

**Syllabus: General Psychology (PSY 202)**  
**Fall Term 2020 CRN 22295**

**Instructor:** Laura Jones, Ph.D.

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**Important Note:** I teach many courses. When you email me, identify your full name, course you are attending and the course registration number (CRN). I will not respond to emails that do not include this information.

**Class meets: Online (via Moodle).** The class is meets via Zoom on Mondays and Wednesdays, 10 am to 11:50. Sessions will be recorded if you cannot join live.

**Office hours:** [Monday](#) and [Wednesday](#), noon to 12:50 (Zoom). Others by appointment.

**Course Description:** This course discusses the social and personality aspects of psychology, including intelligence, motivation and emotion, health and stress, personality development, classification and treatment of psychological disorders, and the social context of human behavior and attitudes.

**Required Materials:** Myers, D (2018). Psychology in Modules, 12th Edition. New York, NY: Worth. (Launchpad is NOT required - optional)

**How Does this Online Class Work?** Each week, you'll join the class live and view a slide presentation with audio, visual, video, and interactive group components. Simply engage in the class, complete the in-class activities, and complete your weekly "point earner" tasks.

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.

### **Course Learning Outcomes**

As a result of successfully completing this course, you should 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 to avoid getting dropped.** The following activities must be completed *by 9 am on October 2* or you will be dropped from the class:

- Enter the [Moodle](#) course shell and read your syllabus
- Complete your first two assignments on time (due 9 am on Thursday, October 1)

**Important Note:** All of your course work will be completed via Moodle. You must be able to upload assignments and take exams on Moodle. It is an expectation for this course that you will use Moodle independently and seek help from the [student helpdesk](#) or [eLearning center](#) if you have questions related to using Moodle.

**Instructor Responsibilities:** This syllabus contains a course calendar that outlines all of your tasks for the term. In addition, the current week's content and assignments will be posted on Moodle. 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, discussion, and learning.

### **Student Responsibilities**

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

**Grades** are 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

**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.

**Tools for Success in this Course:** 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, exams and weekly forums 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.

**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)

**Your coursework is submitted/conducted online via Moodle.** I do not accept course work by email. I do not accept late assignments. Please do not create an uncomfortable situation by asking. Your final grade in this class will be determined by your performance on the following course requirements (point earners).

**Cheating/Plagiarism:** Using someone else's work as your own or using information or ideas without proper citation (this is plagiarism) can lead to your failing the assignment, forum post, test or class. Bibliographies and in text citations are required whenever you use outside sources, including internet sources (unless otherwise indicated by me). Do not directly reproduce material from another source in your weekly forum or assignment (even if you cite it!). You must provide material written in your own words and that contain your original ideas.

**Preparedness:** Complete your assignments the deadlines as designated on Moodle and in your course calendar. As I stated above, I do not accept late assignments so prepare in advance.

**Important note:** I shut down Moodle and all associated activities for grading noon the day after Exam 3 closes. **Exam 3 and all course materials cannot be accepted after 5pm on Tuesday, 12/8 under any circumstances.** Be sure to check your exam score and your gradebook between 5 pm on Tuesday (12/8) and noon on Thursday (12/10).

## Point Earners

**Chapter Quizzes:** Weekly Text Quizzes on Moodle to assess your text comprehension. You are quizzed over the assigned each week (listed in Course Calendar).

**3 exams** to assess your understanding of the course material.

**Exam 1:** Weeks 1-3 lecture material, video, and text chapters. Open book. Taken on Moodle.

**Exam 2:** Weeks 4-6 lecture material, video, text, and material from the class up to Exam 2 (comprehensive). Open book. Taken on Moodle.

**Exam 3:** Week 7-10 and lecture material, video, text and material from the class up to Exam 3 (comprehensive). Open book. Taken on Moodle.

**Class Project:** Please see the [Project Description](#) to learn more.

**Class Assignments\* Be sure to look at your assignment on Mondays. Your response is due by 9 am on Thursday and some activities need to be done over a couple of days.** Your response is dependent on your text reading and slide presentation for the week, so complete the assessment activity 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, scientists and therapists, and practitioners do in real life to help others cope effectively and to promote wellbeing. Each assignment will be 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 and shared encouragement and support, I divide the class into small groups; you'll respond to assignments and reply to a classmate within your small group forum all term.

**Weekly Assessment Activity\* Be sure to look at your assignment on Mondays. Your response is due by 9 am on Thursday and some activities need to be done over a couple of days.** Your responses are dependent on your text reading and slide presentation for the week, so complete this activity after these tasks. Again, to help you get familiar with actual tools used in the field of psychology, you will engage in commonly used valid assessments. Post must integrate your perspective with credible information from the course (or credible outside resources) to support your perspective. You will also reply to a classmate within a small group forum.

### **More about using the Forum for your Weekly Assignment and Weekly**

**Assessment activities:** In order to receive full credit, your assignment and assessment posts must explicitly reflect an integration of the ideas covered in the weekly text readings and PowerPoint. As you are graded on 'quality' 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. **CONFIDENTIALITY:** You may choose to share personal anecdotes about people you know. Speak from your own perspective. Also, protect the confidentiality of others. Refer to them by first initial only (e.g. "T" rather than Thomas). You may also refer to "my sister", "my uncle", "my neighbor" or "my friend".

## Summary of Course Requirements

Requirement	Summary	Points Possible per unit	Units	Total
<b>Weekly Text Quizzes</b>	Online, open book quizzes <u>over the text only</u> . Lowest grade will be dropped at the end of the term.	10	10	100
<b>Weekly Assessment forum</b>	<p>Week 1 will be an introduction activity.</p> <p>Beginning Week 2, take real-world, valid assessments related to the topic each week and share your perspective/experience with your small group while also by <u>integrating evidence learned in the course to support your perspective and experience</u>.</p>	10	10	100
<b>Class Project</b>	<a href="#">See full description</a>	75	1	75
<b>Weekly Assignment forum</b>	<p>Week 1 will be a general activity, familiarizing you with evidence from psychology studies.</p> <p>Beginning Week 2, try out evidence-based activities used in the field to promote wellbeing. Share your experience/perspective with your small group while also by <u>integrating evidence learned in the course to support your perspective and experience</u>.</p>	10	10	100
<b>Exams</b> (all are comprehensive)	Exam 1	75	3 exams	250
	Exam 2	75		
	Exam 3:	100		
<b>Total Possible Points</b>				625

## COURSE CALENDAR

Week	Topic	Due each Thursday before 9 am (date listed below)	<i>Due each Monday before 9 am (date listed below)</i>
<b>1 9/28</b>	Introduction to the Brain Research (Modules 2 and 4-6)	<b>Thursday, 10/1</b> Response to Weekly Assignment and Assessment	<b>October 5</b> Moodle: Weekly Text Quiz (Modules 2 and 4-6) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>2 10/5</b>	More on Research Intelligence (Modules 28-31)	<b>Thursday, 10/8</b> Response to Weekly Assignment and Assessment	<b>October 12</b> Weekly Text Quiz (Moodle) (Modules 28-31) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>3 10/12</b>	What Drives Us (Modules 32-33 and 35)	<b>Thursday, 10/15</b> Response to Weekly Assignment and Assessment	<b>October 19</b> Weekly Text Quiz (Moodle) (Modules 32-33 and 35) <b>Exam 1: Cumulative Weeks 1-3</b> Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>4 10/19</b>	Social Psychology (Modules 41-44)	<b>Thursday 10/22</b> Response to Weekly Assignment and Assessment	<b>October 26</b> Weekly Text Quiz (Moodle) (Modules 41-44) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>5 10/26</b>	Personality (Modules 45-47)	<b>Thursday 10/29</b> Response to Weekly Assignment and Assessment	<b>November 2</b> Weekly Text Quiz (Moodle) (Modules 45-47) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>6 11/2</b>	Emotions (Modules 36-38)	<b>Thursday 11/5</b> Response to Weekly Assignment and Assessment	<b>November 9</b> Weekly Text Quiz (Moodle) (Modules 36-38) Weekly Assignment (reply to classmate) Discussion Forum
<b>7 11/9</b>	Emotions, Stress and Health (Modules 39-40)	<b>Thursday 11/12</b> Response to Weekly Assignment and Assessment	<b>November 16</b> Weekly Text Quiz (Moodle) (Modules 39-40) <b>Exam 2: Weeks 4-6 and cumulative</b> Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>8 11/16</b>	More Emotions, Stress & Health Psychological Disorders (Modules 48-49)	<b>Thursday 11/19</b> Response to Weekly Assignment and Assessment	<b>November 23</b> Weekly Text Quiz (Moodle) (Modules 48-49 ) <b>Class Project Due</b> Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>9 11/23</b>	Psychological Disorders (Modules 50-51)	<b>Thursday 11/26</b> Response to Weekly Assignment and Assessment	<b>November 30</b> Weekly Text Quiz (Moodle) (Modules 50-51 ) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>10 11/30</b>	Therapy (Modules 53-55)	<b>Thursday 12/3</b> Response to Weekly Assignment and Assessment	<b>December 7</b> Weekly Text Quiz (modules 53-55) Weekly Assignment (reply to classmate) Weekly Assessment (reply to classmate)
<b>11 12/7</b>	<b>Exam 3 is due by 5 pm on Tuesday, December 8</b>		