PSY 100 Survey of Psychology

3 Credits, CRN: 64020
Online

Instructor: Lisamarie Bensman, Ph.D.
Email: bensman@hawaii.edu
Office: Na‘auao 114
Office Hours: Drop-in (in-person hours, no appointment needed) MW 12.45 – 2 p.m.
Online (via Skype, G-chat, & email) T 2 – 3 p.m. & R 8 – 9.30 a.m.
I’m also available by appointment both in-person & online
Email is an excellent way to get a hold of me; email anytime

Effective Date: Fall 2018

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and
opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a
special commitment to support the access and educational needs of Native Hawaiians, we
provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career, and lifelong learning in a
supportive and challenging environment — inspiring students to excellence.

OUR COURSE
When you hear the word psychology, what comes to mind?
While psychology is a popular subject, a lot of people are not
aware of the many elements of this broad and fascinating
subject. PSY 100 answers basic questions about the field of
psychology, including what psychology is and what
psychologists do. Psychology is the scientific study of
behavior and mental processes. This PSY 100 overview
course provides a survey of topics and approaches within
psychology that reflects the breadth and diversity of the
discipline, including biology and behavior, sensation and
perception, learning, cognition, development, intelligence,
motivation, psychological disorders, and social behavior.
Additionally, the course will include discussions of ethics,
research, and cultural diversity. PSY 100 is intended to
increase your appreciation of the relevance of psychological
concepts in everyday living and to provide a basic foundation
for subsequent coursework in psychology.

CATALOG DESCRIPTION
Psych 100 is an introductory course with emphasis on principles of human behavior. Topics
covered include motivation, learning, perception, emotion, development, personality, states of
consciousness, group processes, problem solving and thinking, and methods of inquiry. (3 hours
This is a distance learning class conducted via the internet using Laulima, the University of Hawai‘i’s web-based course management system and Revel, the textbook companion website. A web-based course such as this one requires that you have computer literacy skills.

**STUDENT LEARNING OUTCOMES**
The student learning outcomes for the course are:

1. Recognize the study of psychology as a science.
2. Discuss the biological and environmental basis of human behavior.
3. Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

**COURSE TASKS**
Because this course is conducted via the internet, our class communication, assignments, and testing are all online. We have two websites that we will use throughout the semester, Laulima and Revel. Laulima is WCC’s online course management system, which you might have used in previous courses. On Laulima, you will find our official class gradebook, a resource folders that includes supplemental PowerPoints (a.k.a. our class “lectures”), class announcements, class discussion boards, and our syllabus along with a number of other useful tools. Access to Laulima requires your regular UH school username and password.

Our second website, Revel, is used in conjunction with our class textbook. Access to Revel comes packaged with your book through the bookstore. If you purchase your book elsewhere, you will need to purchase access to Revel separately, which you can do using the link below. Access to Revel is necessary to complete a significant number of the graded assignments for our course. **You can temporarily access Revel for free.** Your temporary access will expire 14 days after your first login. The temporary access comes with an eBook, so you can start on our assignments right away. If you prefer an eBook over a hard copy of our text, you only need Revel website access (you can skip the bookstore altogether and purchase Revel directly from the publisher using the link below).
When you register for Revel, please use your name of record with the school, not a nick-name, so that I may match your work to the gradebook.

Follow the steps below to get started with Revel:
1. Go to: [https://console.pearson.com/enrollment/x8upcu](https://console.pearson.com/enrollment/x8upcu)
2. Either create a Pearson Account or sign-in to your existing account.
3. Redeem your access code or purchase instant access online. *(You can also select FREE, temporary access, which will give you access to the entire website for 14 days).*

When signing up for Revel, make sure to use the website address provide above and to confirm that you are registering for the correct course. If you sign up for the wrong course, I won’t be able to see your scores and therefore you won’t earn credit for your work.

**When you complete work in Revel, please take a screen shot of the completion screen for the assignment and also confirm that your score is available in the Revel gradebook.** The screen shot will serve as your proof of completion if there is a website error, in which case, you will need your screen shot to receive credit.

You are responsible for keeping up in this class: your diligence in logging in regularly to the class websites and engaging in a timely fashion is essential to your success. **No late work is accepted in this class without written verification of extenuating medical or legal circumstances** (please see our late work policy in the ‘Additional Information’ section of this syllabus).

You will have an opportunity to demonstrate what you’ve learned in this course using a variety of different formats. As you will see, you will be submitting more work for this class than you likely do for most of your face-to-face courses. Since this is an asynchronous online course, I need to be able to measure how well you are keeping up with the materials; these assignments allow me to gauge how well you are keeping up with and understanding the course material.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections:</td>
<td>14 x 15 points  = 210 points</td>
</tr>
<tr>
<td>Chapter Activities:</td>
<td>14 x 45 points  = 630 points</td>
</tr>
<tr>
<td>Quizzes:</td>
<td>14 x 90 points  = 1260 points</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>2100 points</strong></td>
</tr>
</tbody>
</table>
Our assignments follow a uniform structure. We spend one week on each chapter of the text. On Wednesday evening, the first assignment (the reading reflection) is due. This assignment helps “get your feet wet” regarding the chapter. On Friday evening, the second assignment (the chapter activity) is due. This assignment deepens your understanding of core chapter concepts. On Sunday evening, the final assignment (the chapter quiz) is due. This assignment gauges your mastery of the course material. All assignments may be submitted early, but no assignments are accepted late (excepting cases of qualified, documented emergencies—please see our late work policy in the ‘Additional Information’ section of this syllabus).

Reading Reflections (15 points each, highest 14 scores count, 210 points total)
To encourage you to keep up with our assigned readings, for each textbook chapter, you’ll submit a reading reflection to Laulima’s Discussion Board (thread entitled ‘Reading Reflections’). For the reflection, please answer three questions about the chapter:

1. What surprised or interested you the most about the chapter and why?
2. What confused you about the chapter?
3. About what would you like to know more?

Please limit your reply to 1 – 2 sentences per question and be specific. For example, in our sensation and perception chapter, it would be too board to say that “sensation interested me the most” or that “vision is the coolest” but saying that “learning that irises are unique to each person and can be used instead of finger print scanners as a way of identifying was most interesting because…” would work. Please make sure to put the information into your own words; don’t merely copy from the chapter. Responses can earn up to 15 points (6 points for posting an answer to each question, 6 points for the quality of the answers, and 3 point for writing), with partial credit available.

There are 16 reading reflections throughout the semester and I will count your highest 14 scores, so you can skip two reflections without any negative impact on your final grade. No need to tell me which reflections you’re skipping; just don’t do them. Reflection assignments are due on Wednesdays. They may be submitted earlier, but not late. Late reflections are not accepted.

Chapter Activities (45 points each, highest 14 scores count, 630 points total)
For each chapter, you will complete an activity related to that topic. Activities will vary chapter to chapter; for example, one week you might complete a short experiment, another week watch and review a film, and yet another week you might contribute a discussion post to our class discussion board, but all activities will draw on the posted PP/lecture for that chapter. Additionally, all activities are submitted through Laulima. Details on each individual activity complete with grading rubrics are available on our Laulima course page under ‘Resources’. Regardless of the specific activity, your submission should make use of the information from the textbook and posted materials, be thoughtful and thorough, and when responding to a discussion post, build on the responses of fellow students. There are 16 chapter activities throughout the semester and I will count your highest 14 scores, so you can skip two activities without any negative impact on your final grade. No need to tell me which activities you’re skipping; just don’t do them. Activities are due on Fridays. They may be submitted early, but not late. Late activities are not accepted.
Quizzes (90 points each, highest 14 scores count, 1260 points total)
For each chapter, you will complete a quiz through Revel. The quizzes are open-book, open-notes but should be entirely your own work. **The quizzes work on the mastery system, so you have three chances to answer each question** (however, the number of points that you earn for a correct answer does decrease with each guess, so if you answer correctly on your first try, you earn three points for that question, if you answer correctly on the second try, you earn two points for that question, and if you answer correctly on your third try, you earn one point for that question). Each quiz is worth 90 points. There are 16 quizzes throughout the semester and I will count your highest 14 scores, so you can skip two quizzes without any negative impact on your final grade. No need to tell me which quizzes you’re skipping; just don’t do them. Quizzes are due on Sundays. They may be submitted early, but not late. Late quizzes are not accepted.

**Extra Credit**
At this point, only 2 extra credit assignments are anticipated for the semester. Both are available and due in the first week of the course:
2. Introduce yourself to the class using Laulima’s discussion board. Worth up to 6 points. Due 26 Aug.

**IMPORTANT NOTE:**
Please do NOT wait until the last day to do your work because all kinds of problems can happen. This is online course reality. If you experience problems at the last minute and miss course work, your grade will be recorded as a zero.

---

**COURSE CONTENT**

Schedule (tentative and subject to change):

<table>
<thead>
<tr>
<th>Week / Chapter</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Submitted Via</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychology as a Science</td>
<td>W, 22 Aug: Reading Reflection</td>
<td>Laulima</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F, 24 Aug.: Activity</td>
<td>Laulima</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Su, 26 Aug.: Quiz</td>
<td>Revel</td>
</tr>
<tr>
<td>2</td>
<td>The Brain</td>
<td>W, 29 Aug.: Reading Reflection</td>
<td>Laulima</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F, 31 Aug.: Activity</td>
<td>Laulima</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>W</td>
<td>F</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Sensation &amp; Perception</td>
<td>5 Sept.: Reading Reflection</td>
<td>7 Sept.: Activity</td>
</tr>
<tr>
<td>4</td>
<td>Consciousness</td>
<td>12 Sept.: Reading Reflection</td>
<td>14 Sept.: Activity</td>
</tr>
<tr>
<td>5</td>
<td>Learning</td>
<td>19 Sept.: Reading Reflection</td>
<td>21 Sept.: Activity</td>
</tr>
<tr>
<td>6</td>
<td>Memory</td>
<td>26 Sept.: Reading Reflection</td>
<td>28 Sept.: Activity</td>
</tr>
<tr>
<td>7</td>
<td>Cognition &amp; Language</td>
<td>3 Oct.: Reading Reflection</td>
<td>5 Oct.: Activity</td>
</tr>
<tr>
<td>8</td>
<td>Intelligence</td>
<td>10 Oct.: Reading Reflection</td>
<td>12 Oct.: Activity</td>
</tr>
<tr>
<td>9</td>
<td>Human Development</td>
<td>17 Oct.: Reading Reflection</td>
<td>19 Oct.: Activity</td>
</tr>
<tr>
<td>10</td>
<td>Motivation &amp; Emotion</td>
<td>24 Oct.: Reading Reflection</td>
<td>26 Oct.: Activity</td>
</tr>
<tr>
<td>11</td>
<td>Human Sexuality &amp; Gender</td>
<td>31 Oct.: Reading Reflection</td>
<td>2 Nov.: Activity</td>
</tr>
<tr>
<td>12</td>
<td>Stress &amp; Health</td>
<td>7 Nov.: Reading Reflection</td>
<td>9 Nov.: Activity</td>
</tr>
<tr>
<td>13</td>
<td>Social Psychology</td>
<td>14 Nov.: Reading Reflection</td>
<td>16 Nov.: Activity</td>
</tr>
<tr>
<td>14</td>
<td>Personality</td>
<td>21 Nov.: Reading Reflection</td>
<td>23 Nov.: Activity</td>
</tr>
<tr>
<td>15</td>
<td>Psychological Disorders</td>
<td>28 Nov.: Reading Reflection</td>
<td>30 Nov.: Activity</td>
</tr>
<tr>
<td>16</td>
<td>Therapy</td>
<td>5 Dec.: Reading Reflection</td>
<td>7 Dec.: Activity</td>
</tr>
</tbody>
</table>

Assigned work is due by 11:59 p.m. on the date it is listed. Late work is not accepted, excepting documented, qualified emergencies (as determined by me, see course policy).
### ASSESSMENT TASKS AND GRADING

Students often worry about their progress in a course, and sometimes ask their instructors to calculate their grade for them. In this course, my goal for the grading system is to be as clear as possible so that you are always aware of your standing in the course. I have provided this worksheet for you to fill in your assignment grades as the semester progresses.

<table>
<thead>
<tr>
<th>Reading Reflections</th>
<th>Chapter Activities</th>
<th>Chapter Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 1: __/ 15 points</td>
<td>Ch. 1: ___/ 45 points</td>
<td>Ch. 1: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 2: __/ 15 points</td>
<td>Ch. 2: ___/ 45 points</td>
<td>Ch. 2: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 3: __/ 15 points</td>
<td>Ch. 3: ___/ 45 points</td>
<td>Ch. 3: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 4: __/ 15 points</td>
<td>Ch. 4: ___/ 45 points</td>
<td>Ch. 4: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 5: __/ 15 points</td>
<td>Ch. 5: ___/ 45 points</td>
<td>Ch. 5: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 6: __/ 15 points</td>
<td>Ch. 6: ___/ 45 points</td>
<td>Ch. 6: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 7: __/ 15 points</td>
<td>Ch. 7: ___/ 45 points</td>
<td>Ch. 7: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 8: __/ 15 points</td>
<td>Ch. 8: ___/ 45 points</td>
<td>Ch. 8: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 9: __/ 15 points</td>
<td>Ch. 9: ___/ 45 points</td>
<td>Ch. 9: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 10: __/ 15 points</td>
<td>Ch. 10: ___/ 45 points</td>
<td>Ch. 10: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 11: __/ 15 points</td>
<td>Ch. 11: ___/ 45 points</td>
<td>Ch. 11: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 12: __/ 15 points</td>
<td>Ch. 12: ___/ 45 points</td>
<td>Ch. 12: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 13: __/ 15 points</td>
<td>Ch. 13: ___/ 45 points</td>
<td>Ch. 13: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 14: __/ 15 points</td>
<td>Ch. 14: ___/ 45 points</td>
<td>Ch. 14: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 15: __/ 15 points</td>
<td>Ch. 15: ___/ 45 points</td>
<td>Ch. 15: ___/ 90 points</td>
</tr>
<tr>
<td>Ch. 16: __/ 15 points</td>
<td>Ch. 16: ___/ 45 points</td>
<td>Ch. 16: ___/ 90 points</td>
</tr>
</tbody>
</table>

**Highest 14 reflection scores:** ___/210 points  **Highest 14 activity scores:** ___/630 points  **Highest 14 quiz scores:** ___/1260 points

### Grading:

I will use the following scale to determine the final grade that you earned:

- **A** = 2100 – 1890 points [percentage of 90 – 100%]
- **B** = 1889.9 – 1680 points [percentage of 80 – 89.9%]
- **C** = 1679.9 – 1470 points [percentage of 70 – 79.9%]
- **D** = 1469.9 – 1260 points [percentage of 60 – 69.9%]
- **F** = Below 1260 points [percentage below 60%]

### LEARNING RESOURCES

Our required materials for the course:

Access to the companion website, Revel, is also required for the course. A website access code comes bundled with the textbook if you purchase the textbook bundle in the bookstore (make sure not to throw out your access code, which will be on a slip of paper inside the textbook bundle). If you prefer an e-Book, you may skip the hard copy of the text and purchase access to just Revel (which comes with an e-Book).

Additional course materials will be available on Laulima.

**Recommended Reading Resources:**

**Campus Resources:**
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities.

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

Library Study Services: See the librarians for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website: http://library.wcc.hawaii.edu

**Student Resources:**
Ka Piko is WCC’s academic support hub. Please visit: https://windward.hawaii.edu/kapiko/

**ADDITIONAL INFORMATION**
I am here to help you succeed in this course. Please don’t hesitate to email me or stop by my office if you have any questions, concerns, or problems. At any point in the semester, if you have concerns about our class that you would prefer not to discuss with me, the Social Sciences
In order to keep class fair for everyone, we will adhere strongly to the following course policies:

1. **Plagiarism/Cheating:** I take both plagiarism and cheating very seriously. If I believe you have plagiarized (intentionally or unintentionally) or cheated, you will earn a zero for that assignment, no exceptions. A second instance of either will result in failure of the course (i.e. two instances of plagiarism, two instances of cheating or an instance of plagiarism and an instance of cheating).

2. **Late work policy:** Late assignments are not accepted, excepted in cases of serious documented emergencies with written verification of the extenuating medical, legal, or other qualifying circumstances. The determination of a qualified emergency is made by me; please contact me as soon as you anticipate a problem.

3. **I strongly uphold the University of Hawai‘i’s non-discrimination policy in my class.** Any discriminatory acts or language on the basis of race, religion, sex, age, national origin, ancestry, disability, or sexual orientation will NOT be tolerated. We will maintain our online classroom as a safe environment for all.

**MySuccess**
At Windward Community College, we want every student to be successful. To help with this, early intervention will be offered through MySuccess. MySuccess is a system wide effort that seeks to support students early in the semester when they first begin experiencing difficulty in class. If I feel that you're having difficulty in our class within the first few weeks of the semester (e.g. missing assignments or low assignment scores) and working together shows that you would really benefit from being connected to supportive resources outside of the classroom, I may refer you to an assigned counselor. Once referred, MySuccess will:

- Call you and send an email to your Hawaii.edu account to let you know about my referral; and
- Have a Counselor follow up with you by phone or by email to find out what kinds of help you might need and connect you with the necessary resources to help you devise a strategy for success.

I will not refer you without telling you. If I do refer you, know that I am doing so in an effort to connect you with all of the help you may need to do well this semester as your success is important to me.

**DISABILITIES ACCOMMODATION STATEMENT**
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.
Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College (WCC) is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.

Alternate Contact Information
If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121
Phone: 808-235-7422
Email: wccaa@hawaii.edu