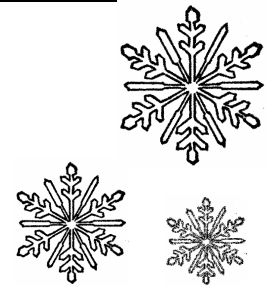


General Psychology 202

Lane Community College
Department of Social Science
Winter 2020



Instructor: Eric Kim

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CRN 31615: MWF: 10:00 - 11:20, CEN/402



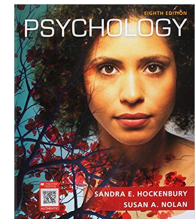
Basic Course Information

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 Learning (Chapter 5), Memory (Chapter 6), Thinking, Language and Intelligence (Chapter 7), and Motivation and Emotion (Chapter 8).

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?:

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. 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. Learning how we think and behave is challenging and uncomfortable because we can realize that our behavior is involved with these social problems. It can change the sense of who you are and your view of life events.

Psychology might not help you help design the next computer, medicine, or rocket, but it can help us understand and promote the factors that help people flourish and encourage the best of humanity while reducing the factors that make people stagnate and discourage the worst of humanity. Psychology can provide guidance on helping us use technology for positive choices, rather than negative choices. This means thinking critically and evaluating incoming information. Doing this is hard, which is why having others do it for you is easy.

Finally, a good understanding of how we think and behave can be helpful by improving your relationships with others. Since most careers involve working with people, this knowledge will be helpful with not only your personal relationships, but your professional career.

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.

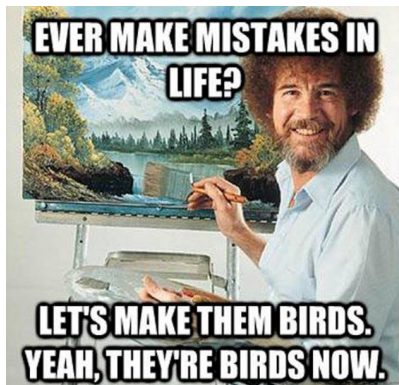
Web sites:

- **My web site:** <http://media.lanecc.edu/users/kime> You can find short chapter outlines, chapter objectives and, copies of my class notes, point distributions (based on exam scores as your ID), and links to other psychology related resources. You should get copies of the class notes to help you listen, think, and take your own notes during class instead of writing my notes during class. This is a supplement for the course, not a substitute for attending class or reading the textbook.

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.

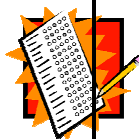
Comprehensive final exam (100 points):

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 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, **March 13th at noon.**



Missed Exams and Late Work

Attendance:

Although attendance is not mandatory, 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. 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 (not as a link to a google drive or google doc), 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 (**March 13th**) 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. If approved, they must be completed by the end of the term. 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.

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 through the Titan Store, you should have access to Launch Pad. If not, you can purchase it separately or you can sign up for a trial period). Visit the publisher's website (<http://www.macmillanhighered.com/launchpad/hockenbury8e/12612640>). Click to the getting started box. Complete the chapter quiz with at least 70% correct 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):

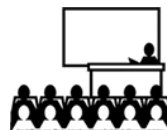
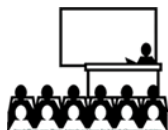
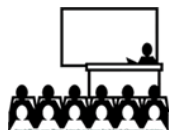
On my web site, I list a variety of stories from National Public Radio's web site. For each story, listen to them, summarize the main points of the story, and explain what psychological concept(s) are important to know and understand the story. Often, the psychological concept needs to be discovered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

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., Jan. 6	<ul style="list-style-type: none"> Introduction to General Psychology 202 A brief introduction to the psychology of learning. 	
Weds., Jan. 8	<ul style="list-style-type: none"> Classical Conditioning: Pavlov and the dogs and other examples of classical conditioning. Group work: What are examples of classical conditioning in “real-life”? 	pp. 169-172 pp. 173-176
Fri., Jan. 10	<ul style="list-style-type: none"> Operant Conditioning: reinforcements and punishments Classical conditioning versus operant conditioning. 	pp. 177-183
Mon., Jan. 13	<ul style="list-style-type: none"> Operant Conditioning—Schedules of reinforcements 	pp. 184-189
Weds., Jan. 15	<ul style="list-style-type: none"> <i>Chapter 5 on-line Quizzing through Launch Pad due</i> Operant Conditioning—Learned helplessness Observational Learning. 	pp. 190-195 pp. 196-201
Fri., Jan. 17	<ul style="list-style-type: none"> <i>Why is Learning about The Psychology of Learning Important?</i> 	pp. 201-202 pp. 203-205
Mon., Jan. 20	NO SCHOOL—PRESIDENTS’ DAY	
Weds., Jan. 22	Exam: Learning (Chapter 5)	
Fri., Jan. 24	<ul style="list-style-type: none"> Model of memory (sensory, short-term, and long-term memory) Encoding, storage, retrieval 	pp. 206-215
Mon., Jan. 27	<ul style="list-style-type: none"> Types of long-term memories Organization of long-term memory 	pp. 215-218
Weds., Jan. 29	<ul style="list-style-type: none"> Retrieval, encoding specificity principle 	pp. 218-222
Fri., Jan. 31	<ul style="list-style-type: none"> Forgetting 	pp. 223-228
Mon., Feb. 3	<ul style="list-style-type: none"> <i>Chapter 6 on-line Quizzing through Launch Pad due</i> Imperfect Memories 	pp. 228-235
Weds., Feb. 5	<ul style="list-style-type: none"> <i>Why is Learning about Attention and Memory Important?</i> 	pp. 235-249
Fri., Feb. 7	Exam: Memory (Chapter 6)	
Mon., Feb. 10	<ul style="list-style-type: none"> Thinking: Mental Images and Concepts Problem Solving and obstacles to problem solving 	pp. 250-256 pp. 256-259
Weds., Feb. 12	<ul style="list-style-type: none"> Decision Making (heuristics and bias in thinking) 	pp. 260-262
Fri., Feb. 14	<ul style="list-style-type: none"> Decision Making (heuristics and bias in thinking) 	pp. 263-271
Mon., Feb. 17	NO SCHOOL—PRESIDENTS’ DAY	
Weds., Feb. 19	<ul style="list-style-type: none"> Measuring Intelligence and the Nature of Intelligence 	pp. 271-279
Fri., Feb. 21	<ul style="list-style-type: none"> <i>Chapter 7 on-line Quizzing through Launch Pad due</i> The role of genetics and environment in determining intelligence Stereotype threat 	pp. 279-285
Mon., Feb. 24	<ul style="list-style-type: none"> <i>Why is Learning about Thinking and Intelligence important?</i> 	pp. 285-289
Weds., Feb. 26	Exam: Thinking, Language and Intelligence (Chapter 7)	
Fri., Feb. 28	<ul style="list-style-type: none"> Motivation (instinct, drives, incentives, arousal, humanistic) 	pp. 291-295
Mon., Mar. 2	<ul style="list-style-type: none"> Motivations to Eat 	pp. 295-299
Weds., Mar. 4	<ul style="list-style-type: none"> Achievement motivation, delay of gratification Emotions, role of the amygdale, basic emotions 	pp. 299-303 pp. 304-313
Fri., Mar. 6	<ul style="list-style-type: none"> Theories of emotions: Facial Feedback, Two-Factor Theory 	pp. 313-317
Mon., Mar. 9	<ul style="list-style-type: none"> <i>Chapter 8 on-line Quizzing through Launch Pad due</i> Emotion and Decision Making 	
Weds., Mar. 11	<ul style="list-style-type: none"> <i>Why is Learning about Emotion and Motivation?</i> 	pp. 317-321
Fri., Mar. 13	Exam: Motivation and Emotion (Chapter 8)	
Mon., Mar. 16	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.