

General Psychology 201

Lane Community College
Department of Social Science
Fall 2019



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CRN 21649: MWF: 10:00 - 11:20, CEN/401



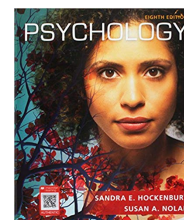
Basic Course Information

Prerequisites:

There are no course prerequisites. You are required to have basic academic competencies and expected to be able to read, write, study, organize and retain information at a college level. This includes spending approximately 2 hours per credit hour per week reading, studying and preparing. For this 4 credit course, this means 8 hours per week.

Required text for General Psychology 201, 202, and 203:

- Hockenbury and Nolan (2018). Psychology, 8th edition.
 - Launch Pad is optional, but recommended (you can sign up for a free trial period).



Course contents:

This 4 credit introductory course covers Introduction and Research Methods (Chapter 1), Neuroscience and Behavior (Chapter 2), Sensation and Perception (Chapter 3), Consciousness and Its Variations (Chapter 4), Lifespan Development (Chapter 9).

General psychology will cover some of the biological, psychological, environmental and individual factors that influence human thinking, beliefs and behavior. This is a general psychology class for a general audience. You need to apply the course concepts to your particular situation AND situations you might encounter since your future may not unfold as you intend.

Why should you learn about psychology?:

Broadly speaking, psychology is the study of how people think and behave. This knowledge can help you begin the process of understanding yourself and others. If you don't understand some of the factors that influence your thinking and behavior, you will be unable to make the changes in your life that you want and the problems you face will continue. A good understanding of yourself can help you feel that you have more control over your life and allow you to begin to make changes in your life. A good understanding of others can be helpful in that it will help you improve your relationships with other people. Since most careers involve working with people, this knowledge will be helpful with not only your personal relationships, but your professional career.

Many of our social problems—crime, war, hate, obesity, drug abuse, climate change, etc. are problems of behavior and thinking. In order to address these problems, we need to understand our own behavior and thinking. We need to study psychology. This means thinking critically and evaluating incoming information. This is challenging and uncomfortable to realize that your behavior is involved with these social problems. Studying psychology can be uncomfortable and challenging because it can change the sense of who you are and your view of life events. Studying psychology might not help you help design the next computer, medicine, or rocket, but it can provide guidance on the choice of whether you will use technology for positive choices, rather than negative choices.

Basic Course Information

Course format:

Class time will mostly be used to cover some of the main concepts in the chapter. I will use videos and audio clips to demonstrate class material, work on in-class exercises, and ask you to apply and connect the concepts to “the real world”. I will integrate current topics with chapters from within this course as well as material from the other General Psychology courses. In addition, we will explore how understanding psychology relates to the other social sciences, such as criminal law, sociology, economics and politics. These will be done in relation to the core learning outcomes.

I call on students to participate in class. Although I encourage participation in class, this is NOT an open invitation for having a conversation with your fellow students. Conversations in the classroom are distracting for other students.

Lane Community College core learning outcomes:

- Think critically
- Engage diverse values with civic and ethical awareness
- Create ideas and solutions
- Communicate effectively
- Apply learning

Related to the core learning outcomes, I will have you explain why learning about psychology is important, provide opportunities to demonstrate your metacognitive skill, organize information and approach problems systematically.

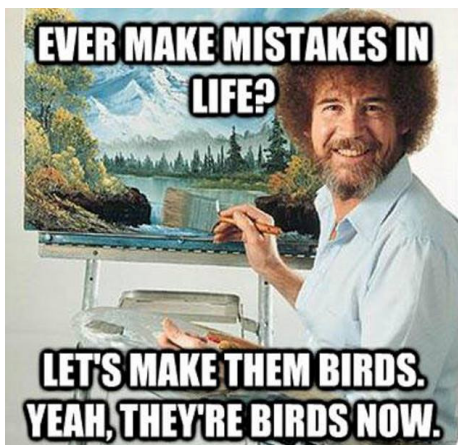
Web sites:

- **My web site:** <http://media.lanecc.edu/users/kime> You can find short chapter outlines, chapter objectives and, copies of my overheads, point distributions (based on exam scores as your ID), and links to other psychology related resources. You should get copies of the overheads to help you listen, think, and take your own notes during class instead of copying from the overheads. This is a supplement for the course, not a substitute for attending class or reading the textbook. Handouts from class are the documents of record since there may be problems or delays with transferring information from my files to the web site.

Basic student code of conduct:

- Work hard
- Be responsible
- Be respectful to others
- Seek help when struggling
- Be honest. Don't lie, cheat or steal

Wisdom for life:



Grades

Grades:

Chapter Exams (4 x 100 pts.)	400 points
Final Exam (100 pts.)	100 points
Non-Exam points (75 pts.)	75 points

A = 500 - 575 pts.
B = 450 - 499 pts.
* C = 400 - 449 pts.
D = 350 - 399 pts.

Grades are not based on a curve. Keep a record of your points. If your records do not match mine, let me know. Please see me during office hours for help to address your questions or concerns. Pluses and minuses are given at my discretion for exceptional work.

* If you have the pass/no pass grading option, you need to earn a "C" to pass and a "D" is no pass. This is a college-wide policy.

Chapter exams (100 points each):

Exams are usually 30 multiple choice/matching questions (3 points each) and 2 of 4 short answer questions (5 points each) for a total of 100 points (exams that are not 100 points will be scaled to 100 points) to be taken in 50 minutes. Exams may contain multiple-choice, matching or short answer questions that can be based on the readings, class demonstrations, discussions and examples from class, or questions from a previous chapter from the course!

- There will be an opportunity to earn bonus points on the chapter exams for those who take the exam at the scheduled time. These bonus points are optional and are questions from previous chapters. You will need to correctly answer at least 3 of the 12 questions to earn points and these questions can be used as practice for the final exam and an indicator of how well you are retaining information for the final exam.

Comprehensive final exam (100 points):

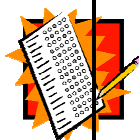
The final exam will be a comprehensive multiple-choice exam based on the textbook of 50 questions worth 2 points each.

- Students who take the comprehensive final exam at the scheduled time, a sheet of notes (8 1/2" x 11", front and back) will be allowed. You cannot use notes if you are taking a makeup final.
- The final exam score may replace a single missed exam with a score of zero (see Missed exam and late work policy), thus making the final exam worth 200 points.
- Students who have an average greater than or equal to 80% on the first four chapter exams may substitute the final exam score with the average score of all four chapter exams, thus avoiding the final exam. If you have this option, I will use the average of all four chapter exams OR the final exam—whichever is greater. I will automatically do this for all who qualify.

Non-exam points: homework, in-class assignments, or alternative assignments:

There will be assignments given in class worth anywhere from 1 to 10 points each (depending on performance). These can be in the form of a quiz on the vocabulary, concept reviews from the textbook, in-class exercises, homework, group work, applications of the course material, etc. I will provide an opportunity to earn at least 50 non-exam points during the term (there is usually more). In addition to the in-class opportunities, you may do alternative assignments to accumulate more non-exam points. A brief description for some of these assignments is covered on the page 7. The last day to do alternative assignments for non-exam points is the last day of class in week 10,

December 6th at noon.



Missed Exams and Late Work

Attendance:

Attendance is one important element for being successful in any course, though it is not mandatory. If you are going to miss a class, you are responsible for information you missed. If homework is due, you are still responsible for turning it on time. You can have someone bring it in for you, turn it in early, or bring it to the main social science office. If you still can't do any of these to turn in your assignment, email it. If you email it, it must be 1) sent on time, 2) sent as an attachment, 3) printed out by you (not me) and turned in as soon as possible and marked "see email". Accepting work by email may or may not continue in the future. In addition, non-exam points may be assigned for activities done in class and missing class may make being successful on exams less likely.

Missed exam and late work policy:

- Exams: A zero will be recorded for a missed exam. A single zero can be replaced with the score from the comprehensive final exam (see Comprehensive final exam). Only students who take the exam at the scheduled time may earn bonus points on the exams and use note cards for the exams (if applicable).
- Homework: Homework is part of the "non-exam points" (along with alternative assignments) and altogether constitutes 75 out of 575 total points. There are many opportunities to make up non-exam points through "alternative assignments."
 - Homework is an individual exercise (unless it is explicitly a group exercise). You may work with others, but you will need to do your own work.
 - Homework is due at the beginning of the next class period unless specified. If you are absent from class, you are responsible for the class material and turning it on time.
 - Late work will be graded for feedback. Depending on how much late work and how late it is, points from late work may or may not count toward your final grade.
- Homework is NOT accepted after the last day of class (**December 6th**) of week 10 at **noon**.

Makeup exams:

You can take an alternative makeup exam if you meet one of two conditions.

1. If you notify me by email, voice mail message, or in writing (but not verbally) *in advance* that you cannot take the exam at the scheduled time OR
2. If you provide *documentation* of a health (sick) or legal reason (in court, arrested, ticketed) why you could not take the exam at the scheduled time after you missed the exam.

Makeup exams are to be taken in the Instructional Testing Center (CEN 311). The makeup exam must be taken within 14 calendar days of the original exam or else it will revert to a zero (in the summer session, this must be done by the end of the 4-week session). There are no makeup exams after the last day of class without prior approval. You cannot request a makeup exam if you have not completed a previous makeup exam.

Limitations of makeup exams:

- Only students who take the exam at the scheduled time may earn bonus points. There are no bonus points on makeup exams.
- If applicable, you cannot use notes for the makeup exams. Currently, only the final exam and summer session chapter exams are allowed notes on exams.
- You can request multiple makeup exams, but you can only have one uncompleted makeup exam at a time.

Being Successful !

General strategies for success:

- Distribute your reading over the week. Minimize reading all at one time or get behind in your reading.
- Learn the vocabulary for each chapter. There are virtual flashcards on the publisher's website and I have paper copies of flashcards on the website.
- Get copies of the overheads from the website.
- Attend, pay attention and participate in class.
- Take notes.
 - Rewrite and review your notes (look up SQ3R or the Cornell Method on Wikipedia), or visit Academic Learning Skills Department.
 - Review your notes daily, before class and at the end of each week.
- Visit your instructor during office hours if you have difficulties, have questions or don't understand the material or any other questions or need assistance with the course.
- Get a good night's rest. People who are deprived of sleep tend to have difficulties concentrating and remembering information.
- The average student needs to spend 2 hours outside of class for every hour in class. This means spending 8 hours a week outside of class preparing for a 4 credit class.

General strategies for preparing for exams:

- Generate a chapter outline and expand it and add more specific details: You should start reading the material as soon as possible and create a general outline of the chapter. As you read the chapter, slowly add detail to your general outline. You can also find an example of a general outline for each chapter on my website and a detailed outline on the publisher's website.
- Read the chapter objectives: Visit the publisher's website and download the learning objectives for each chapter. This can help focus your attention while reading the chapter. When reading the chapter, break the chapter into small sections for studying and distribute your reading to correspond with the topics on the tentative schedule. This will help you learn, organize and remember the concepts. When reading through the chapter, make sure you can determine the important points of each section. If you have questions about this process, come and see me during office hours and we can explore strategies for learning the material.
- Visit the website for this course. I should have identified the number of multiple choice items per major heading for each chapter. This way you know which sections I will focus on.
- Use the on-line resources such as the chapter quizzes and electronic flashcards that can be found on the publisher's website or linked from my website.
- When you finish the chapter it is recommended (not required) that you make a detailed outline of each section to summarize and organize the main ideas. As you read the text, include the images, critical thinking, sideboxes, etc. You ARE tested on them.

DO NOT:

- rely on merely repeating the information over and over to yourself. Elaborate on the information, connect the information with what you already know and organize the information.
- rely on memorizing facts and answers to specific questions. Understand and interrelate the psychological concepts.
- text, blackberry, surf the internet, or have conversations unrelated to class, etc. while in class.
- cram for your exams.

Those who don't pay attention in class, don't read the material, don't attend, don't ask questions, don't study, don't participate, get behind which leads to not paying attention, not reading the material, not attending, not asking questions, not studying and not participating and get even further behind. At the end of the term these people tend to spiral out of control and lead to poorer grades, higher levels of stress, and avoidance of your responsibilities.



Warning
Sudden drop



Resources

Academic Learning Skills Department (Building 11)

The Academic Learning Skills Department provides instruction at both the developmental and transfer levels to prepare students for success in lower division and career/technical courses and in work, family and community settings. The Department uses assessment and placement information to offer sequenced credit courses in reading, writing, English as a second language, math, study skills, and computer literacy. Phone: (541) 463-5439. <http://www.lanecc.edu/als>. Tutoring is available for various classes.

Early Outreach and Referral Program

At Lane Community College, we want every student to be successful. The Early Outreach and Referral (EOR) Program is a campus-wide effort to support students early in the term when they first begin experiencing difficulty in a class. If I feel you are having difficulty in this class (ex. missing classes, missing assignments, and/or receiving low test or assignment scores), I may refer you to an Early Outreach Specialist. Once referred, an Early Outreach Specialist will follow up with you by phone or email to find out how to best support you by connecting you with necessary resources and helping you develop and implement a Success Plan, which may include individual tutoring or other additional services. To help you stay on track and accomplish your goals, your participation in EOR is vital.

Counseling and Advising Center

Academic advising counselors and advisors are available to help you plan your educational program and select classes to meet your goals. Advising services are available on a drop-in basis at the main campus in Building 1, Room 103. For academic advising at the Downtown Center in Eugene, or at the Florence or Cottage Grove Centers, call for availability. For more information, call (541) 463-3200. <http://www.lanecc.edu/counseling/contact-us>

Center for Accessible Resources (building 19, room 265):

To request assistance or accommodations related to disability, contact the Center for Accessible Resources at (541) 463-5150 (voice), 711 (TTY), AccessibleResources@lanecc.edu (email), or stop by building 19, Room 265. Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.

Gender Equity Center (Student Services Building 1, room 202)

- A welcoming place to study and socialize with other students
- A free phone for local calls
- Free use of our computers, with staff assistance available
- Peer support from GEC Ambassadors
- Referrals, and information

Find assistance for academic concerns and personal concerns. Phone: (541) 463-5353. <https://www.lanecc.edu/gec/womens-center>



Brief descriptions of Some Optional Assignments for non-exam Points

On-line practice review quizzing through Launch Pad (optional, but highly recommended)

If you purchase the book new, you have access to Launch Pad. If not, you can purchase it separately, though, you can sign up for a trial period). Visit the publisher's website (<https://www.macmillanhighered.com/launchpad/hockenbury8e/12090561>). Click to the getting started box. Complete the quiz with at least 70% correct for the chapters two class session(s) before the exam by 11:59 pm. These are worth 5 points per chapter.

Identification of examples or applications (optional):

Each chapter will have several key concepts/terms listed at the end of the chapter. From these concepts, briefly describe one situation involving this concept, an explanation of why this situation is an example of this concept, and describe how this concept can affect behavior or beliefs or the potential impacts of not recognizing this psychological concept. See [alternative assignment descriptions](#) on my website for more information. These are worth up to 2 points each with a maximum of fifty points. You cannot use any examples that come from class, your textbook or another psychology course.

Videos (not video clips) (optional)

There are *Discovering Psychology* videos that correspond to some of the concepts in this course that you may watch (watch videos that only relate to this course). Summarize and describe the main points (be specific) of the video. The summary should be at least a page long. This is not a substitute for the reading the textbook or attending class. These videos will roughly correspond to the material covered by our textbook. Most videos will be about 30 minutes. Some videos will be up to 1 hour. You can receive up to 5 points each toward my course for each video. See the list on my website for possible titles.

News article reviews (optional)

Read a news article from a newspaper, news magazine, or internet news web site with a professional editorial process. Briefly summarize the article and relate it to one of the psychological concepts covered in this course. See [alternative assignment descriptions](#) on my website for more information and specific requirements. These are worth up to 6 points each with a maximum of fifty points.

Radio stories from NPR on the web (optional)

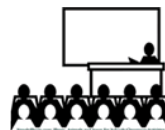
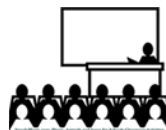
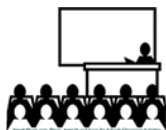
On my web site, I list a variety of stories from National Public Radio's web site. For each story, listen to them, summarize the main points of the story, and explain what psychological concept(s) are important to know and understand the story. Often, the psychological concept needs to be discovered and explained. This is worth up to 2 points each.

Chapter objectives (optional)

Answer the chapter objectives with as much detail as possible. It should be turned in two class days before the exam to receive feedback for the exam. You can still turn it in later for points—it is just more difficult to give you feedback before the exam. The purpose is to encourage you to read and organize the material of the chapter before the exam. This is worth up to 5 points per chapter.



Tentative schedule



Week of...	General Lecture Topic(s)	Associated reading
Mon., Sept. 30	<ul style="list-style-type: none"> Introduction to Psychology 201; Is psychology all common sense The organization of the course 	Read the syllabus pp. 1-9
Weds., Oct. 2	<ul style="list-style-type: none"> Perspectives of Psychology 	pp. 9-14
Fri., Oct. 4	<ul style="list-style-type: none"> Examples of beliefs affect perception. Problems with casually testing a belief. 	
Mon., Oct. 7	<ul style="list-style-type: none"> Scientific attitudes: Hypothesis, Operational Definitions, Empirical Evidence 	pp. 15-19
Weds., Oct. 9	<ul style="list-style-type: none"> Surveys Correlation coefficient, limits of correlations 	pp. 19-25
Fri., Oct. 11	<ul style="list-style-type: none"> <i>Chapter 1 on-line quizzing due</i> Experimental Methods 	pp. 25-30
Mon., Oct. 14	<ul style="list-style-type: none"> <i>Why is Learning about The Introduction and Research Methods important?</i> 	pp. 30-37
Weds., Oct. 16	Exam: Introduction and Research Methods (Chapter 1)	
Fri., Oct. 18	<ul style="list-style-type: none"> The basics of brain communication: The neuron, communication between neurons, neurotransmitters. The effect of drugs on neurotransmitters 	pp. 38-55
Mon., Oct. 21	<ul style="list-style-type: none"> Structures of the brain 	pp. 55-73
Weds., Oct. 23	<ul style="list-style-type: none"> Cutting the Corpus Callosum 	
Fri., Oct. 25	<ul style="list-style-type: none"> <i>Chapter 2 on-line quizzing due</i> VIDEO: The Brain: Our Universe Within—Matter of Mind with David Suzuki 	
Mon., Oct. 28	<ul style="list-style-type: none"> Environment and Heredity and brain development <i>Homework: Why is Learning about Neuroscience and Behavior Important?</i> 	pp. 73-77
Weds., Oct. 30	Exam: Neuroscience and Behavior (Chapter 2)	
Fri., Nov. 1	<ul style="list-style-type: none"> Sensory adaptation, Theories of color perception: How do psychologists explain color deficiency? How do psychologists explain afterimages? 	pp. 78-92
Mon., Nov. 4	<ul style="list-style-type: none"> Gestalt grouping rules, Monocular cues of depth perception Multi-tasking and attention 	pp. 92-121 pp. 122-127
Weds., Nov. 6	<ul style="list-style-type: none"> Consciousness and its variations: Sleep; what are the effects of sleep deprivation on thinking and behavior? 	pp. 127-142
Fri., Nov. 8	<ul style="list-style-type: none"> What effects can hypnosis produce? What effects can hypnosis not produce? 	pp. 142-144
Mon., Nov. 11	NO SCHOOL—VETERAN'S DAY	
Weds., Nov. 13	<ul style="list-style-type: none"> <i>Chapter 3 and Chapter 4 on-line quizzing due</i> What are the effects of drugs on neurotransmitters? Drug compensatory responses 	pp. 145-147 pp. 147-161
Fri., Nov. 15	<ul style="list-style-type: none"> Why is Learning about Sensation and Perception or Consciousness and Its Variations important? 	
Mon., Nov. 18	Exam: Sensation and Perception (Chapter 3) and Consciousness and Its Variations (Chapter 4)	
Weds., Nov. 20	<ul style="list-style-type: none"> Chapter 9: Teratogens: The influence of the environment on development 	pp. 322-331
Fri., Nov. 22	<ul style="list-style-type: none"> Attachment 	pp. 331-336
Mon., Nov. 25	<ul style="list-style-type: none"> Parenting styles 	pp. 365-366
Weds., Nov. 27	<ul style="list-style-type: none"> Cognitive development (Piaget) 	pp. 337-343
Fri., Nov. 29	NO SCHOOL—THANKSGIVING	
Mon., Dec. 2	<ul style="list-style-type: none"> <i>Chapter 9 on-line quizzing due</i> Social and Personality Development (Erikson) 	pp. 343-365
Weds., Dec. 4	<ul style="list-style-type: none"> <i>Why is Learning about Lifespan Development Important?</i> 	pp. 367-369
Fri., Dec. 6	Exam: Lifespan Development (Chapter 9)	
Mon., Dec. 9	10:00 am, FINAL EXAM*	

*Students who have an average of 80 – 100+% on the first four exams may choose to substitute the score for the final exam with the average of all of their exams.