

**Syllabus: General Psychology (PSY 202)**  
**Fall Term 2021 CRN 22295**  
**[Virtual Hybrid](#)**

**Welcome to General Psychology!**

Here we'll discuss the social and personality aspects of psychology, including intelligence, motivation and emotion, health and stress, evidence-based methods for reducing stress and strengthening wellbeing, personality development, classification and treatment of psychological disorders, and the social context of human behavior and attitudes.

**Instructor**

Laura Jones, Ph.D.

**E-Mail**

[jonesl@linnbenton.edu](mailto:jonesl@linnbenton.edu) (use email/Zoom office hours to communicate with me)

**Important Note**

I teach several courses. When you email me, identify your full name, course you are attending and course time. Due to time restraints, I cannot not respond to emails that do not include this information.

**Office Hours**

Mondays and Wednesdays from noon-12:50 via Zoom ([click here to learn how to use Zoom](#))

**Course Access**

Moodle. *All LBCC students have a Moodle account. Access with Single Sign-On ID and password. [How to get started with Moodle.](#)* LBCC will enroll you in the Moodle site for this course during the 1st week of classes. You will access the syllabus, your grades, Knowledge Checks, and the assessment and assignment activities on Moodle. It is an expectation for this course that you will use Moodle independently and seek help from the [eLearning center](#) if you have questions related to using Moodle. For information on how to use Moodle, check out this site. Alternatively, you can [visit the Student Helpdesk](#). Do not email coursework.

## **Where do we meet?**

This class is a [\*virtual hybrid\*](#), meaning that you view and interact with the prerecorded slide presentation before our class meets on Zoom Wednesdays from 10-11:50 (class might be shorter depending on the material on a given week). In our weekly meeting, we discuss key concepts, work in small groups, prepare for exams and answer your questions. This is an open classroom time and an opportunity to interact with me and other students. It is very important that you view your prerecorded slide presentation *before* we meet - the activities we engage in depend on you having done so. And your classmates are depending on you. If you cannot attend the class meeting, I will record the class for you and make it available by the following day.

## **How Does this Online Class Work?**

Online courses take the place of three hours of lectures and outside class assignments required in a traditional face-to-face class. You should expect to devote about **10 hours per week on the online interactions and other class assignments**. Set aside specific time each week to work on this class.

## **When are the assignment due dates?**

See course calendar in this syllabus (and linked on Moodle) for an outline of the course, including point earners and due dates.

## **Required Materials**

Myers & Dewall (2020). Psychology in Everyday Life, 5<sup>th</sup> Edition. New York, NY: Worth.

This text is available from our Moodle site as an e-text with an app called 'Read and Practice.' We will not be using the interactive activities from 'Read and Practice' but you do need to activate an account to access the e-text.

## **What will I learn? After successful completion of this course, you will be able to:**

- Describe major facts and theories from the domain of psychology.
- Recognize & articulate the interplay between social, psychological and biological forces.
- Apply relevant psychological phenomena to everyday relationships and situations.
- Combine and synthesize psychological concepts and theories to draw reasonable conclusions, develop intelligent skepticism, and critically analyze information.

## **How can I avoid being dropped?**

The following activities must be completed *by 9 am on September 30* or you will be automatically dropped from the class and I can't add you back.

- Enter the Moodle course shell and read this syllabus and watch the course overview (introduction to the course – available by 9 am on Monday, 9/27)
- Complete and respond to your assignment and assessment responses

### **Instructor Responsibilities**

This syllabus contains a course calendar outlining your tasks for the term. In addition, the current week's content and assignments will be posted on Moodle and each weekly section of Moodle has a checklist of activities for the current week. I will be available to support your learning when requested. I will hold you accountable by following through with course objectives and syllabus content. My aim is to facilitate a learning environment that encourages active, effective, and respectful activities and learning.

### **Your Responsibilities**

- Critically read/analyze assigned information.
- Use your LBCC email account to communicate with me.
- Effectively participate in class activities.

In an online course, the teacher is a **resource** in the learning process, while you, the student, takes a more active role in the process. If you are new to online learning, be aware that you will need to take the initiative to read all documents and materials thoroughly for your own understanding. Self-direction and self-discipline are critical. It is up to you to keep track of deadlines and complete and upload your assignments. The assignments, assessments and Knowledge Checks are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help. I will respond to your assignments with feedback. If you have carefully read course materials and still have a question, post your question to the **Question-and-Answer Forum** right away.

### **Grades**

Figured on straight percentage based on the total number of points possible. At any point you can figure your grade by dividing the course maximum points possible to date into the points you have earned to date.

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% or below

## **Late Work**

On-time assignments are an essential element of college success. Please talk with me if you are having difficulty meeting course deadlines and we can work on a solution so that you don't get behind. I may allow a late assignment if you communicate your need for an extension in advance of the deadline.

## **Incomplete Grades**

You may be eligible for an 'Incomplete' grade if you have finished 90% of the class work. If you have an 'Incomplete,' all coursework must be finished by the end of the next term. I can only award an 'A', 'B', 'C', 'D', or 'F' grade. You must contact me at least 1 week before the end of the term to receive an Incomplete.

## **Accessibility Resources aids students who have documented disabilities by:**

- Reviewing documentation to confirm eligibility
- Planning reasonable accommodations
- Coordinating services in the classroom
- Providing support i.e., assistive technology, and accommodations
- Success coaching and advocating

If you have a disability and feel that you will need accommodations as a student at Linn-Benton Community College, Accessibility Resources is here to support you: Contact Center for Accessibility Resources Voice: 541-917-4789 Email: [cfar@linnbenton.edu](mailto:cfar@linnbenton.edu)

## **Cheating/Plagiarism**

Using someone else's work as your own or using information without proper citation (this is plagiarism) can lead to your failing the activity, test, or class. References and in text citations are required whenever you use outside sources, including internet sources (unless otherwise indicated). Do not directly reproduce material from another source in your weekly assignment or assessment (even if you cite it!). Provide material written in your own words with your original ideas.

## **Important note**

I shut down Moodle and all associated activities for grading noon on Thursday, Week 11. **No course materials can be accepted after 5pm on Tuesday 12/7 under any circumstances.** Be sure to check your gradebook between 5 pm on Tuesday and noon on Thursday during finals week.

## Point Earners

**10 open book Knowledge Checks are taken on Moodle.** Knowledge Checks assess your understanding of the course material (see summary of course requirements for more information) and are cumulative.

***Class Assignments and Assessment Activities*** Your response is dependent on your text reading & slide presentation for the current week, so complete the assignment and assessment after these tasks. A major focus in this General Psychology class will be on the physical and psychological effects of stress, psychological disorders, and the treatment of psychological disorders. I want to give you the experience of evidence-based activities and assessments that scientists, therapists, and practitioners use in real life to help others cope effectively and to promote wellbeing. Each assignment & assessment is an example of an activity used in the field from a particular perspective for you to try out. To give you access to peer interaction & shared encouragement and support, I divide the class into small groups. You will be with your group all term.

***Grading your Weekly Assignment and Weekly Assessment activities:*** You are graded on whether or not you responded, your reply to a classmate and 'quality,' In order to receive full credit, your assignment and assessment posts must explicitly reflect an integration of the concepts and processes covered in the weekly text readings and weekly recorded slide presentation. *This is your opportunity to demonstrate understanding of what you are learning, and you are graded accordingly.* You earn 5 points for your reply to a groupmate. You earn 5 points for your response. Earn up to 5 additional quality points depending on the quality of the informational support you provide. One important part of this grade is *originality*. Be sure the ideas you post are your own. Plagiarism includes copying other's ideas, so be careful not to paraphrase what others have written in the forum. If this happens, you will receive a '0' for a grade that week. References and citations are not required unless you include an outside source.

***Research paper summary and critique.*** All students will read and summarize the same peer-reviewed journal article. Your paper will consist of two parts: a summary of the research described in the article and an evaluation of the study. The entire paper should be about four double-spaced pages (12-point font). Include a cover page with your full name, class and class section and a title for your paper. **Use APA style to include appropriate citations and references when needed.**

<b>Summary of Course Requirements</b>				
Requirement	Summary of grading criteria	Max points per unit	Units	<b>Total</b>
<b>Assessment small group forum</b>	This is your opportunity to demonstrate understanding of what you are learning, and you are graded accordingly. Beginning Week 3, You earn 5 points for your reply to a groupmate. You earn 5 points for your response. Earn up to 5 additional quality points depending on the quality of the informational support you provide.	10	10	100
<b>Assignment small group forum</b>	This is your opportunity to demonstrate understanding of what you are learning, and you are graded accordingly. You earn 5 points for your reply to a groupmate. You earn 5 points for your response. Earn up to 5 additional quality points depending on the quality of the informational support you provide.	10	10	100
<b>Weekly Knowledge Checks</b> over the text reading, embedded readings, readings associated with assignments/assessments and recorded Slide information. Items assess material from across the term (cumulative*)	Number of items varies. Item types include multiple choice (1 pt.), multiple choice with more than 1 option (2 pts.), matching (3 pts.) and True/False (1 pt.). Items reflect knowledge gained up to the current week with more emphasis on the current week.	25	10	250
<b>Research paper summary and critique.</b> Summarize and critique a peer reviewed research paper.	<a href="#">See assignment and grading rubric</a>	100	1	100
<b>Total Possible Points</b>		<b>550</b>		

\* A cumulative Knowledge Check is one that tests you on the material since the beginning of the term. The focus of this type of test is to ensure that you have understood and retained the information they have learned throughout the duration of the course.

## COURSE CALENDAR

Week	Topic	Due Thursday before 9 am	Due Monday before 9 am (Date listed below)
<b>1</b> <b>9/27</b>	Research & Critical Thinking (Chapter 1, pp. 12-25)	<b>Thursday, 9/30</b> Response to Weekly Assignment and Assessment	<b>10/4</b> Knowledge ✓ (Chapter 1, pp. 12-25 + Week 1 Presentation) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>2</b> <b>10/4</b>	Biology and Behavior (Chapter 2, pp. 31-53)  Intelligence (Chapter 8, pp. 229-243)	<b>Thursday, 10/7</b> Response to Weekly Assignment and Assessment	<b>10/11</b> Knowledge ✓ (Chapters 2, pp. 31-53 & 8, pp. 229-243 + Week 2 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>3</b> <b>10/11</b>	Social Psychology (Chapter 11) <i>Summarizing a research article Part 1</i>	<b>Thursday, 10/14</b> Response to Weekly Assignment and Assessment	<b>10/18</b> Knowledge ✓ (Ch 11 + Week 3 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>4</b> <b>10/18</b>	Personality and plasticity (Chapter 12) <i>Summarizing a research article Part 2</i>	<b>Thursday 10/21</b> Response to Weekly Assignment and Assessment	<b>10/25</b> Knowledge ✓ (Ch 12 + Week 4 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>5</b> <b>10/25</b>	Motivation and Emotion (Chapter 9 pp. 247-261) <i>Summarizing a research article Part 3</i>	<b>Thursday 10/28</b> Response to Weekly Assignment and Assessment	<b>11/1</b> Knowledge ✓ (Ch 9, pp. 247-261 + Week 5 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>6</b> <b>11/1</b>	Emotion, Stress & Cognition (Chapter 9, pp. 261-272) <i>Validity in research</i>	<b>Thursday 11/4</b> Response to Weekly Assignment and Assessment	<b>11/8</b> Knowledge ✓ (Chapter 9, pp. 261-272 & Week 6 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>7</b> <b>11/8</b>	Stress, Health & Flourishing (Chapter 10)	<b>Thursday 11/11</b> Response to Weekly Assignment and Assessment	<b>11/15</b> Knowledge ✓ (Ch 10 & Wk. 7 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>8</b> <b>11/15</b>	More Stress, Health & Flourishing  Intro to Psychological Disorders (Chapter 13, pp. 361-366)	<b>Thursday 11/18</b> Response to Weekly Assignment and Assessment	<b>11/22</b> Knowledge ✓ (Ch 13, pp. 361-366 + Week 8 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>9</b> <b>11/22</b>	Psychological Disorders (Chapter 13, pp. 366-397)	<b>Thursday 11/25</b> Response to Weekly Assignment and Assessment	<b>11/29</b> Knowledge ✓ (Ch 13, pp. 366-397 + Week 9 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate) <b>Paper due</b>
<b>10</b> <b>11/29</b>	Therapy (Chapter 14)	<b>Thursday 12/2</b> Response to Weekly Assignment and Assessment	<b>12/6</b> Knowledge ✓ (Ch 14 + Week 10 Presentation + cumulative knowledge gained) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>11</b>	<i>Option to retake or make up one missed Knowledge Check (you must note your preference before 9am on Friday 12/3 if you want this option. Please wait for my email with a link to the form). If you have taken all Knowledge Checks, this is a "free" week.</i>		