

PSY 100 Survey of Psychology

3 Credits

TR 1 – 2.15 p.m.

INSTRUCTOR: Lisamarie Bensman, Ph.D.

OFFICE: New Na‘auao 122

OFFICE HOURS: MW 2.30 – 4 p.m., MW 6 – 7 p.m., TR 2.30 – 3 p.m., & by appointment

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EFFECTIVE DATE: Fall 2016

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.

CATALOG DESCRIPTION

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 lecture)

Activities Required at Scheduled Times Other than Class Times

For this course, in addition to attending class, you are expected to complete a number of assignments outside of class time, including reading the textbook, online activities, studying for assessment activities, and completing various short written assignments.

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.

In addition to our face-to-face lectures, we have two websites that we will use throughout the semester, Lulima and LaunchPad. Lulima is WCC’s online course management system, which you might have used in previous courses. On Lulima, you will find our official class gradebook, a resource folder containing important class materials (such as quiz & exam review sheets and assignment instructions), class announcements, and our syllabus along with a number of other useful items. Access to Lulima requires your regular school username and password.

Our second website, LaunchPad, is used in conjunction with our class textbook. Access to LaunchPad comes packaged with your book through the bookstore. If you purchase your book elsewhere, you will need to purchase access to LaunchPad separately, which you can do using

the link below. Access to LaunchPad is necessary to complete some of the graded assignments for our course. You can temporarily access LaunchPad for free by clicking the “Temporary Access” button on the website (see below for address). Your temporary access will expire 21 days after your first login. The temporary access comes with an eBook, so you can start on our assignments before you have a chance to stop by the bookstore.

When you register for LaunchPad, please use your name of record with the school, not a nickname, so that I may match your work to the gradebook.

Follow the steps below to get started with LaunchPad

1. Go to <http://www.macmillanhighered.com/launchpad/exploring10e/3866477>
Bookmark the page to make it easy to return to.
2. If you have an **access code**, click the button "Enter Your Student Access Code" in the upper right corner and follow the instructions.
3. If you don't have an access code, either click the "**Purchase Access**" or "**Temporary Access**" button.
4. If you have any problems registering, purchasing, or logging in, please contact **Technical Support**. You can reach a representative 24 hours a day, 7 days a week: through our [online form](#), by chat or from 9 a.m. to 3 a.m. EST, 7 days a week by phone at (800) 936-6899
System Requirements: www.macmillanhighered.com/sysreq
5. Firefox is the recommended browser.

Here is a link to LaunchPad student FAQs:

http://cmg.screenstepslive.com/s/MacmillanMedia_StudentHelp/m/LaunchPadSM

You are responsible for keeping up in this class: your diligence in this matter is essential to your success. No late work is accepted in this class without written verification of extenuating medical or legal circumstances.

As there are many ways to showcase knowledge acquisition, you will have an opportunity to demonstrate what you've learned in this course using a variety of different formats:

Mastery Assessments: 400 points total

4 quizzes worth 100 points a piece

Final exam worth 100 points

Research project worth 100 points

Highest 4 of 6 scores count

LearningCurves: 100 points total

11 LearningCurves worth 10 points a piece

Highest 10 of 11 scores count

Writing Assignments: 100 points total

5 short writing assignments worth 25 points a piece

Highest 4 of 5 scores count

As you can see, I count your highest scores in each category instead of every score in the

category. This system allows you to reach academic success even if you experience initial struggles with the material. Using this system, the key to success rests with you. The more you work with the material, the better you will understand it and the more opportunities you have to improve your grade. For these reasons, I encourage you to complete all the coursework. Here are some additional details on our assignments:

Mastery Assessments (100 points per activity, top 4 of 6 scores count, 400 points total):

Mastery of course material can be demonstrated in a number of ways. In this course, we have three types of mastery assessment activities including non-cumulative quizzes, a cumulative final exam, and a research project. Each assessment is worth 100 points; I will count your highest four of six scores toward your final grade.

There will be four non-cumulative quizzes given throughout the semester, each worth 100 points, followed by one cumulative final exam, also worth 100 points. Both the quizzes and final exam are in-class and closed notes, closed book. The textbook, in-class movies, lecture material, class discussions, and class activities are fair game for questions. As with any college course, we will not have time to cover all the textbook material in class. Information from the book that is not covered in class is fair game for the quizzes and exam. Question format may include multiple choice, true/false, short answer, and essay questions. Make-up quizzes and exams are given only in cases of serious and documented emergencies. This determination is made by me. Make-up quizzes and exams must be completed in a timely fashion. If you anticipate a problem, please see me as soon as possible. A review sheet for each quiz and exam will be available on Laulima.

The final mastery assessment activity is a research project. For this project, you will design and execute a psychological experiment. You may complete this experiment by yourself or with a group. The experiment may be of your own design or you may replicate a previously conducted experiment. Additional details for the project are available on Laulima.

Learning Curve Activities (10 points per activity, 100 points total)

You have reached the college level, which means you are capable of reading a college level text and understanding a good deal of its material on your own. I don't intend to waste your time or money by going over this information in class with you (unless students have specific questions on the material). Instead, I will focus our limited class time on the more complicated concepts. In order for these concepts to make sense, you'll need a basic understanding of the material before arriving in class. To encourage you to actually do the assigned reading (and to complete it before class), for each chapter you'll need to successfully complete a Learning Curve activity on each chapter. These comprehension checks are completed online on the LaunchPad website and should be submitted before class time on the day a reading chapter is due. For example, the Learning Curve activity for chapter 1 needs to be submitted by 1 p.m. on Thursday, August 25th. Late Learning Curve activities are not accepted.

In order to successfully submit a Learning Curve activity, you need to correctly answer a set number of questions, meaning that students with a better comprehension of the material will need to answer fewer questions. These Learning Curve activities are open-book, open-notes, and the website will provide excerpts of the text for you to review if you struggle with a question. Each successful, on-time activity submission is worth 10 points. Make-up Learning Curve

activities are not available. There are 11 assigned Learning Curves and I will count your highest 10 scores; this means you can skip one Learning Curve without penalty.

When signing up for LaunchPad, make sure to use the website address provide above and to confirm that you are registering for the correct course. There are a number of fall LaunchPad sections listed under my name. Our course is labeled ‘PSY 100 WCC Survey of Psychology Fall 2016 Section TR 1 – 2.15 pm CRN 63348’. If you sign up for the wrong course, I won’t be able to see your scores so you won’t earn credit for your work.

When you complete a Learning Curve, please take a screen shot of the completion screen and also confirm that your score is available in the LaunchPad 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.

Writing Assignments (25 points per assignment, top 4 of 5 scores count, 100 points total):

Throughout the semester, you will complete five short writing assignments aimed at deepening your interest in and understanding of psychology. Each assignment is worth 25 points and should be 1 page long (excluding headers and references). Assignment 1 involves creating, administering, and analyzing a five question survey. Assignment 2 involves locating, reading, and summarizing an academic article related to psychology. Assignment 3 involves locating, reading, and analyzing a popular press article related to psychology. Assignment 4 involves watching a Hollywood film that includes a character with a mental illness and then analyzing how correct Hollywood’s portrayal of the mental illness was. Assignment 5 involves selecting a developmental theory and applying said theory to a real life person or fictional character. Additional details and grading rubrics for all writing assignments are available on Laulima. There are 5 writing assignments and I will count your highest 4 scores; this means you can skip one writing assignment without penalty (although, I recommend that you complete all five, both for the practice and for optimal positive impact on your course grade).

COURSE CONTENT

Schedule (tentative and subject to change):

Week	Date	Topic	Assignments Due
1	T, Aug. 23 rd	Introduction to the Course	
	R, Aug. 25 th	Introduction to Psychology	Ch. 1*
2	T, Aug. 30 th	Research Methods	
	R, Sept. 1 st	Research Methods	
3	T, Sept. 6 th	The Brain	Ch. 2*
	R, Sept. 8 th	The Brain	Writing Assignment 1
4	T, Sept. 13 th	Recap: Methods & The Brain	
	R, Sept. 15 th	Quiz 1	
5	T, Sept. 20 th	Sensation & Perception	Ch. 6*
	R, Sept. 22 nd	Sensation & Perception	
6	T, Sept. 27 th	Learning	Ch. 7*
	R, Sept 29 th	Learning	Writing Assignment 2
7	T, Oct. 4 th	Quiz 2	

	R, Oct. 6 th	Memory	Ch. 8*
8	T, Oct. 11 th	Memory	Writing Assignment 3
	R, Oct. 13 th	Psychological Disorders	Ch. 14*
9	T, Oct. 18 th	Psychological Disorders	
	R, Oct. 20 th	Psychological Disorders	
10	T, Oct. 25 th	Cognition & Intelligence	Ch. 9*
	R, Oct. 27 th	Cognition & Intelligence	Writing Assignment 4
11	T, Nov. 1 st	Quiz 3	
	R, Nov. 3 rd	Human Development	Ch. 4*
12	T, Nov. 8th	No School: Election Day	
	R, Nov. 10 th	Human Development	
13	T, Nov. 15 th	Emotion & Motivation	Ch. 10*
	R, Nov. 17 th	Emotion & Motivation	Writing Assignment 5
14	T, Nov. 22 nd	Social Psychology	Ch. 13*
	R, Nov. 24th	No School: Thanksgiving Day	
15	T, Nov. 29 th	Social Psychology	Project Due
	R, Dec. 1 st	Personality	Ch. 12*
16	T, Dec. 6 th	Quiz 4	
	R, Dec. 7 th	Review Extravaganza	
17	T, Dec. 13th	Final Exam	1 – 3 p.m.

*Indicates that along with reading the chapter prior to class attendance, the LearningCurve for that chapter is due prior to the start of class (1 p.m.). Late LearningCurves are not accepted.

Writing assignments should be completed prior to the start of the class period for which they are assigned and are due during class on the date listed via hard copy. There is a short grace period until 11.59 p.m. on the day a writing assignment is due. See me for additional details.

ASSESSMENT TASKS AND GRADING

Rubrics for each assignment are available on Laulima.

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 exam and assignment grades as the semester progresses.

Grade Tracker:

Mastery Assessment Activities

Quiz 1 = _____/100 points

Quiz 2 = _____/100 points

Quiz 3 = _____/100 points

Quiz 4 = _____/100 points

Final Exam = _____/100 points

Research Project = _____/100 points

Highest 4 of 6 Scores = _____/400 points

LearningCurves

Ch. 1 = _____/10 points
Ch. 2 = _____/10 points
Ch. 6 = _____/10 points
Ch. 7 = _____/10 points
Ch. 8 = _____/10 points
Ch. 14 = _____/10 points
Ch. 9 = _____/10 points
Ch. 4 = _____/10 points
Ch. 10 = _____/10 points
Ch. 13 = _____/10 points
Ch. 12 = _____/10 points

Highest 10 of 11 Scores = _____/100 points

Writing Assignments

WA 1 = _____/25 points
WA 2 = _____/25 points
WA 3 = _____/25 points
WA 4 = _____/25 points
WA 5 = _____/25 points

Highest 4 of 5 Scores = _____/100 points

Total Points = _____/600 points

***Add only the scores in this right, bolded column**

Grading:

I will use the following scale to determine your final grades:

A = 600.0 – 540 points [percentage of 90 – 100%]
B = 539.9 – 480 points [percentage of 80 – 89.9%]
C = 479.9 – 420 points [percentage of 70 – 79.9%]
D = 419.9 – 360 points [percentage of 60 – 69.9%]
F = Below 360 points [percentage of 0 – 59.9%]

LEARNING RESOURCES

Our required materials for the course:

Myers, D. G. (2014). *Exploring Psychology (9th Edition)*. New York, NY: Worth Publishers

Access to the companion website, LaunchPad, 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 a e-Book, you may purchase access to just LaunchPad (which comes with an e-Book).

Additional course materials will be available on Laulima.

Recommended Reading Resources:

American Psychiatric Association. (2000). *Diagnostic and Statistical Manual, (4th Ed)*, Text Revision. Washington DC: Author. (In Reference section of WCC Library Call number: RC455.2.C4D536 2000)

American Psychological Association. (2002). *Publication manual of the American Psychological Association, (5th ed.)*. Washington DC: Author. (In Reference Section of WCC Library or at Reference Librarian's desk. Call number: BF76.7.P83 2001)

Straub, R. (2010). *Study Guide to accompany Exploring Psychology by David Myers 8th ed.* New York: Worth

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).

TTC: The Testing Center for assistance in an alternative testing site.

Library Study Services: See the librarian for additional details.

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

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.
- Attendance: Attendance will not be taken in class. However, attending lectures and taking notes (in addition to keeping up with the reading in the textbook) are fundamental for your success in this course. Lecture slides for the class will not be posted online. However, you are always welcome to see the slides and copy down any notes that you miss during office hours or by appointment.
- 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).
- Late assignments: Late assignments will not be accepted, excepted in cases of serious documented emergencies. This determination is made by me; please contact me as soon as you anticipate a problem
- Assignment submission: Assignments should be submitted as hard copies. Electronic copies will be accepted only as a last resort. If you need to email me an assignment, it is your responsibility to ensure that the proper document was received on time. I will send a confirmation email indicating that the file was received. If the file is late or does not open properly, it will not be counted as on-time and you will not receive credit for the assignment. Given the potential for errors with electronic submissions, I strongly recommended that you do not submit assignments electronically.

- Course format: Class sessions will involve a combination of student driven lectures, professor driven lectures, class discussions, in-class activities and experiments, group work and instructional media clips. Students are expected to complete assigned readings and activities before coming to class. Active participation during class is expected and will provide students with a deeper and more complete understanding of psychological principles. Failure to prepare or participate will not directly impact your grade (i.e. you will not lose points for not participating) but is likely to indirectly impact your grade (i.e. students who participate actively are more likely than non-participants to comprehend the material and therefore do better on the exams).
- 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 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.