

## COURSE DESCRIPTION

### How to contact me:

You can message me through the Canvas inbox.

By appointment via [TechConnect Zoom](#).

Please message me so we can arrange a time to communicate.

### Textbook:

Connect Smartbook Access Code: *Experience Psychology*, Laura King, Fifth edition.

### Student Learning Outcomes from [SRJC Course Outline of Record](#)[Links to an external site.:](#)

Upon completion of the course, students will be able to:

1. Use major psychological theoretical perspectives to explain human behavior.
2. Identify the major scientific research methods, and use the critical thinking process to assess research materials and methods.

### Psychology 1A Objectives:

Students will be able to:

1. Define psychology; outline its historical roots; identify what psychologists do; and apply the critical thinking process to psychological phenomena and research outcomes.
2. Describe and apply with examples the various psychological research methods use to study behavior; include description of case studies, naturalistic and laboratory observations, correlational studies, surveys and tests, the experimental method, and longitudinal and cross-sectional studies.
3. Diagram the structure of the brain and its neuron cells; include descriptions of hemispheric specialization, location of important structures and their functions, and male/female differences.
4. Discriminate among the following body rhythms and mental states: circadian rhythm and the sleep cycle, infradian rhythm and the premenstrual cycle, and ultradian rhythm and the stages of dream.
5. Analyze the processes of sensation and perception and relate how abilities, beliefs, and emotions can affect sensory perception.
6. Summarize the principles of classical conditioning, operant conditioning, and social-cognitive learning and apply these principles when explaining the origins of phobias, fetishes, and aggression.
7. Determine how societal roles and rules, authority figures, and group opinions and behaviors affect an individual's opinions, actions, and emotions; generate a plan on how to decrease stereotypes, prejudice, and discrimination.

8. Distinguish among the different theories of intelligence, including Sternberg's Triarchic Theory of Intelligence and Gardner's Theory of Multiple Intelligence.
9. Discuss how the body, the mind, and culture influence the experience and display of emotions; assess the components of stress and describe how to cope and manage stressful events.
10. Compare and contrast the following theories of personalities: biological (genes and heredity), environmental (parents, peers, situations), cultural (values and traits), psychodynamic (unconscious conflicts and desires), and humanistic (present inner self).
11. Analyze and describe the following categories of psychological disorder: anxiety disorders, mood disorders, eating disorders, personality disorders, dissociative disorders and schizophrenia.
12. Apply the following treatment strategies and therapeutic styles to their appropriate psychological disorders: lobotomy, Electroconvulsive Therapy (ECT), antianxiety, antidepressant, antipsychotic, psychodynamic, cognitive-behavioral, behavioral, humanistic, group, and family.

### **Course Requirements:**

All students will participate each week; read assigned materials; participate in discussions, activities and assignments; complete chapter vocabulary quizzes and major tests.

Your participation in our class is an important aspect of this course. I do not drop students from my online classes after the first week, if for any reason you are unable to meet the requirements of this class it is your responsibility to officially drop the class.

### **Grades:**

Scores of all completed work throughout this semester will be added together to determine your final grade average.

#### **TOTAL POINTS POSSIBLE: 728 POINTS**

**A = 656 to 728 Points**

**B = 583 to 655 Points**

**C = 510 to 582 Points**

**D = 436 to 509 Points**

**F = 435 Points and below**

## Assignments for course:

*Smart Book Readings* are required for each assigned chapter.

**108 TOTAL POINTS POSSIBLE**

*Discussions and Participation Assignments* are required for each assigned chapter.

**300 TOTAL POINTS POSSIBLE**

*Vocabulary Quizzes* are given for each assigned chapter.

You will be allotted 30 minutes to complete vocabulary quizzes each week.

**120 TOTAL POINTS POSSIBLE**

*Tests* are multiple choice and given throughout the semester.

**200 TOTAL POINTS POSSIBLE**

## Extra Credit:

The purpose of extra credit work is to provide the student the opportunity to improve course point totals. Extra credit is in addition to required work and not a substitute for required coursework or tests and must be submitted by the specific due date listed on the course outline. Below are the extra credit options that add to your total points.

- *Connect Interactive Extra Credit Assignments* are provided on Connect to students for each assigned chapter to supplement classroom learning and help prepare for unit tests. Students will be awarded two extra credit points for each connect extra credit assignment that is completed on the Connect site. All extra credit must be completed the day prior to the unit's exam date to earn the points.
- *Topic Essay* assignments are worth three points. A topic essay is a typed double-spaced 3-page paper that demonstrates knowledge of material addressed in the textbook. The paper must reflect research and explanation of material covered in the text. It must demonstrate quality work. A reference in addition to the textbook must be utilized and cited in the body of the paper per APA guidelines. Last day to submit topic essays is one week before the final.
- *Additional Extra Credit* as assigned throughout the semester for a variety of activities which will be announced during class and posted on the CANVAS system.

## Course Expectations for Students:

- I expect students to actively contribute each week and participate fully in class activities. Each student has the opportunity to make the class more interesting and meaningful by discussing the chapter material, asking relevant questions and introducing a personal perspective and experience.
- Given the flexibility of submitting the assignments during the week, no late assignments are accepted. It is your responsibility to plan accordingly and ensure all work is completed on time.
- **To emphasize**, I do not automatically drop students from the class after the first week. It is your responsibility to drop the class yourself if you need to withdraw. Please check the Schedule of Classes for specific drop deadlines, since there are both financial and grading penalties for not withdrawing in a timely fashion.
- All assignments are due on the date specified on the Canvas.
- Viewing required class materials posted on the course CANVAS site are an important aspect of your academic success. Regularly check the Canvas Announcements section for any posted materials or date reminders. If you have any questions or concerns about this process, please contact me through your Canvas inbox.
- Academic honesty and integrity is your responsibility as a student at Santa Rosa Junior College. Cheating or plagiarism in any form will not be tolerated and are subject to disciplinary actions according to the Student Conduct Standards. Do not jeopardize your grade in this class or your college career by engaging in academic dishonesty. Link to College Policy: [Santa Rosa Junior College Academic Integrity Link](#).

## Guidelines for Appropriate Classroom Behavior:

- As we proceed through this semester, it is important that you understand expectations for student behavior in class. I expect you to act with respect toward your classmates, professor and the classroom itself. All online discussions are monitored and must remain respectful.
- If anyone is inappropriate towards classmates or the instructor, that student will be warned first, if issues are not resolved, further actions may be taken. Please consult the SRJC Student Code of Conduct Standards for the procedures and further consequences which will be utilized.

## Student Information:

- Students with learning challenges who believe they may need accommodations in class are encouraged to contact Disability Resources by phone at 778-2491 or in person as soon as possible to better ensure such accommodations are implemented at the beginning of the semester. If you need disability related accommodations for this class, such as a note taker, test-taking services, or other resources, please provide your instructor with the Authorization for Academic Accommodations Form (AAA letter) from the Disability Resources Department (DRD) as soon as possible. You may also speak with the instructor about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly.

- The college library is a valuable resource available to you as a student. Become familiar with on-campus and online services that you can use for a variety of purposes including research, school group meeting rooms, and study areas.

### **Remember:**

**Lastly, this is my reminder that I am here to partner with you in your educational journey.** Use online student hours and Canvas inbox to stay connected. Times may be scheduled by arrangement with me to meet one on one to answer any questions you may have. Previous students reported that meeting with me to review material, and prepare for tests were all helpful in achieving their academic goals.

Together, we will create a class environment that is supportive and collaborative for you, as students, and for me, as your instructor. I expect mutual respect for each other as demonstrated through our actions in the classroom discussions and participation.

We are going to have a great semester learning about the field of General Psychology.

Syllabus is subject to change at the discretion of the instructor.

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