social and organizational settings. 🧠
8. Demonstrate critical thinking skills and information competence as applied to psychological topics.

Course Objectives: *In the process of completing this course, students will:*

1. Demonstrate ability to identify the major fields of study and theoretical perspectives within psychology and articulate their similarities and differences.
2. Demonstrate ability to differentiate between the major observational, correlational, experimental, and quasi-experimental designs used by developmental psychologists and articulate the benefits and limitations of each.
3. Identify basic concepts and research findings and give examples of psychology's integrative themes.
 - ~ Psychological science relies on empirical evidence and adapts as new data develop.
 - ~ Psychology explains general principles that govern behavior, while recognizing individual differences.
 - ~ Psychological, biological, social, and cultural factors influence mental processes and behavior.
 - ~ Our perceptions filter our experiences of the world through an imperfect personal lens.
 - ~ Applying psychological principles can change our lives in positive ways.
4. Apply psychological principles to everyday life.
5. Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence. 🧠
6. Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.
7. Describe ethical principles that guide psychologists in research and therapy

Office hours: This semester, part-time faculty do have office hours –office hours will be ONLINE via Zoom for 1 hour. Your ability to be in contact with me to assist you is part of your academic success. Feel free to contact me about questions related to the material we cover in class, your future career in psychology, etc. The Tutoring Center will also be available to assist you. I also have some availability to schedule individual meetings, Monday – Friday, though most often after 2pm. **We can communicate via Zoom or phone if you are unable to attend the scheduled office hours.**

Email Address: Lianna.Evans@cloviscollege.edu



Email Guidelines:

1. Please email me regarding personal matters, for example questions about your grade. If you have general questions regarding the class and lecture material, post it to Canvas. This way we are all on the same page as a class.
2. Always type your first/last name and PSY-2 58273 in the body of the email.
3. Always use PSY-2 in the subject line of your email.
4. Practice your scholarly and professional writing skills when communicating with me and others in class. Use complete sentences and correct spelling, rather than shorthand or text lingo. This will ensure clear communication and reduce errors.
5. You may wish to include a phone number if there are technical problems on my side, or yours.
6. Send class related material only. Please do not send jokes, political information, or solicitations.
7. **I require 48 hours to respond, though I often respond much sooner – it is important to recognize that I am not always available. It is important that if you have questions about any assignments, that you contact me Monday-Friday. You should open and read an assignment as soon as it is available and ask for help well in advance of the due date. Plan to succeed, not to fail.**

ATTENDANCE / DROP DATES

Students who do not check in by Saturday of the second week of class will be dropped. Those students missing two weeks of classes with no assignments turned in via Canvas (no responses to outreach) will be dropped from the course.



January 8, 2024 – Beginning of Spring Semester

January 19, 2024 – Last day to drop with full refund

January 26, 2024 - Last Day to Drop (no W assigned)

***January 28, 2024 – Last Day to Drop (no W assigned) via Self-Service**

March 8, 2024 - Last Day to Drop (W assigned) – letter grades assigned after this date

May 14, 2024 – Last day of course – FINAL EXAM DAY

**Please confirm information on drop dates and refund options through Financial Aid and/or the Admissions Office.*

Drop Policy: Reedley Community College places a strong emphasis on attendance in all classes. Students are expected to attend all classes. Since we are meeting in person at a designated time, students will need to ATTEND IN-PERSON, or communicate absences to the instructor when possible. Completing assignments in Canvas will also show they are active in the course. Failure to do so will result in being dropped from the course. If for some reason you cannot complete an assignment on time, you need to immediately let me know. I will drop a student from the class for the following reasons: 1) Not submitting work within the first two weeks of class, and 2) not submitting work and/or not attending in-person lectures for two weeks in a row after the first week of class. I will make exceptions for students who contact me with a valid reason. Please contact me if you have been absent and want to stay in the course, especially if this occurs before the drop date. If you do not meet one of the two reasons for an instructor to drop the class, it is your responsibility to drop the class by notifying the Records Office by the drop deadline.

Determining Attendance/Participation

I will take attendance by any work that is completed on a daily/weekly basis or, checking in via the attendance log in class. If you miss the deadline to submit your assignment(s) it will be recorded as a zero and an absence for the week. Assignments can't be submitted after 3 days past the assignment due date. You will need to email me and ask to unlock the assignment, since all assignments will be locked upon the due date/time if you have an authorized reason to delay assignment submission (i.e., doctor's notes and/or other specified emergency). No assignments will be accepted after May 12th as the Final Exam is due May 14th, and grades are due immediately after.

Assignment Details

Exams:



Four exams, covering 3 chapters each, will be given this semester, **SEE LECTURE & EXAM SCHEDULE BELOW**. Generally, each exam will consist of 35-50 multiple/choice and true-false questions worth ~2-3 points each. These questions will be taken from assigned readings, lectures, and any videos or activities. **The lowest score of the first 3 exams will be DROPPED. The Fourth/Final Exam must be taken.** The first three exams will open on Saturdays at 12:01am and be due on Sundays at 11:59pm. **No late exams will be provided without prior authorization or verified medical excuse.** *If you have accommodations for extended exams, please notify me in advance so that I can facilitate coordinating exams with the student testing office.*

Quizzes:



Several 10-point quizzes have been published for each chapter in the book. Each quiz will have 10 questions worth 1 point each. The quizzes are to be completed **online only** (unless accommodation is required). The quizzes will be due at the end of each week (on Fridays @11:59pm) before the exam. There are **no make-up quizzes offered**.



Video Assignments

Short videos will be assigned for EACH chapter. You will be asked to watch the video and answer a few short questions. Pay attention to the things that were most interesting! You are **required** to watch the videos before the exam(s). Each week they will be due by **Friday by 11:59 pm**.

Miscellaneous Activities:



There are a few miscellaneous activities (e.g., Introduction exercise, TED Talk review) that are worth between 30 and 100 points throughout the semester. Grades will reflect only assignments that were completed in class or assigned/notified by the instructor. There will be **no make-up activities**.



End of Semester Project - Psychology Movie Review:


This assignment is expected to be completed both inside and outside of classroom hours. The assignment requires that class materials are integrated with movie material in a cohesive way. Students are instructed to develop ideas with evidence from the movie they watch with clear explanations and connections to psychological ideas. This paper is worth 200 points. **No late credit will be given if the paper is turned in after May 12th – it is encouraged to submit it EARLY to avoid potential errors and zero credit grades.**

GRADING



This class is quite fun and informative but can be daunting at times. If you want to be successful, please keep up with the reading and the assignments. Participation assignments will be offered at random times throughout the semester and cannot be made up.

Point Summary

Exams (3 @ 100 points)	300 [the lowest of 1 st three exam scores will be dropped]	
Psychology Movie Review (1 st and Final drafts)	200	
Video assignments	280	
Reading Quizzes (12 @10pts)	120	
Miscellaneous Activities (TBD)	40	
<u>Approximate Class Total</u>	940	

Grades will be assigned on a standard scale of 90-100%=A; 80-89=B; 70-79= C; 60-69%=D and 0-59= F.
Grading Scale based on Approximate total points in class.

A: 846-940

B: 752-845

C: 658-751

D: 564-657

F: 563 and below




The Instructor reserves the right to alter this syllabus as necessary to ensure that all students are making adequate progress or in the case of unforeseeable circumstances.

Early Alert Statement (aka “Starfish”)

Reedley Community College is dedicated to supporting student success and retention. The **Starfish Early Alert Program** is a communication tool used to identify students who may benefit from additional support in their academic journey. Starfish enables instructors to communicate with students through kudos and flags about their progress in the course and connect them with other resources on campus. Please be sure to check your SCCCD student email regularly, as you may receive a notification from Starfish Early Alert. If a concern is raised about your academic performance, a counselor may reach out to you to offer support, so be sure to respond to the counselor and your instructor as soon as you can.

Exam and Assignment Policies

- Cheating on exams, assignments, and study guides, etc. will not be tolerated. Plagiarism is the usage or imitation of the language and thoughts of another author without authorization and the representation of that author’s work and presenting it as one’s own without crediting the original author. Cheating and/or plagiarism will result in a Zero grade on the assignment/test, and a Disruptive Student Report will be placed in your academic file. In keeping with this philosophy, and in compliance with Board Policy (BP 5500- Standards of Conduct), each student is expected to exert an entirely honest effort toward attaining an education. Every instructor has the authority and responsibility for dealing with such instances of cheating or plagiarism as may occur in class per Administrative Regulation 5500- Standards of Conduct and Administrative Regulation 5520- Student Discipline Procedures. Faculty need to complete a Cheating and Plagiarism Infraction Form.
- Exams must be taken during the scheduled week. Appropriate documentation is required as a necessary condition to make up an exam (e.g., a doctor’s note, etc.). It is then the student’s responsibility to make arrangements with the Instructor regarding accommodation within one week of the original due date. After one week, the exam will become a zero grade.
- Late Assignment Policy:  Appropriate documentation, i.e., a physician’s note will result in an alternate assignment; without this, you will receive a Zero grade. Assignments for each week are available until either Fridays or Sundays at 11:59pm (except for Finals Week). Assignments must be submitted prior to taking the exam. As such, no late assignments will be accepted. No emailed assignments will be accepted.

Classroom Expectations

Online Behavior Guidelines



There are specific guidelines for communication and behavior.

1. Listen when others are speaking and wait your turn to speak, if participating in Zoom calls.
2. Be actively engaged in assigned activities through discussion boards, lectures/class meetings, and group activities.
3. Respect the opinions of others even if they differ from your own in any communication with me (the instructor) and with your classmates.
4. Make sure when you e-mail me that you use your school e-mail or use the Canvas e-mail because outside e-mail addresses often go to SPAM.
5. Make sure you identify in the subject section in your e-mail which class section you are in (For example: PSY-2) and the topic of the e-mail. I will respond much quicker if I have this.

Students who are repeatedly disrespectful or disruptive will be reported to the dean. *This professor will make every attempt to accommodate those students with verified disabilities. It is the student's responsibility to notify me within a reasonable amount of time for testing accommodation.*

ADA Statement



"If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the American With Disabilities Act, or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible."

Reedley Community College Resources

Students at the Reedley Community College have internet access in the various computer labs on campus. Resources are posted in Canvas.

For detailed information on tutoring services, please review the following website:

<https://www.reedleycollege.edu/academics/tutoring-services/index.html>

In person tutoring can be researched at the following:

<https://outlook.office365.com/owa/calendar/RCTutoringInPersonOnCampus@myscccd.onmicrosoft.com/bookings/%20>

Online tutoring hours are available on the tutoring center website with instructions on how to schedule a virtual appointment (if needed). The phone number there is (559) 494-3000 ext. 3610. There are also zero-credit classes you can register for to maintain active assistance with writing!

In general, math/science tutors are available to help students on a walk-in basis. Students can request one-on-one tutoring sessions with writing tutors up to twice a day; these sessions are 30 minutes in length and can't be back-to-back appointments.

Library Hours are generally: Monday through Thursday from 7:30 AM to 8:00 PM, Fridays from 7:30 AM to 3:00 PM, and closed on both Saturday and Sunday. There is a link on the Reedley Community College page that allows you to access a librarian 24 hours a day, seven days a week, and provides current schedules/hours.

<https://www.reedleycollege.edu/campus-life/library/index.html>

Notes on using Artificial Intelligence:

Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this class is specifically a space for learning how to improve our writing and conceptualization of knowledge. AI simply cannot do that learning for us.



Academic Integrity and AI

Academic Integrity, in the context of AI use, means using AI tools ethically, responsibly, and as intended – to support your learning, not to bypass it. It implies producing work that is primarily your own, and appropriately acknowledging assistance received from AI.



Guidelines for AI Use

- Supplemental Aid:** AI can be used as a tool for assistance in brainstorming ideas, understanding complex texts, or improving grammar and syntax. However, the bulk of the thinking, analysis, and composition should be your own.
- Reference and Citation:** If significant insights or phrases are borrowed from AI, these should be properly cited, much as you would cite a human source.
- Clarification, Not Substitution:** Use AI for clarifying doubts or seeking explanations, not as a shortcut to avoid reading, analysis, and comprehension.
- Learning, Not Completing:** Use AI as a tool for learning, not just for task completion. Your primary goal should be understanding and skill development, not simply finishing an assignment.
- Tutoring, Not Completing:** Use AI to ask questions as you would your English teacher. Just as your English teacher would not provide “what are the answers,” neither should AI.

Violations of Policy



- Unattributed Use:** Copying significant portions of AI-generated content without appropriate citation.
- Over-reliance:** Leaning on AI to do most of the work, particularly the critical thinking or creative aspects of assignments.
- Substitution:** Using AI to bypass necessary steps in assignments, such as reading or analysis.

Please remember, the main purpose of education is to learn and grow, and while AI can be a helpful tool in that process, it cannot replace your active engagement and efforts. Let’s use AI responsibly, respecting the principles of academic integrity.



Chart of Acceptable Use

Acceptable Uses	Unacceptable Use
Rewriting a reading passage at a simpler reading level.	Asking things like “What are the main points of the reading passage?”
Asking for clarification on a confusing concept or passage.	Requesting direct answers to specific questions or assignments without any effort to read or understand the material.
Seeking suggestions for additional resources or references related to the topic.	Asking for a summary or paraphrasing of the reading passage instead of reading it.
Requesting help with understanding complex vocabulary or sentence structures.	Asking for a complete essay or paper on the topic without doing the necessary research or writing.

Asking for guidance on how to analyze or approach a literary work.	Asking for the main points or key ideas of the reading passage without making any personal effort to comprehend it.
Seeking examples or explanations to enhance understanding of literary devices or techniques.	Requesting direct quotes or citations from the reading passage to use as evidence without independently identifying them.
Asking for suggestions on how you analyzed and interpreted a specific literary passage or poem.	Requesting a complete essay or analysis of a literary work without any personal analysis or effort.
Seeking guidance on how to structure an essay or formulate a thesis statement based on the reading material.	Requesting AI to write the entire essay or provide a ready-made thesis statement. 
Asking for help in understanding the historical or cultural context of the literary work.	Requesting direct answers to discussion questions or assignments without reflecting on the material. 
Requesting examples of effective writing techniques found in the reading passage.	Asking AI to generate fictional examples or provide content to plagiarize.
Seeking guidance on how to properly cite and reference sources used in an essay or project.	Asking for a pre-written bibliography or list of sources without conducting personal research.
Asking for suggestions on how to analyze character development or themes in a novel.	Requesting a detailed plot summary or book review without reading the book.
Seeking help in understanding the author's writing style and its impact on the overall meaning of the text.	Asking for direct answers to multiple-choice questions or quizzes without attempting to answer them independently.
Asking for recommendations on related books or literary works to further explore the topic.	Requesting direct answers to essay prompts or assignments without constructing an original response.

**Information, examples, and chart used from <https://alicekeeler.com/2023/05/24/acceptable-use-policy-for-ai-in-the-ela-classroom/>



Lecture and Exam Schedule

<u>Wk #</u>	<u>Date</u>	<u>Class Content</u>	<u>Assignments Due</u>
Week 1	Jan 16	Lecture 0 + Introductory Assignments	Introduce Yourself, Predicting Your Success, Syllabus Scavenger Hunt
Week 2	Jan 22	Chapter 1 Introducing to Psychology	Quiz – Ch 1
Week 3	Jan 29	Chapter 2 Psychological Research	Quiz – Ch 2
Week 4	Feb 5	Chapter 4 States of Consciousness	Quiz – Ch 4
		Exam #1 (Ch. 1, 2, & 4)	Video Assignments 1-6
Week 5	Feb 12	Chapter 5 Sensation & Perception	Quiz – Ch 5
Week 6	Feb 19	Chapter 6 Learning	Quiz – Ch 6
Week 7	Feb 26	Chapter 7 Thinking & Intelligence	Quiz – Ch 7
		Exam #2 (Ch. 5, 6, & 7)	Video Assignments 7-14
Week 8	Mar 4	Chapter 8 Memory 	Quiz – Ch 8
Week 9	Mar 11	Chapter 10 Emotion & Motivation	Quiz – Ch 10
Week 10	Mar 18	Chapter 11 Personality	Quiz – Ch 11
		Exam #3 (Ch. 8, 10, & 11)	Video Assignments 15-24
Week 11	Mar 25	SPRING BREAK!!	
Week 12	Apr 1	Dedicated Movie Review Draft Development w/ Focused Office Hours *WATCH the Movie Review instructions!	
Week 13	Apr 8	Chapter 14 Stress, Lifestyle & Health	Quiz – Ch 14
Week 14	Apr 15	Chapter 15 Psychological Disorders	Quiz – Ch 15
Week 15	Apr 22	Chapter 16 Therapy & Treatments	Quiz – Ch 16
			Video Assignments 25-28
Week 16	Apr 29	Movie Review Peer Reviews + Feedback	First Draft of Movie Review Due!!
Week 17	May 6	Focused Office Hours w/ Professor Feedback on Movie Reviews *Final submission of Movie Review Due	*Submit by May 12th @11:59pm
Week 18	May 13	Exam #4 (Ch. 14, 15, 16)	*Submit by May 14th @11:59pm

