



**PSYC 2301.303 CL
GENERAL PSYCHOLOGY
Spring 2023
Monday & Wednesday (SFHS)**

Instructor: Lalanya Ennis Maldonado, M.A.
 Phone: 409-933-8197
 E-mail: lennis@com.edu
 Office: M-04 (located in the library on the Mezzanine)
 Text Reminders: 409-440-7386 @PSYCH2301

Student hours and location:

				MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
7:20	am	-	7:35	am	OFFICE HOURS	OFFICE HOURS	OFFICE HOURS	OFFICE HOURS	
7:35	am	-	8:55	am	PSYC 2301.303 Santa Fe HS	PSYC 2301.304 Santa Fe HS	PSYC 2301.303 Santa Fe HS	PSYC 2301.304 Santa Fe HS	
9:30	am	-	10:50	am	OFFICE HOURS	PSYC 2301.104 #8 (LRC) 213	OFFICE HOURS	PSYC 2301.104 #8 (LRC) 213	
11:00	am		12:20	pm	PSYC 2301.105 #23 (ICB) 204	PSYC 2314.102 #8 (LRC) 213	PSYC 2301.105 #23 (ICB) 204	PSYC 2314.102 #8 (LRC) 213	
12:30	pm	-	1:30	pm	OFFICE HOURS	College Hour 12:30-1:20	OFFICE HOURS	College Hour 12:30-1:20	
1:30	pm	-	2:00	pm	OFFICE HOURS	OFFICE HOURS	OFFICE HOURS	OFFICE HOURS	
<i>Additional office hours to accommodate students will be available by appointment</i>									

Required Textbook: *Psychology in Everyday Life 5th Edition by David G. Myers & C.N. DeWall*

Supplies: Reliable Computer, internet access, and Computer storage device (to backup files), PULSE app (suggested app to access D2L)

Course Description: This course will provide an introduction to the major topic areas of psychology including neuroscience, the nature vs nurture debate, learning, cognitive psychology, motivation, personality theory, psychological disorders, therapeutic approaches and social psychology.

Course Requirements Grades are based on points accumulated throughout the semester. A variety of means to evaluate student performance will be used throughout the course. There is the possibility of earning 1000 points from assignments and assessments. You are held accountable for completing all assignments. All directions for assignments must be closely followed. Specific details and directions for each assignment will be on the actual assignment in D2L. *NOTE: If for any reason the college closes, continue to work on the assignments spelled out in your syllabus. For example, complete chapter readings, assignments, assessments etc.. You are accountable for the work upon the re-opening of the college.*

Grade Computation	Points	Letter Grade	Numeric Grade	Points
Quizzes (14 at 25 points each) (each quiz is 2.5% of grade- all quizzes are 35%)	350	A	90+	900 or more
Discussion Posts (4 @ 100 points each) (each post is 10% of grade- all 4 are 40%)	400	B	80-89	800-899
Pre-Journal (10% of your grade)	100	C	70-79	700-799
Psyc Eval Presentation (1 @ 100 points each) (10% of your grade)	100	D	60-69	600-699
Post- Journal (5% of your grade)	50	F	59 or less	599 or below

DETERMINATION OF GRADE

Methods of Evaluation/Submissions-

- Use Google Chrome or Mozilla Firefox browser (your work may submit blank using other browsers)
- All work must typed in Word or Powerpoint. if you do not have Microsoft products, you can download the programs for FREE at <https://www.com.edu/its/office-365.html>
- All work must be saved/uploaded as a .PDF or .DOC, (especially for a MAC or I cant open it)
- All work must be submitted on D2L and attached to the assignment submission page (except discussion boards where you will type directly into the submission page dialogue box.
- Use double spacing and Arial or Times New Roman, font size 12.
- Assignments with bulleted and/or numbered items should be a **separate and complete paragraph**
- Each assignment has a minimum word count or page length, but you are free to write as much as you like. If you write the “minimum”, you should expect to receive the minimum grade.
- **Your responses must be well thought out with details, explanations, examples and exhibit critical thinking. I am looking for you to make a connection between the concepts from the course and your personal experiences and opinions.**

Grading Scale: 900-1000 points=A; 899-800 points=B, 799-700 points=C, 699-600 points=D, 599 points or less=F

Grading Rubrics: Detailed directions and some rubrics for coursework can be found on D2L within the assignment. Please read the directions very carefully and let me know if you have any questions. If you need clarification, please reach out as soon as possible

- **Quizzes 350 points:** There will be a total of 14 quizzes worth 25 points each. The quizzes are 25 questions in form of multiple choice. You will have 45 minutes to complete the quizzes. You have 2 attempts at the quiz; however, I will only grade the LAST ATTEMPT, not the highest attempt. All quizzes are timed, taken on D2L and must be submitted before 11:59pm on the deadline date. Once you begin the quiz, you must complete the quiz in one timed session.
- **Discussion Post 400 points:** You will write 4 discussion posts (100 points each) on the discussion board in D2L. Please read all the directions in D2L to ensure you earn full credit
- **Pre Journal Post 100 points:** There will be 1 Pre Journal worth 100 points. The pre journal will give you an idea of some of the topics that we will be discussing this term. Please read all the directions in D2L to ensure you earn full credit
- **Post Journal Post 50 points:** There will be 1 Post Journal worth 50 points. The post journal is a “recap” of what we have learned this term. Please read all the directions in D2L to ensure you earn full credit
- **Presentation 100 points:** There will be 1 oral presentation that includes in-depth research. Please read all the directions in D2L to ensure you earn full credit

Make-Up & Late Work: **There will be no make up work or late work accepted.** All assignments are time-stamped in D2L and Email. Work submitted after the due date deadline will not be graded. Please allow time for your assignments to upload. If your network server is slow, make sure you allow extra time and do not wait until the last minute to submit assignments. Follow your schedule in your syllabus and do not rely on D2L to tell you when something is due. There are computers available for students to use at COM in the library, tutoring center and computer labs if you need a computer and/or internet access.

Attendance Policy: Regular attendance is a critical component to being successful in courses whether online or face-to-face. You will greatly impact your level of success by attending and participating in class on a regular basis. It is highly encouraged for you to log into D2L once a day to check for updates and announcements.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Please allow 24 hours for a return phone call or email, except on weekends and holidays)

General Education Core Objectives (CO's): Students successfully completing this course will demonstrate competency in the following Core Objectives

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Empirical and Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Student Learner Outcome (SLO)	Maps to Core Objective (CO)	Assessed via this Assignment
1. Identify various research methods and their characteristics used in the scientific study of psychology	Empirical and Quantitative	Quiz Chapter 1
2. Describe the historical influences and early schools of thought that shaped the field of psychology		Quiz Chapter 3
3. Describe some of the prominent perspectives and approaches used in the study of psychology	Critical Thinking	Quiz Chapter 12
4. Use terminology unique to the study of psychology		Quiz Chapter 6
5. Describe accepted approaches and standards in psychological assessment and evaluation	Empirical and Quantitative	Quiz Chapter 14
6. Identify factors in physiological and psychological processes involved in human behavior	Critical Thinking	Quiz Chapter 2
7. (CS1) Develop, interpret and express ideas through written communication	Communication Skills (Written)	Discussion Post 2
8. (CS2) Develop, interpret and express ideas through oral communication	Communication Skills (Oral)	Presentation
9. (SR) Demonstrate intercultural competence, knowledge of civic responsibility and ability to engage effectively in regional, national, and global communities.	Social Responsibility	Presentation

Academic Dishonesty: Any incident of academic dishonesty will be dealt with in accordance with college policy in the Student Handbook. Academic dishonesty – such as cheating on exams, quizzes, assignments, or other assessments, presenting someone else’s work as your own or copying someone else’s work is a serious offense and will result in a **grade of zero** on that assignment or assessment and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Shinya Wakao swakao@com.edu.

Technology Maintenance: College of the Mainland websites are scheduled to be down from 12:01-6:00 am on Sundays and D2L is down from 4:00-6:00 am the first Saturday of the month. Make it a point to complete assignments around this time.

Technology Outage Policy: In the event you experience a technology problem, it is your responsibility to communicate immediately with your instructor and the DE department at College of the Mainland (COM). It is a good idea to make a screenshot of the error and email it to me as well as the Distance Education Helpdesk. Contacting COM’s Distance Education department can be accomplished by submitting a ticket anytime at <http://desupport.com.edu/requests> or via live chat Monday to Friday from 8 AM to 5 PM. If the issue does not clear up and if there is no way around it, you may email your assignment to me directly before the due date at lennis@com.edu

TENATIVE SCHEDULE

	TUE	Class Discussions	THUR	Class Discussions	SUN	Assignments that are due on Sunday BEFORE 11:59pm on D2L
Week 1	1/17	Introductions	1/19	Course Expectations, Campus Safety and Syllabus	1/22	Pre-Journal
Week 2	1/24	Chapter 1: Thinking Critically	1/26	Chapter 2: Biology of the Mind	1/29	Quiz 1
Week 3	1/31	Chapter 2: Biology of the Mind	2/2	Chapter 2: Biology of the Mind	2/5	Quiz 2 Discussion Post 1
Week 4	2/7	Chapter 3: Dev. the Lifespan	2/9	Chapter 3: Developing Lifespan	2/12	Quiz 3
Week 5	2/14	Chapter 4: Gender and Sexuality	2/16	Chapter 5: Sensation & Perception	2/19	Quiz 4 Quiz 5
Week 6	2/21	Chapter 6: Learning	2/23	Chapter 6: Learning	2/26	Quiz 6 Discussion Post 2
Week 7	2/28	Chapter 7: Memory	3/2	Chapter 7: Memory	3/5	Quiz 7
Week 8	3/7	Chapter 8: Thinking, Language & Int	3/9	Chapter 8: Thinking, Language & Int	3/12	Quiz 8
	3/14	SPRING BREAK NO CLASSES				
Week 9	3/21	Chapter 9: Motivation & Emotion	3/23	Chapter 9: Motivation & Emotion	3/26	Quiz 9 Discussion Post #3
Week 10	3/28	Chapter 10: Stress & Health	3/30	Chapter 11: Social Psychology	4/2	Quiz 10 Quiz 11
Week 11	4/4	Chapter 12: Personality	4/6	Chapter 12: Personality	4/9	Quiz 12
Week 12	4/11	Chapter 13: Psychological Disorders	4/13	Chapter 13: Psychological Disorders	4/16	Discussion Post #4
Week 13	4/18	Chapter 13: Psychological Disorders	4/20	Chapter 14: Therapy	4/23	Quiz 13 Quiz 14
Week 14	4/25	Presentation Workday	4/27	Presentation Workday	4/30	Psychological Evaluation Presentations
Week 15	5/2	Presentations	5/4	Presentations	5/7	Post-Journal
Week 16	5/9	Individual Conferences	5/11	Individual Conferences		

JOURNAL ENTRIES

NOTE: FOR ALL WRITTEN ASSIGNMENTS- Use double spacing and Arial font size 10. Be professional, check your spelling and proofread before submitting your work. Do not use “tech language” such as “ur”, “lol”, “FOMO”. Bulleted or numbered items should be a separate paragraph and all work should be written in complete sentences. Your responses must be well thought out with details, explanations, examples and exhibit critical thinking. Each assignment has a minimum word count or page length, but you are free to write as much as you like. If you write the “minimum”, you should expect to receive the minimum grade for writing the minimum amount. You must include your word count at the bottom of your paper. I will spot check the word counts and if you put an incorrect word count or no word count, you will be deducted points. Submit papers on D2L before the due date.

Pre- JOURNAL:

Directions: Type your paper answering all questions below for the Pre-Journal. **Each response** on your Pre-Journal paper should be **at least 200 words** for each prompt (remember to include your word count). I am looking for you to give specific details and elaborate on all your responses. (Note: If you do not know the answer to a question, writing “I don’t know” is not appropriate.)

1. What do you want to learn about this semester
2. What do you feel is the most important aspect of psychology
3. Do you feel our society has a moral duty to take care drug addicted individuals
4. At what point in a romantic relationship should gender identity and sexual identity be discussed
5. Do you think animals can communicate with different species, including humans
6. Specifically, how does stress affect your health
7. How should society deal with mentally disabled persons who do not function well independently
8. At what point should someone seek therapy
9. How would you describe your feelings when discussing social experiments on humans without consent
10. How can you engage in your community in a positive and effective way

Post- JOURNAL:

Directions: Type your paper answering all questions below for the Post-Journal. Your entire Post-Journal should be a minimum of 500 words (remember to include your word count). I am looking for you to give specific details and elaborate on all your responses. (Note: If you do not know the answer to a question, writing “I don’t know” is not appropriate.)

1. What did you enjoy learning about this semester
2. What changes would you like to see in this course
3. Why is the field of psychology important
4. How is the field of psychology related to social responsibility
5. How does psychology relate to your chosen career

PSYCHOLOGICAL EVALUATION & PRESENTATION

Directions: You will play the role as a therapist who has been treating a patient. You will choose a fictional character from a TV show or a movie. You cannot use a super hero, a zombie, a vampire, an animated character, etc... Answer each of the questions below about your patient using the DSM-V as your reference. You must use the template that is on D2L. You will submit your Powerpoint on D2L for a project grade (50 points) and then present your finding to the class for a Presentation grade (50 points).

Your fictional character must have at least 3 different diagnoses, but you can add as many as you like.

Examples of who you can use for this assignment are: Monica from Friends, Dr. Yang from Greys Anatomy, or Uncle Charlie from 2 ½ men.

Address each of the following items in your Powerpoint:

1. **Symptoms/behaviors:** Describe your characters (patient) unique symptoms/behaviors. You need at least 3, but should have more to help guide you to the correct diagnosis.
 - a. You can only list symptoms that are known to that character, you cannot make up symptoms
2. **Diagnosis:** Discuss at least 3 disorders your character (patient) most likely suffers from and explain why.
 - a. The disorders must be listed in the DSM-V. You must reference page numbers in your PPT
 - b. The disorders must meet the criteria listed in the DMS-V
3. **Etiology:** Discuss if the disorders are likely due to genetics, environmental factors, or both and explain why. You need to include a supporting paragraph from the DSM-V.
4. **Treatment:** Discuss what you believe would be the best treatment option for your character and why. To make your treatment plan, you should reference the textbook, our class lectures, and information from the DSM-V. You will use your critical thinking skills and deductive reasoning to come up with the best plan for your patient
5. **Prognosis:** Discuss the likelihood of recovery for your character and why. You will use your critical thinking skills
6. **Data Collection:** Include charts/graphs showing the prevalence of each disorder

DISCUSSION POSTS

NOTE: FOR ALL WRITTEN ASSIGNMENTS- Use double spacing and Arial font size 10. Be professional, check your spelling and proofread before submitting your work. Do not use “tech language” such as “ur”, “lol”, “FOMO”. Bulleted items should be a separate paragraph and all work should be written in complete sentences. Your responses must be well thought out with details, explanations, examples and exhibit critical thinking. I am looking for you to make a connection between the concepts we discuss in class, articles you read, videos you watch and your personal experiences and opinions. Each assignment has a minimum word count or page length, but you are free to write as much as you like. If you write the “minimum”, you should expect to receive the minimum grade for writing the minimum amount. You must include your word count at the bottom of each posting. I will spot check the word counts and if you put an incorrect word count or no word count, you will be deducted points. Submit papers on D2L

Directions: Read the article and watch the video using the links provided. Next, think about the material and how it relates to information you learned from the textbook. Take some time to formulate your thoughts and type your responses into D2L. I will give you some questions to think about if you don’t know where to start, but you are free to take the conversation in another direction if you choose to do so. You do not have to answer the questions that I give you, those are merely a suggestion to get you started. **However, you must make a connection between the video and content in the textbook and make a connection between the article and the content in the textbook by using vocabulary terms from the textbook. You need to show at least 2 vocabulary terms for the video portion and 2 vocabulary terms for the article portion.** The vocabulary terms are listed at the end of each chapter. After you have written your original response, you will need to read your classmates postings and type a reply posting to them. You may agree, disagree or just add your own insight to the conversation. Your original posting must be at least 400 words and your reply to another student must be at least 100 words. PLEASE DO NOT EXPLAIN THE VIDEO OR ARTICLE TO ME, I HAVE SEE AND READ THEM MANY TIMES.

Discussion Post #1- Effects of Child Maltreatment Chapters 2-3

Child of Rage-Documentary

Video Link: <https://www.youtube.com/watch?v=mDBhluKQFF4>

Child Abuse Prepares for a Lifetime of Mental Health Issues by Constance Scharff, Ph.D

<https://www.psychologytoday.com/us/blog/ending-addiction-good/201506/child-abuse-prepares-lifetime-mental-health-issues>

1. What are the long term effects of a child who has been abused or neglected
2. What type of punishment should caregivers receive if found guilty of child abuse or child neglect
3. What is the best approach to helping someone who may be a victim of child abuse or child neglect

Discussion Post #2- Sex Education Chapters 3-4

Fox and Friends Debate Sex Education

Video Link: <https://www.youtube.com/watch?v=-OGN0cgoUEo>

When Does Sex Education Begin by John Chirban Ph.D

<https://www.psychologytoday.com/us/blog/age-un-innocence/201402/when-does-sex-education-begin>

1. When do you feel it is appropriate to teach sex education
2. What kind of information do you feel is important for a sex education class
3. Do you believe that a sex education class helps someone be safer or do you feel that it raises curiosity and promotes sexual activity

Discussion Post #3- Power of Touch Chapters 9-10

Loving Touch and Moms Intuition....

Video Link: <https://www.youtube.com/watch?v=rxQCEADh8Ro>

Article: Why We All Need To Touch and Be Touched by Sharon K. Farber Ph.D.

<https://www.psychologytoday.com/us/blog/the-mind-body-connection/201309/why-we-all-need-touch-and-be-touched>

1. What do you think would be the consequences of a person who never received positive touch
2. Why are neural connections so important in brain development
3. What is your opinion of the doctors who were so persistent that the baby was dying in the video

Discussion Post #4- Power of Words Chapters 11-13

Wellington High School React to Beautiful

Video Link: <https://www.youtube.com/watch?v=1KJdkYJmYWE>

Why Pretty Girls May Be Especially Vulnerable to Bullying by Frank T. McAndrew Ph.D

<https://www.psychologytoday.com/us/blog/out-the-ooze/201804/why-pretty-girls-may-be-especially-vulnerable-bullying>

1. Why is the word “Beautiful” so powerful from both a positive and negative perspective
2. How is self-esteem fostered or depressed
3. What is the cause of “women on women hate” or “men on men hate” and how do we prevent it

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [Student Handbook 2022-2023_v4.pdf \(com.edu\)](#). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college career. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including online

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is March 1. The last date to withdraw from the 16-week session is April 24. The last date to withdraw for the 2nd 8-week session is May 3.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.