

PSYC& 100 General Psychology

Bellevue College | Fall 2018

Mon/Wed 8:30-10:20am, A206

This page is the *course syllabus*: a document communicating the course information and defining expectations and responsibilities. The syllabus is your guide to the class. **If you have questions about the class, read the syllabus first.**

All course resources can be accessed via [Modules](#).

ABOUT THIS COURSE

Psychology is the scientific study of mind and behavior. This course will survey the major concepts, theories, and research findings in psychological science. Through readings, lectures, and discussion, you will learn about the basic subject matter of psychology, various subfields and theoretical perspectives, how psychologists study behavior, and how psychological knowledge has been applied to improve the quality of life.

This course is a prerequisite to more advanced psychology courses. The topics covered in this class are explored more fully in these advanced classes. Thus, if you are thinking of majoring in psychology or just want to learn more about it, this course can help you decide what areas of psychology are most interesting to you and, therefore, which advanced courses you might want to take.

This is a *hybrid class* (designated with the 'HY' prefix), meaning it will be taught partially in person and partially online. Please make sure you have regular access to a computer with reliable Internet connection. There is an open computer lab available in N250 if needed.

CONTACT INFORMATION

Professor: Tabitha Kirkland, Ph.D. (you can call me Tabitha)

Email: tabitha.kirkland@bellevuecollege.edu

Office hours: MW 10:30-11am in D200A and online by appointment

REQUIRED MATERIALS

1. Textbook: *Psychology in Your Life (PIYL)* by Grison, Heatherton, & Gazzaniga (2nd ed)

The textbook is essential for succeeding in this course and will be used for pre-lecture reading quizzes as well as a supplement to lecture. You'll need the book and access to the publisher's online materials ("InQuizitive"). If you don't have the textbook yet, you can sign up for free 21-day ebook and InQuizitive access using any of the quiz or ebook links in the Modules.

Purchase options:

1. New book including InQuizitive (ebook, paperback, looseleaf) from any source, including BC bookstore
2. Ebook from the textbook publisher (\$65): <https://digital.wwnorton.com/psychlife2>
 - Option to upgrade to a looseleaf copy for \$15 at any point in the quarter
3. Used, rented, or borrowed book from any source + InQuizitive access code (\$20):
<https://digital.wwnorton.com/psychlife2>

By the end of Week 1, there will also be copies of the book on reserve in the Library Media Center. They can be checked out for two hours at a time. Feel free to use this as a resource when studying on campus.

2. Discussion book: *You Are Not So Smart* (YANSS) by McRaney

This book was written for a general (rather than student) audience and will be used for required discussion posts.

Assigned chapters of this book will be provided to you at no cost.

LEARNING GOALS

1. **Knowledge of Psychology:** The most directly measurable goal in this course is to increase your knowledge of psychology. This goal includes enhancing your knowledge and understanding of: a) major psychological approaches to the study of behavior; b) major issues in psychology; c) concepts, basic terminology, research findings, and applications of psychological work; d) the research process and its limitations. Your progress on this goal will be measured by performance on the exams.
2. **Scientific Values and Skills:** I hope that this course will stimulate your intellectual curiosity about human behavior, increase your appreciation of the scientific method, help you recognize faulty or biased research, and increase your ability to critically evaluate scientific information. You can reach this goal by attending regularly, participating fully in activities, and visiting office hours.
3. **Everyday Life:** I hope the information in this course will increase your understanding of other people's and your own behavior, help you to appreciate the complexity of human behavior, and promote an intelligent skepticism about accepting psychological "facts" and "truths" that you come across in everyday life (e.g., in news reports and "pop" web articles, on TV and radio talk shows). You can reach this goal by attending regularly, participating fully, and talking with people in your life about the ideas in this class. The readings from *You Are Not So Smart* are also intended to help you with this goal.

EXPECTATIONS

My Role as Instructor

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning, including videos, discussions, and activities. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions, comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning.

Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it.

If this is one of your first college classes, please know now that college works quite differently from high school. There is less structure, time, and guidance, and more independent learning is required. **You are responsible for keeping yourself on schedule, knowing due dates, and planning ahead.** Be an active participant in your own education: frequently study concepts you don't understand and contact me right away if any circumstances arise that interfere with your ability to participate fully in class.

COURSE REQUIREMENTS

1. Psych Department Pretest/Posttest [5 pts]

The BC psychology department is conducting an assessment of PSYC 100 classes this quarter. As part of this assessment, we are collecting online pretest/posttest quizzes from students at the beginning and the end of the quarter. The goal is to find out whether you know more overall at the end of the quarter than at the start, and to compare these changes over the quarter across classes taught by different instructors. You will receive 5 pts for completing *both* the pretest and posttest by their assigned dates in the course schedule. You will be scored based on completion, not correctness.

2. PIYL Reading Quizzes: InQuizitive [5 pts x 9 quizzes = 45 pts]

You are responsible for completing the assigned textbook reading from *Psychology in Your Life (PIYL)* before class each week. Class lectures and activities highlight, supplement, reinforce, and clarify knowledge you have acquired from a thorough and careful reading of the textbook. Lectures are not a substitute for reading and studying the course material on your own. You are responsible for all assigned readings, whether or not we explicitly focus on them in class. As a general guideline, you should plan to spend about 15 hours per week reading and studying the material (3 hours per class credit).

To help you stay accountable, you will be required to take an online pre-lecture reading quiz **before class time at the beginning of each new topic**. These quizzes use InQuizitive, an adaptive learning game

in which you gain and lose points based on correctness and how confident you are in your answer to each question. Each quiz is worth 5 points and should take around 30 minutes to complete.

Please access all quizzes through the [Modules](#). Links will direct you to an external site. Please use your BC email address to login to the site. If you happen to access the quizzes through the textbook publisher's site instead, your scores won't sync with Canvas until you click one of the quiz links in Canvas.

All InQuizitive quizzes have three levels: Level 1 has an equal distribution of questions from all learning objectives; Level 2 will give you questions based on how well you're doing (harder questions if you're doing well, easier questions if you're not); and Level 3 will give you personalized questions based on the learning objectives you had the most trouble with in Levels 1 and 2. You have the opportunity to earn full credit on every quiz by continuing to play until you reach the target score, or you can stop once you've answered the minimum number of questions and get partial credit.

I recommend going through the "How to Use InQuizitive" practice quiz first so you understand the scoring and confidence ratings. If you have any questions about InQuizitive or your scores **after completing the "How To Use InQuizitive" quiz**, please contact me.

3. YANSS Discussion Posts [5 pts x 6 weeks = 30 pts]

Approximately every other week throughout the quarter, we will read one or two short (really!) chapters from *You Are Not So Smart* (YANSS). Each chapter discusses some type of cognitive bias or funny fact about how our minds work, with several examples from real life. You are responsible for submitting a 2-3 paragraph discussion post to this reading on the dates listed on the course schedule. The first paragraph should summarize the major concepts from the reading **in your own words**, without using direct quotes from the book (or other students). The next paragraph(s) should reflect on what you read: for example, you may apply the content to your life; you may discuss what was surprising, interesting, confusing, upsetting, etc.; you may link the readings to other relevant issues/topics in the course; you may identify larger implications of the reading; you may discuss counter-examples and evidence that does not support the ideas from the reading; and so forth. Your response will be scored as full, half, or no credit, depending on how completely it meets these instructions.

4. Exams [50 pts x 3 exams = 150 pts]

Three multiple-choice exams will be given in class, each with 50 questions. Exams are *not* cumulative but do cover every learning modality in the class (lecture, reading, discussion/activities, etc). Please bring a pencil and scantron to each exam. You can purchase scantrons at the bookstore. If you are unable to take an exam at the scheduled time, notify me at least one week before the exam to schedule a time to take it early. If you miss an exam without notice, and have a documented reason for doing so, you may make it up in a short-answer format. Excusable absences for exams are at my discretion only.

5. Lecture Participation [20 pts]

Participation will include class discussions, workshops, film sessions, and other in-class activities. Participation is not the same thing as attendance – i.e., just being physically present in class is not the same as actively participating. Participation is worth 1 pt per day (0.5 pt on exam days) and will be graded in two-week intervals. Students who are absent from class may complete the assigned participation activity or its equivalent at a mutually agreed-upon alternative time for credit. You must notify me of your wish to make up the participation activity either before your absence or no more than two days afterward, unless extreme extenuating circumstances are present.

Assignment Category	Points
1. Psych Dept Pretest/Posttest	5
2. PIYL Quizzes	45
3. Exams	150
4. YANSS Responses	30
5. Participation	20
Total Points	250

GRADES

It is your responsibility to *earn* the grade you want, starting on the first day of the quarter. Some of these categories are much easier to get points in, and every point counts equally. Doing the reading quizzes and participating in class from the very beginning are great ways to get some of these "easy" points. I do not give individual extra credit opportunities to make up for poor performance.

Grading Scale

Percent	Grade
93%+	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B

80-82.9%	B-
77-79.9%	C+
etc.	

Incompletes and Withdrawals

Only students with extreme circumstances beyond their control who have obtained permission from me are eligible for a grade of Incomplete. Incompletes will not be given out at the end of the quarter to escape a poor grade.

If circumstances arise during the quarter that make it impossible for you to continue in this class, you may want to consider the option of withdrawing. There are three types of withdrawal, subject to different deadlines, refund amounts, and documentation requirements. [Learn more about withdrawals here.](#)

COURSE POLICIES

Canvas: The Course Website

Canvas (<http://bc.instructure.com>) will be used for downloading materials, viewing lecture recordings, participating in discussion, submitting assignments, and so forth. Plan to check it regularly. Our course home page can be accessed on the main dashboard or from *Courses* on the left menu.

Instructor & Peer Communication

Here are some guidelines for communicating with your instructor and peers, depending on the kind of question you have:

- **General course policy questions:** please post on the general discussion board in the "Course Resources" module *after reviewing the syllabus*. This will let others benefit from seeing the question and response.
- **To discuss ideas or plan study sessions with your classmates:** please post on Student Chat, an ongoing, student-led discussion board in the "Course Resources" module.
- **For brief questions about your individual situation:** please contact me via email or see me after class.
- **If you have a question or topic you'd like to discuss in greater depth:** plan to visit office hours or make an appointment for an online meeting.

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Please include PSYC 100 in your subject heading along with a specific phrase related to your question or comment. This will help me get to your email more quickly.

[Here](#) is a general email template that will go over well with any instructor.

Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Unless we are actively engaged in a participation activity, **do not use your phone during class**. Limit the temptation to check your phone by keeping it in your bag.
- For your own sake, I strongly suggest that you *do not* use your laptop during class. Scientific research has shown that **typing notes in class causes worse learning of the material compared to writing** – and not just because of their potential for distraction. People actually think about material less deeply when typing (we can do it much faster and more automatically than writing), therefore limiting the extent of learning.[\[1\]](#) However, you are welcome to use a tablet that lies flat on the desk.
- If you are learning English, you are welcome to use an electronic dictionary during class.

Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

Attendance

If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact me to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate’s notes, please see me during office hours for clarification.

RESOURCES FOR SUCCESS

Follow These Study Tips

- Research shows that when we do more than one thing at a time, we’re not actually doing them simultaneously. Instead, we’re shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows

that the more often we “multitask,” the more distracted we are by irrelevant information, and the worse we are at concentrating. **Limit the temptation to multitask** in class and when studying by putting away any distracting materials.

- **Study in frequent, short, focused sessions** (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. “Cramming,” or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.
- **Test yourself** when studying: use the self-quizzes in Appendix B of your textbook, use the resources on the textbook publisher’s website (<https://digital.wwnorton.com/psychlife2>), and/or use flashcards to quiz yourself on terms and their examples (check out quizlet.com).
- **Talk to people** about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

Find Study Buddies

I strongly encourage you to form a study group with 2-3 of your classmates. Successful study groups meet about once per week to review the material together, quiz each other, and help each other avoid procrastination. Plus, studying with other people is way more fun than studying by yourself, and can help you find more community in a big class.

Attend Office Hours

These hours (listed at the top of the syllabus) are a specific time set aside specifically to talk with students. I am available to meet with students during this time on a drop-in basis – no appointment needed. Come to office hours with questions, comments, or topics for debate. I am also happy to talk about other psychology-related topics, such as transferring to a university, getting involved in research, or applying to graduate school. We can correspond online if those times don’t fit your schedule.

Academic Success Center

Free drop-in [psychology tutoring](#) is available both in person and online through the Academic Success Center (D204). You may also seek support from the [Writing Lab](#) to improve the quality of your academic writing.

Counseling Center

You can make an appointment for [academic counseling](#) in the Student Success and Counseling Center (2nd floor B building) for help with study skills or test anxiety: 425-564-2212. The Counseling Center also provides free short-term counseling for a wide range of other issues, ranging from stress and depression to relationship problems to sexual assault and other forms of abuse.

For immediate help in the case of a mental health crisis, call the King County Crisis Line: 206-461-3222

Multicultural Services

MCS specializes in assisting students of color, LGBTQ students, and refugee and immigrant students, but all BC students are welcome to use MCS’s services free of charge. MCS is really wonderful at helping all

students feel comfortable and welcome at Bellevue College. MCS can help with a wide variety of personal and professional challenges, from figuring out how to pay for college and secure childcare for kids, to personal counseling and advising. Stop by their office in B233 or call them at (425) 564-2208.

TRiO Student Support Services

This department provides excellent academic support for students who have limited incomes, documented disabilities, or who are the first in their families to attend college. Students who join TRiO are given close and intensive academic advising, lessons in study skills, tutoring, and overall support not only as students but also as human beings. Learn more by stopping by B233 or visiting the [website](#).

Students Who Require Disability Accommodations

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment, and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. The DRC office is located in B132 or you can call the reception desk at (425) 564-2498.

- Deaf students can reach the DRC by video phone at (425) 440-2025 or by TTY at (425) 564-4110.
- Please visit the [DRC website](#) for application information into the program and other helpful links.
- [Autism Spectrum Navigators](#) (ASN): if you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or (425) 564-2764.
- If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with me to develop a safety plan within the first week of the quarter.

COURSE SCHEDULE

Due dates for assignments and exams are listed below. Required reading includes chapters in *Psychology in Your Life (PIYL)* and *You Are Not So Smart (YANSS)*. Quizzes cover *PIYL* and discussion posts cover *YANSS*.

Week	Day	Date	Topic	Due online
1	Mon	9/17/18	Introducing Psychology (Ch. 1)	
	Wed	9/19/18	Introducing Psychology (Ch. 1)	Psych Dept Pretest
2	Mon	9/24/18	No lecture - online methods activity	YANSS: Priming
	Wed	9/26/18	Biological Psychology (Ch. 2)	Quiz: Ch. 2
3	Mon	10/1/18	Biological Psychology (Ch. 2)	
	Wed	10/3/18	Biological Psychology (Ch. 2)	
4	Mon	10/8/18	Consciousness (Ch. 3)	Quiz: Ch. 3
	Wed	10/10/18	Consciousness (Ch. 3)	YANSS: Confirmation Bias, Attention, and Procrastination
5	Mon	10/15/18	EXAM 1 Development (Ch. 4)	
	Wed	10/17/18	Development (Ch. 4)	Quiz: Ch. 4
6	Mon	10/22/18	Learning (Ch. 6)	Quiz: Ch. 6

	Wed	10/24/18	Learning (Ch. 6)	YANSS: Confabulation and the Texas Sharpshooter Fallacy
7	Mon	10/29/18	Memory (Ch. 7)	Quiz: Ch. 7
	Wed	10/31/18	Memory (Ch. 7)	YANSS: Extinction Burst and The Misinformation Effect
8	Mon	11/5/18	EXAM 2 Motivation (Ch. 9)	
	Wed	11/7/18	Emotion (Ch. 9)	Quiz: Ch. 9
9	Mon	11/12/18	No class - Veterans Day	YANSS: Introspection, The Affect Heuristic, and Self-Serving Bias
	Wed	11/14/18	Social Psychology (Ch. 12)	Quiz: Ch. 12
10	Mon	11/19/18	Social Psychology (Ch. 12)	
	Wed	11/21/18	Psychological Disorders (Ch. 14)	Quiz: Ch. 14
11	Mon	11/26/18	Psychological Disorders (Ch. 14)	YANSS: The Just-World Fallacy, Groupthink, and The Fundamental Attribution Error
	Wed	11/28/18	Health & Well-Being (Ch. 11)	Quiz: Ch. 11
12	Mon	12/3/18	Student Success Day - no class	Psych Dept Posttest
	Wed	12/5/18	EXAM 3	

[1] Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25, 1159-1168. <https://doi.org/10.1177/0956797614524581>