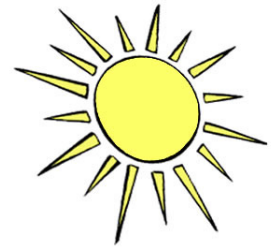


LANE COMMUNITY COLLEGE
Department of Social Science

General Psychology 201
Summer 2013
4 credits



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web site: <http://media.lanecc.edu/users/kime>

CRN 11219: MTuWTh: 8:00 -10:20, CEN 425

CRN 11220: MTuWTh: 10:30 -12:50, CEN 425

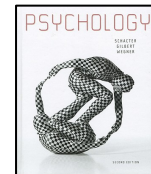
Basic Course Information

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 8 hours per week reading, preparing and studying for this course.

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

- Schacter, Gilbert and Wegner (2011). Psychology, 2nd edition.



Course contents:

- This introductory course covers Psychology: The Evolution of a Science (Chapter 1), Methods in Psychology (Chapter 2), Neuroscience and Behavior (Chapter 3), Sensation and Perception (Chapter 4), Consciousness (Chapter 5) and Development (Chapter 11).

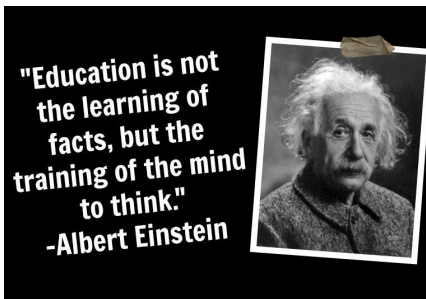
General psychology will cover some of the biological, psychological, environmental and individual factors that influence human thinking, beliefs and behavior. This is a general psychology class for a general audience. You need to apply the course concepts to your particular situation AND situations you 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. The nature of psychological inquiry can be challenging because it can change the sense of who you are and your view of life events.

Topical psychology courses offered at Lane Community College:

- Abnormal Psychology
- Human Sexuality
- Learning and Memory
- Lifespan Development
- Multi-Cultural Psychology
- Personality
- Social Psychology



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.

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.

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.
- **Publisher’s web site:** <http://bcs.worthpublishers.com/schacter2e/> On the publisher’s web site, you can find chapter objectives, chapter outlines, quizzes, electronic flashcards and other resources to help you learn psychology. If you use this website, under your student profile, enter my email as your instructor.

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.

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

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! **ONLY** for the **summer session** is a 3" x 5" note card allowed for each chapter exam.

- 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.

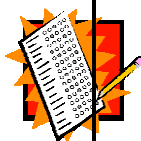
Comprehensive final exam (100 points):

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 ½" 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 three 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 6. The last day to do alternative assignments for non-exam points is the last day of class, **July 18th at 12:00 noon.**



Missed Exams and Late Work

Attendance:

Attendance is one important element for being successful in any course. 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.

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 an individual exercise (unless it is explicitly a group exercise). You may work with others, but you will need to do your own work. Unless otherwise stated, *homework assignments are due at the beginning of the next class meeting*. 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 at 5:00 pm.

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 Social Science Testing Lab (CEN 456). The makeup exam must be taken within 14 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. If you have not completed a makeup and requested a second makeup exam, the first makeup exam that is NOT completed will revert to a zero.

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.

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 6 hours a week outside of class preparing for a 3 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, THE REAL WORLD, HOT SCIENCE, etc. sections. 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 (Center building, second floor)

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://www2.lanecc.edu/als>. Tutoring is available for various classes.

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/contactus.html>

Disability Services (building 1, room 218):

To request assistance or accommodations related to disability, contact Disability Resources at (541) 463-5150 (voice), or (541) 463-3079 (TTY), disabilityresources@lanecc.edu (email), or stop by building 1, Room 218. 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.

Women's Center (Student Services Building 1, room 202)

- Resources, referrals, and information
- A place to study and socialize with other students
- Coffee, tea, and a free phone for local calls
- Lending library, brochures, handouts
- Bulletin boards with community and campus events and services
- Peer support from other students
- Individual appointments with trained advisors
- Free use of our computers with staff assistance available

Find assistance for academic concerns and personal concerns. Phone: (541) 463-5353.

<http://www.lanecc.edu/wp/women.htm>

Brief descriptions of Some Optional Assignments for non-exam Points

On-line quizzes (optional):

Visit the publisher's website at <http://bcs.worthpublishers.com/schacter2e/>. Complete both of the multiple choice quizzes for the chapters covered in this course, print them out entirely and turn them in (there are usually 2 quizzes of 15 items each). Points are based on completed quizzes turned in at the beginning of class. Points are NOT based on performance.

- Turn in both quizzes 1 class session before the exam for 3 non-exam points (each one is worth 1½ points).
- Turn in both quizzes 0 class sessions before the exam or later for 1 non-exam point (each one is worth ½ a point).

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.

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 some [Discovering Psychology](#) videos that correspond to some of the concepts in this course that you may watch (<http://media.lanec.edu/users/kime/videoguideindex.html>), and answer some questions (see handouts on my website) or summarize it and describe the main points (be specific). The summary should be about 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 will be up to 1 hour. You can receive up to 5 extra points toward my course. See the list on my website for possible titles.

Radio stories from NPR on the web (optional):

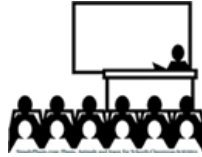
On my web site, I list a variety of stories from National Public Radio's web site. You will need Real Audio player to listen to them. For each story, listen to them, summarize the main points of the story, and explain what psychological concept(s) are important to know and understand the story. Often,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

Concept maps or answer the chapter objectives (optional):

You should develop a broad overview of the chapter with a concept map or outline (outlines, receive no credit) before reading the chapter. A concept map is a tool to help you visually organize the contents of the chapter. It is easier to do concept maps on the computer. Visit <http://vue.tufts.edu/>, download the program and play with it to construct a concept map. A concept map must contain approximately 90% of the key terms listed at the back of the chapter with specific details to help you organize and summarize the chapter. 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., June 24	<ul style="list-style-type: none"> Introduction to Psychology 201; Is psychology all common sense? 	Read the syllabus, Chapter 1 p. 39-48
	<ul style="list-style-type: none"> Chapter 2: Scientific attitudes: Hypothesis, Operational Definitions, Empirical Evidence 	p. 48-52
Tues., June 25	<ul style="list-style-type: none"> Examples of beliefs affect perception. Problems with casually testing a belief. How does science reduce these problems? 	p. 52-64
	<ul style="list-style-type: none"> Experimental Methods 	p. 64-73
Weds., June 26	<ul style="list-style-type: none"> Correlation coefficient, limits of correlations <i>Why is Learning about The Evolution of Science or the Methods of Psychology Important?</i> 	
Thurs., June 27	Exam: Psychology: The Evolution of a Science (Chapter 1) and The Methods of Psychology (Chapter 2)	
	<ul style="list-style-type: none"> Chapter 3: The basics of brain communication: The neuron, communication between neurons, neurotransmitters, the effect of drugs on neurotransmitters 	p. 77-91 p. 91-95
Mon., July 1	<ul style="list-style-type: none"> Structures of the brain VIDEO: The Brain: Our Universe Within—Matter of Mind with David Suzuki 	p. 95-104 p. 104-110
Tues., July 2	<ul style="list-style-type: none"> What does the video tell us about the brain and behavior? <i>Why is Learning about Neuroscience and Behavior Important?</i> 	p. 110-120
Weds., July 3	Exam: Neuroscience and Behavior (Chapter 3)	
	<ul style="list-style-type: none"> Chapter 4: Sensory adaptation, Theories of color perception: How do you explain color deficiency? How do you explain afterimages? 	p. 126-133 p. 134-144
Thurs., July 4	INDEPENDENCE DAY—NO SCHOOL	
Mon., July 8	<ul style="list-style-type: none"> Gestalt grouping rules, Monocular cues of depth perception Signal detection theory, Perception of Sound 	p. 144-156 p. 157-161 p. 162-171
Tues., July 9	<ul style="list-style-type: none"> Chapter 5: Consciousness and its variations: Sleep; What are the effects of sleep deprivation on thinking and behavior What are the effects of drugs on neurotransmitters? Drug compensatory responses. The effects of alcohol on the body. 	p. 176-190 p. 190-200 p. 200-209
Weds., July 10	<ul style="list-style-type: none"> Multi-tasking and Attention What are myths about hypnosis? What effects can hypnosis produce? What effects can hypnosis not produce? <i>Why is Learning about Sensation and Perception or Consciousness?</i> 	p. 209-214
Thurs., July 11	Exam: Sensation and Perception (Chapter 4) and Consciousness (Chapter 5)	
	<ul style="list-style-type: none"> Chapter 11: Teratogens: The influence of the environment on development 	p. 423-427
Mon., July 15	<ul style="list-style-type: none"> Cognitive development (Piaget) Attachment and parenting styles 	p. 427-438 p. 438-447
Tues., July 16	<ul style="list-style-type: none"> Social and Personality Development (Erikson) <i>Why is Learning about The Lifespan Development Important?</i> 	p. 448-456 p. 456-463
Weds., July 17	Exam: Development (Chapter 11)	
Thurs., July 18	FINAL EXAM	

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