

PSY 100 Survey of Psychology (CRN: 61121)

3 Credits

MW 5.30 – 6.45 p.m.

INSTRUCTOR: Lisamarie Bensman, Ph.D.

OFFICE: Na‘auao 122

OFFICE HOURS: MW 12.45 – 1 p.m., 2.15 – 5.30 p.m., and by appointment

EMAIL: bensman@hawaii.edu

EFFECTIVE DATE: Fall 2017

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, group processes, problem solving and thinking, and methods of inquiry. DS. (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, listening to lectures, online activities, studying for assessment activities, and completing various short 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.

We use a flipped classroom format. A flipped classroom inverts traditional teaching, delivering lectures online (outside of class) and moving “homework” inside the classroom. In a traditional classroom, teachers play the role of “sage on a stage” as students listen passively whereas in a flipped classroom, teachers play the role of “guide on a side” as students actively engage with content. In this model, you gain first exposure to new material outside of the classroom by reading the text and listening to a lecture, then we use class time to do the harder work of assimilating knowledge through activities. This allows for the lower level cognitive work (gaining knowledge and comprehension) to happen outside of class and allows for higher forms of cognitive work (application, analysis, synthesis, and evaluation) to happen during class where there is support from your fellow students and myself. In other words, in the flipped classroom,

the easier work happens at home and the more difficult work happens in the classroom, but all work happens at a student-led pace making learning effective and long-lasting.

To succeed in our flipped classroom, before coming to class you should: 1.) Read the assigned chapter; 2.) Complete the online work for the chapter (a LaunchPad quiz- see below for details); and 3.) Read or listen to the posted lecture for the chapter (available on Laulima, under “Resources”).

To aid in our flipped classroom format, we have two websites that we will use throughout the semester, Laulima and LaunchPad. 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 folder containing important class materials (mostly notable, our class lectures), class announcements, and our syllabus along with a number of other useful items. Access to Laulima 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/5941992>
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 their 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:

LaunchPad Reading Checks: 90 points total (18% of final grade)

11 reading checks worth 9 points a piece
Highest 10 of 11 scores count

Portfolio: 250 points total (50% of final grade)

Class based activities worth varying amounts
Up to 250 points count

Mastery Assessments: 160 points total (32% of final grade)

4 quizzes worth 40 points a piece
Final exam worth 40 points
Research project worth 40 points
Highest 4 of 6 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:

LaunchPad Reading Checks (9 points per quiz, 90 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 you 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 LaunchPad reading check on said material. 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 LaunchPad reading check for chapter 1 needs to be submitted by 5.30 p.m. on Wednesday, Aug. 23rd. Late reading checks are not accepted.

The reading checks are open-book, open-notes, and work on the mastery system. This means that until the deadline, you can take the reading check as many times as you'd like in order to earn your desired score. The computer will save your highest attempt, so trying the reading check multiple times cannot bring down your score. There are 11 assigned LaunchPad reading check and I will count your highest 10 scores; this means you can skip one reading check 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 "Course: PSY 100; Section: 61121". 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 LaunchPad reading check, 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.

Portfolio (Numerous assignments of variable credit, 250 points total):

In our flipped classroom format, you will use class time to engage, in depth, with our material. For each chapter, I will introduce a number of activities for you to complete. The activities will vary widely: in some, you'll play the role of experimenter, in other you'll play the role of participant; many activities will take place in our classroom itself, but other will send you out onto campus to interact with the world; some will be computer based, some will not; for many, you'll have the option of working with classmates but occasionally you may need to be a "lone wolf"; and a few will be short activities taking only a few minutes, whereas others will take multiple class periods. Over the course of the semester, you'll teach reflexes, convince a classmate to do what you want without saying a word, and design a developmentally appropriate game/toy, just to name a few.

Regardless of activity type or specific content, we'll follow a standardized format. I will introduce the activity then you'll work on it as I circulate to provide feedback and advice. When the allotted work time has ended, we'll re-group as a class and discuss what you learned.

For each activity, you will record your results. Recording format may vary based on both the activity and personal preference. Some students prefer to keep an entirely digital record, others prefer to rely on a notebook, and yet others use a combination of digital and hard copy formats. As long as you keep a record and can easily find it to show me, many of the details are up to you. Your record of the activity is what I will grade. The number of points for the activity will vary based on the complexity of the activity, the more complex the activity, the more points it is worth.

At the start of an activity, I'll tell you how much each activity is worth. Points are earned for both completion and quality of your work. For example, we might have an activity worth 20 points, of which 12 points are for simply completing the activity (as demonstrated by your record of the activity) and 8 points are for the quality of your work. Partially credit is available for both completion and quality.

I recommend submitting your record of the activity at the end of the class period in which you complete it. For example, I'd recommend submitting on Aug. 23rd any activities we complete on that day. However, you have until 1 week past the completion of a chapter to submit the activities for said chapter. For example, we finish chapter 1 on Sept. 11th, so you would have until Sept. 18th to submit your activities for chapter 1. **These activities do work on the mastery system, which means that until the due date for the activity you can submit the activity multiple times** (another great reason to submit the activity right away because if you wait until the last day to submit an activity, you won't have a chance to revise and resubmit it).

In order to succeed at our in-class activities, I highly recommend coming to class prepared. First, read the assigned chapter and take the LaunchPad quiz. Second, listen/read the chapter

PowerPoint (located on Laulima under “Resources”). You are welcome to use both the textbook and the PowerPoint during class as well, but do read them both before class. That way, you don’t miss out on the points for the LaunchPad quizzes and you’ll be able to devote all of class time to completing the day’s activities.

All of the activities are designed to be completed within our class time by a prepared student (see the previous paragraph on class preparation tips). You are not expected to work on these activities outside of class (although, in a few instances, you may need to gather materials outside of class time). If you miss class (which I realize is likely to happen at some point throughout the semester), you are allowed to make-up the activities that you missed, albeit on your own time. The same submission deadline (one week past finishing the chapter) applies. Also, you’ll need to come to class or my office hours to get the activities and submit your entries (in other words, I won’t tell you via email what the activities were, but if you come to class, you can ask and receive the information).

Altogether, these activities are worth 250 points towards your grade. In all likelihood, there will be more than 250 points possible throughout the semester, meaning that you may be able to miss some points and/or activities and still earn the maximum number of portfolio activity points. As the total number of activity points is not currently set (it will vary based on our particular class’s pace), I recommend completing all activities. In other words, please don’t skip activities figuring you’ll make up the points later on in the semester. There will definitely be at least 250 points available, but anything above that is not guaranteed.

Mastery Assessments (40 points per activity, top 4 of 6 scores count, 160 points total):

In this course, we have three types of mastery assessment activities: non-cumulative quizzes, a cumulative final exam, and a research project. Each assessment is completed outside of class and worth 40 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 40 points, followed by one cumulative final exam, also worth 40 points. All quizzes and the exam are open-book, open-notes and completed on Laulima in the “Tests & Quizzes” section. Questions include multiple choice and T/F formats. To successfully complete the quizzes and exam, you will need information from both our textbook and our posted lectures. Each non-cumulative quiz will open when we begin the first chapter covered on said exam and closes when we finish covering the last chapter on said quiz. For example, quiz 1 covers chapters 1 and 2, so it will open on the first day we cover chapter 1 (Aug. 21st) and closes when we finish chapter 2 (Sept. 20th). The final exam opens Dec. 7th and closes Dec. 13th. Please don’t wait until the last moment to take these assessments, as problems with technology can and do arise. Late assessments are allowed only in the instance of a lengthy emergency (this determination is made by me, do let me know as soon as an issue arises).

The final mastery assessment activity option 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.

COURSE CONTENT

Schedule (tentative and subject to change):

Week	Date	Topic	Assignments Due
1	M, Aug. 21 st	Introduction to the Course	
	W, Aug. 23 rd	Introduction to Psychology	Read + Reading Check: Chapter 1
2	M, Aug. 28 th	Introduction to Psychology	
	W, Aug. 30 th	Introduction to Psychology	
3	M, Sept. 4th	No School: MLK Day	
	W, Sept. 6 th	Introduction to Psychology	
4	M, Sept. 11 th	Introduction to Psychology	
	W, Sept. 13 th	The Brain	Read + Reading Check: Chapter 2
5	M, Sept. 18 th	The Brain	Last day to submit chapter 1 activities
	W, Sept. 20 th	The Brain	Exam 1 due by end of day
6	M, Sept. 25 th	Sensation & Perception	Read + Reading Check: Chapter 6
	W, Sept. 27 th	Sensation & Perception	Last day to submit chapter 2 activities
7	M, Oct. 2 nd	Sensation & Perception	
	W, Oct. 4 th	Learning	Read + Reading Check: Chapter 7
8	M, Oct. 9 th	Learning	Last day to submit chapter 6 activities
	W, Oct. 11 th	Learning	Exam 2 due by end of day
9	M, Oct. 16 th	Memory	Read + Reading Check: Chapter 8
	W, Oct. 18 th	Memory	Last day to submit chapter 7 activities
10	M, Oct. 23 rd	Psychological Disorders	Read + Reading Check: Chapter 14
	W, Oct. 25 th	Psychological Disorders	Last day to submit chapter 8 activities
11	M, Oct. 30 th	Psychological Disorders	
	W, Nov. 1 st	Psychological Disorders	
12	M, Nov. 6 th	Cognition & Intelligence	Read + Reading Check: Chapter 9
	W, Nov. 8 th	Cognition & Intelligence	Last day to submit chapter 14 activities Exam 3 due by end of day
13	M, Nov. 13 th	Human Development	Read + Reading Check: Chapter 4
	W, Nov. 15 th	Human Development	Last day to submit chapter 9 activities
14	M, Nov. 20 th	Human Development	Project Due
	W, Nov. 22 nd	Emotion & Motivation	Read + Reading Check: Chapter 10
15	M, Nov. 27 th	Emotion & Motivation	Last day to submit chapter 4 activities
	W, Nov. 29 th	Social Psychology	Read + Reading Check: Chapter 12
16	M, Dec. 4 th	Social Psychology	Last day to submit chapter 10 activities
	W, Dec. 6 th	Personality	Read + Reading Check: Chapter 13 Exam 4 due by end of day
17	W, Dec. 13 th	Final Exam	Last day to submit chapter 12 & 13 activities Final due by end of day

“Read + Reading Check” indicates that chapter should be read and the LaunchPad reading check taken prior to the start of class. The PowerPoint for said chapter should also read been read/listened to before coming to class.

Exams are due by 11.59 p.m. on the due date.

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 grades as the semester progresses.

Grade Tracker:

LaunchPad Reading Checks

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

Highest 10 of 11 Scores = _____/90 points

Portfolio

Running tally of activity points _____

Total = _____/250 points

Mastery Assessment Activities

- Quiz 1 = _____/40 points
- Quiz 2 = _____/40 points
- Quiz 3 = _____/40 points
- Quiz 4 = _____/40 points
- Final Exam = _____/40 points
- Research Project = _____/40 points

Highest 4 of 6 Scores = _____/160 points

Total Points = _____/500 points

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

Grading:

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

- A = 500.0 – 450 points [percentage of 90 – 100%]
- B = 449.9 – 400 points [percentage of 80 – 89.9%]
- C = 399.9 – 350 points [percentage of 70 – 79.9%]
- D = 349.9 – 300 points [percentage of 60 – 69.9%]
- F = Below 300 points [percentage of 0 – 59.9%]

LEARNING RESOURCES

Our required materials for the course:

Myers, D. G., & DeWall, C. N. (2016). *Exploring Psychology (10th 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, including our lecture PowerPoints, 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).

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: Formal attendance will not be taken in class. However, half of the points for our course do come from the activities that we do in class. I highly recommend attending and participating in as many classes as possible.
- 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 or experience a problem
- Assignment submission: Electronic submissions are at a student's own risk. 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, does not open properly, or is the wrong file, it will not be counted as on-time and you will not receive credit for the assignment.
- Course format: We use a flipped classroom format, which requires your engagement with the material. To learn most effectively, you are expected to complete assigned readings, take the LaunchPad reading check and review the chapter PP before coming to class. Active participation during class is needed to gain a deeper and more complete understanding of psychological principles.
- **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, gender, 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.