

Introduction to Psychology II – Mind & Society

Instructor Laura Lawn
Linn Benton Community College
Synchronous / Remote Hybrid W 2:30 – 4:20

Psychology 202

CRNs 30972
Winter 2022
Credits: 4

Course Description

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.

Course Prerequisites

Recommended: Placement at or above the ALS 115 Advanced College Reading and Learning Strategies and [WR 115](#) Introduction to College Writing levels are highly recommended for success in this course. Successful completion of [PSY 201](#) is recommended but not required for this course.

Statewide General Education (AAOT) Outcomes:

Upon successful completion of the Social Science course, students should be able to:

Apply analytical skills to social phenomena in order to understand human behavior.

Apply knowledge of experience to foster personal growth and better appreciate the diverse social world in which we live.

In addition, this course includes Cultural Literacy (DPR) content. Pursuant to that, students should be able to:

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Performance Based Learner Outcomes

Upon successful completion of this course, students should be able to:

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

Instructor Contact Information

Email: You may email me at: lawnl@linnbenton.edu.

-Please include your real name in the subject line; email addresses can be confusing, and I like to know to whom I am speaking.

-I try to respond to email every day, so if you haven't heard back from me, email again, please.

Office Hours: I hold office hours from 10:30am – 12:00pm Mondays & Wednesdays. While the course is online, my office time will be via Zoom, link on Moodle in the Welcome module.

Required Text, Resources, and Supplies

Required Text – *Psychology in Everyday Life* by Myers & DeWall – online e-book access through Achieve website – linked through Moodle.

Computer Access Requirements

This is a Web Based class, with a Moodle Online Home Page. Moodle will be used to view your course lectures, to turn in work, find study notes and useful websites, and check your grades. You will be reading your textbook and completing weekly quizzes via the Achieve course site. Microsoft Word, PowerPoint, and Adobe Acrobat Reader are all required to view the documents on the website.

You will need regular access to a reliable computer and the internet. Many of our documents will be in PDF format so you will need access to Adobe Acrobat Reader (free) that you can get here: <https://get.adobe.com/reader/>. You will need to submit documents in a DOC or RTF format for editability.

Also, you will want to have a back-up plan for your files and internet access. I will be as flexible as I can about spotty internet during this unique term. Be careful where you save files and always have a back-up, whether that is a flash drive or emailing documents to yourself.

Time Expectations

We will be supplementing our textbook and lectures with online instructional activities. There are online open book topic quizzes that you must complete. Class time will be spent answering questions brought up by the lectures and applying what you learn in lecture via small group discussion and problem-solving activities.

Chemeketa college guidelines state that students should expect to spend about 8-12 hours a week above and beyond instructional activities on homework or projects, reviewing the material, creating concept maps or otherwise engaging in the material presented.

This means we expect 4 hours each week for “classroom work” and you will also be responsible for 8-12 hours of “homework.”

Instructor Responsibilities

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, project, quizzes, and exams.

Tools for Success in this Course

In a web course, the instructor is a **resource** in the learning process, while you, the student, take 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, send me an email.

Center for Accessibility Resources

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

Assessing Learning and Grading

"[Science] is more than a school subject, or the periodic table, or the properties of waves. It is an approach to the world, a critical way to understand and explore and engage with the world, and then have the capacity to change that world..."

-President Barack Obama, March 23, 2015. US Department of Education webpage

How This Class is Structured

This is a Web Assisted class, with a Moodle Online Home Page and an Achieve course site with the textbook. All of your work will be done online. The college guidelines suggest that for every hour in class, students should expect 2-3 hours outside of class work. This equals *8-12 hours of homework* for our 4-unit course.

- (1) Read the Chapters / Articles posted online for each topic, *BEFORE* doing class discussion and activities. This will give you the information in an easy-to-reference format. Consider our book an important "jumping off point" but not the sole source of learning. (Recommend doing by Monday)
- (2) Listen to the Lectures for a summary of the main topics in the text. I will present material that is not in your book but will be included on weekly tasks and quizzes. (Recommend doing by Tuesday)
- (3) Organize your thoughts with notes to help you summarize the lectures and will help prepare you for our class discussion on the topic. (Recommend doing Monday and Tuesday as / after you read and watch)
- (4) Participate in the discussion board conversations. (Initial Post due by Wednesdays, Responses due by Fridays)
- (5) Take the chapter Quizzes & course Exams These test your basic understanding of the chapter. (Quizzes due by Saturday each week; Exams in weeks 6 and 11)

Assignments and Assessments

Achieve, Read, and Practice Website: Reading and chapter quizzes will be complete through the Achieve, Read, and Practice website (<https://achieve.macmillanlearning.com/courses/cj4fm6>). You will accumulate points through your reading and quizzes on this site. At the end of the term, your overall percentage through Achieve will be worth up to 100 points for your final grade. So, if you earn 72% of the potential points in Achieve, you will earn 72/100 points for this section of your final grade.

Discussion Board – Every week we will have Discussion Board activities. Participation is important to solidify the knowledge in your memory and give you practice with the concepts. You will be required to post a response to a prompt by Wednesday, 11:59pm of each week and respond to at least one (2) other students by Friday, 11:59pm. Discussion posts are worth 10 points each; 6 for the initial post and 2 for each peer response.

How to write a great post: In the online classroom, discussion forums are a critical way of interacting with each other. I have carefully constructed each prompt to allow you the opportunity to apply the information you've learned about psychological topics. The discussion boards will consist of one initial post thread created by each student, and two substantial comments on other students' posts. Other students' posts will become visible once your own initial post is submitted. Each initial post must consist of a minimum of 200 words. Your initial post should be written as an essay with attention to grammar, punctuation, and writing style. Use 3rd person in your writing. Be sure to answer all parts of the question. Responses to peers are to be at least 50 words. Your

responses must reflect some significant reflection and include more than a sentence such as “I agree with your thoughts on this” or “I like your post.”

Exams 1 & 2 – There will be a 50-point open-note test during week 6 (Exam 1) and another in Finals week (Exam 2).

Assignment Summary

Achieve reading and work	100 Points Possible
Discussion Board Posts & Responses (10 pts each x 10 posts)	100 Points Possible
Exam 1	50 Points Possible
Exam 2	50 Points Possible
Total	300 Points Possible
<i>Late Submissions will drop in grade by 10%. All late work must be turned in no later than 1 week after the due date.</i>	

Grades

A – 90-100%	270+ points
B – 80-89%	240 – 269 points
C – 70-79%	210 – 239 points
D – 60-69%	180 – 209 points
F – 0 – 59%	< 179 points

- I – I do not grant incompletes. In the case of emergency, students may take advantage of the college policies for dropping the class. In the event of an emergency at the end of the term, the instructor will assign a grade based on the assignments submitted and, instructor may, at their discretion, accept work beyond the end of the term.
- No Show / Drop – If a student does not attend class during the first week of the term, the instructor may drop the student from the class. Attendance is defined as logging in to the course website and completing an assignment or discussion post before the end of day on Friday of the first week.
- Students may drop the class on or before Monday, January 10.
- Students may drop the class on or before Sunday, February 20 without responsibility for a grade.

Assessment and Academic Integrity

Chemeketa places a high value on academic integrity. In this course, on the first infraction of academic misconduct, the instructor will give a 0 grade for the assignment and/or lower the student’s grade for the course by one letter grade. For the second infraction, the student will receive an F for the course.

How to Ensure the Grade you Want:

- Use the tools: computer, the textbook, college support services, library, instructor face time, classmates.
- Check in with class online every week.
- Think about what you are reading and doing. Why does this matter? What questions or reflections arise? How might it impact one’s working life?
- Spend 1-2 hours before class discussions reading the chapter and summarizing one’s thoughts. Spend about 1 hour after reflecting and refining any notes.
- Ask questions!
- Keep track of due dates.

- Be a group member that others want on their team.
- Share insights with your group or the class as a whole, in a way that invites discussion, reflection and debate.

A Quick Heads-up

As we go through topics, students are encouraged to share details of their past experiences in class. Sometimes, this may include elements that, while topical, are not things you might otherwise share broadly. While I do expect that other students would keep anything of this nature confidential outside of class, I cannot guarantee that your peers will choose to do so. Use your best judgment on self-disclosure.

Course Calendar / Weekly Learning Activities

Week 1 (January 3 – 9) Introductions and Syllabus; Research Review

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Week 2 (January 10 – 16) Ch. 8a: Thinking & Language

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Week 3 (January 17 – 23) Ch. 8b: Intelligence

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Week 4 (January 24 – 30) Ch. 9: Motivation; Emotion

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Week 5 (January 31 – February 6) Ch. 10: Stress & Health

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Week 6 (February 7 – 13)

- Exam 1** Due Sunday, 11:59pm
- Discussion Post due Sunday, 11:59pm
- Responses to other discussion posts due Sunday, 11:59pm

Week 7 (February 14 – 20) Ch. 11: Social Psychology

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Week 8 (February 21 – 27) Ch. 12: Personality

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Week 9 (February 28 – March 6) Ch. 13: Psychological Disorders & DSM-5 Disorders

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Week 10 (March 7 - 13) Ch. 14: Therapy

Read Text / Watch Video Lectures

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Achieve Activities due Saturday, 11:59pm

Finals Week (March 14 – 16) Review & Exam

- Exam 2** (covering second half of class) Due **Wednesday, March 16**, 11:59pm
- All late submissions due **Wednesday, March 16**, 11:59pm

*The instructor may revise the class calendar, modify content, and/or substitute assignments in response to institutional or class situations.