**PSYC& 100 HN (7631)**  
**General Psychology**  
**Winter Quarter, 2013**

**Instructor:** Kamil Hamaoui, Ph.D.  
**Email:** khamou@everetttcc.edu  
**Phone:** (425) 388-9164

**Office Hours:** GWH 304  
MW, 10:00 – 11:00 AM  
MTWTh, 12:50 – 1:20 PM  
TW, 2:40 – 3:10 PM

**Class Time:** MTWTh, 1:30 – 2:30 PM  
**Class Location:** GWH 280  
**Prerequisites:** Completion of ENGL 098 with a grade of C or higher, or eligibility for ENGL 101, or instructor's permission.

**Required Text:** Stangor's *Introduction to Psychology* (v. 1.0.3), Flat World Knowledge

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**Course Description**

This course will introduce students to psychological thinking by examining the different points of view within psychology, the purpose behind psychological investigations, the questions that psychologists ask, the information that psychologists gather, the inferences that psychologists draw, the assumptions that psychologists make, the concepts that psychologists use to describe and explain phenomena, and the implications of psychological conclusions.

**Course Learning Outcomes**

Upon completion of this course, the successful student will be able to:

1. Recognize, compare, and contrast different theoretical perspectives in the field of psychology.
2. Apply psychological concepts to explain human behavior and experiences.
3. Describe the scientific process and the research methods used by psychologists.
4. Interpret and discuss the implications of impactful research findings in psychology.

**Core Learning Outcomes**

Upon completion of this course, the successful student will have developed:

1. Critical thinking skills by analyzing and evaluating claims about human behavior and experiences.
2. Communication skills through practice on articulating ideas clearly, precisely, and concisely.
3. Greater sensitivity to diversity by considering questions and issues from different points of view.

**Instructional Methods**

During the classroom meetings, there will be demonstrations and activities related to the core learning outcomes, the research project, and the learning objectives covered in the weekly lessons. Each week outside of class, students will complete a set of readings and activities on a specific lesson, view recorded lectures, take a multiple-choice quiz testing on the learning objectives for the lesson, and work on assignments related to the research project.

**Course Website**

The content on the ANGEL website is organized in a number of pages, which can be accessed by clicking on the tabs at the top of the screen. The name of each tab along with a brief description of the content on the page is presented below:

- **Course:** This page displays course announcements and contains a link to the Tegrity lecture recordings.
- **Lessons:** This page contains the syllabus, schedule, and “Lesson” folders, which contain instructions on the reading, activities, assignments, and quiz. The exams and a folder for the research project assignments will also be posted on this page.
- **Resources:** This page contains links to websites related to the course content.
- **Communicate:** This page contains tools to send and receive email.
- **Report:** On this page, students can check their current percentages and keep track of their progress in the course.
Course Requirements

Lesson Quizzes: There are ten lesson quizzes, each worth 2.5% of the course grade. Each lesson quiz tests on the learning objectives for that lesson, which are posted in the lesson folder. The lesson quizzes consist of 25 multiple-choice questions, each worth 1 point. Students have unlimited attempts on each quiz during the time that the quiz is available, and the last score is recorded in the grade book and counts towards the course grade. On each attempt, a different set of questions is randomly selected from a large pool of questions, and the questions appear all at once.

Students have 40 minutes to complete each lesson quiz and are permitted to use any materials while taking the quiz. The timer for the quizzes appears at the top right of the screen. If the student does not submit a quiz attempt within 40 minutes, it automatically submits at the end of the time limit whether or not the student has finished. The close dates for the quizzes are printed on the course schedule; each quiz closes at 11:59 PM on the date indicated. If a lesson quiz is not taken and submitted before the deadline, a 0 score for the item is entered into the grade book.

Comprehensive Exams: There are four comprehensive exams, each worth 10% of the course grade. Sectional Exam 1 tests on the learning objectives for Lessons 1, 2, and 3. Sectional Exam 2 tests on the learning objectives for Lessons 5, 6, and 7. Sectional Exam 3 tests on the learning objectives for Lessons 9 and 10. And the Final Exam tests on the learning objectives for Lessons 1-3, 5-7, 9-10, and 12-13. Lessons 4, 8, 11, and 14 are optional lessons. Students can take quizzes on the optional lessons to earn extra credit, but the learning objectives for these lessons are not tested on any of the comprehensive exams.

The comprehensive exams consist of 50 multiple-choice questions, each worth 1 point. Students have unlimited attempts on each exam during the time that the exam is available, and the last score is recorded in the grade book and counts towards the course grade. On each attempt, a different set of questions is randomly selected from a large pool of questions, and the questions appear all at once on the screen.

Students have 80 minutes to complete each exam and are permitted to use any materials while taking the exam. The timer for the exams appears at the top right of the screen. If the student does not submit an exam attempt within 80 minutes, it automatically submits at the end of the time limit whether or not the student has finished. The availability times for the exams are printed on the course schedule. If an exam is not taken and submitted before the deadline, a 0 score for the item is entered into the grade book.

Critical Thinking Test: There is a critical thinking test at the end of the course, worth 10% of the course grade. This test assesses the extent to which students can articulate an understanding of the concept of critical thinking and can exercise the critical thinking skills of analysis and evaluation as applied to psychological content.

The critical thinking test will consist of short-answer and/or multiple-choice questions. The exact number of questions has yet to be determined. Students will have one attempt on the test, and the questions will appear all at once on the screen. Students will be allowed unlimited time to take the test, within the window of time the test is available to take. The close time for the test is printed on the course schedule. If the critical thinking test is not taken and submitted before the deadline, a 0 score for the item is entered into the grade book.

Important Note: It is expected that students will take all the tests independently without assistance from other persons. This course presents an opportunity for you to develop your learning and test-taking skills. Having persons take tests for you or assist with your test taking will prevent you from developing those important skills, reducing your ability to succeed academically in the long run.

Research Project: Students will work on a research project throughout the course. The project will involve thinking up a research question, formulating a hypothesis, designing a study, collecting data, analyzing and interpreting the data, and preparing a presentation. Students will complete assignments related to the course project in class and independently each week; these assignments will be worth points in the Research Project assessment category and together will be worth 5% of the course grade. The presentation itself (which could take the form of a poster, paper, or talk) will be worth 20% of the course grade. Instructions on the research project assignments will be presented in class and posted on the course website at appropriate times during the course.
Grading

At the conclusion of the course, letter grades are assigned based upon the Overall Percentage, which is a weighted average of the percentages of points earned in each assessment category. The assessment categories and weightings are shown in the table below.

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Critical Thinking Test</td>
<td>10%</td>
</tr>
<tr>
<td>Research Project</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The following scale is used (the numbers below are Overall Percentages; decimals will be rounded to the nearest whole number):

- A 93 – 100
- A- 90 – 92
- B+ 86 – 89
- B+ 83 – 85
- B- 80 – 82
- C+ 76 – 79
- C 73 – 75
- C- 70 – 72
- D+ 66 – 69
- D 63 – 65
- D- 60 – 62
- E 0 – 59

Non-traditional grades, such as I (incomplete) and V (instructor withdrawal), are not assigned unless an extreme and unexpected event arises that prevents the student from attending class and completing the coursework (e.g., death of a close family member or car accident that requires hospitalization). Students have the responsibility to keep track of their progress and current grade and to withdraw by the deadline if the predicted grade does not meet their wishes or expectations.

**IMPORTANT NOTE:** A weighted percentage system is different from a raw point system. In a weighted percentage system, points in each category have different values (1 point in one category does not necessarily equal 1 point in another category). In addition, before there are scores in every category, ANGEL proportionally adjusts the weightings in the categories with scores present when computing the Overall Percentage. For example, at the end of Week 1, when there will only be scores in the “Lesson Quizzes” and “Research Project” categories, the percentage in the “Lesson Quizzes” category will be weighted at 50% in the calculation of the Overall Percentage, and the percentage in the “Research Project” category will be weighted at 50%. After the first sectional exam, the percentage in the “Comprehensive Exams” category will be weighted at 44% in the calculation of the Overall Percentage, and the percentages in the “Lesson Quizzes” and “Research Project” categories will each be weighted at 28%.

Students with questions about the grading procedure are encouraged to contact me early in the quarter for further explanation. Students are encouraged to check the grade book frequently and to keep track of their progress in the course.

**Requests for Re-grading:** Students may request that I evaluate a quiz or exam question, if it is thought that the selected response option qualifies as equally or more correct than the response keyed as correct. Requests must be sent to me via email. The email must include (1) an exact copy of the question and response option, (2) a rationale in support of the correctness of the selected response, and (3) a citation referencing the exact location of the information used in the rationale (for example, a page in the textbook or a lesson title and lecture slide number).

Requests for re-grading must be submitted within 7 days after the assessment score was recorded in the grade book. No scores will be changed after that time.

**NOTE:** This same policy applies to contesting a 0 score that was entered into the grade book for work not submitted before a deadline. I reserve the right to enter 0 scores for work not submitted at any time in the quarter (for example, if I did not enter a 0 score for a quiz that was due at the end of the first week and never taken by a student, I will input a 0 score prior to determining the student’s grade at the end of the quarter).
**Extra Credit and Optional Assignments**

**Classroom Participation:** During each classroom meeting, students in attendance will receive extra credit for their participation in classroom activities. Students who sign an attendance sheet at the end of the class meeting will earn 0.5 point added to the Comprehensive Exams category, which corresponds to a 0.25% increase in the Comprehensive Exams category. Students who attend all the class sessions will increase their Overall Percentage by 2%.

**Optional Lesson Quizzes:** There are four optional lessons. Students can take quizzes on the learning objectives for these lessons to earn extra credit. The percentage earned on each quiz is scored out of 2 points (e.g., 80% = 1.6 points), and the extra credit points are added in the Lesson Quizzes category. If full credit is earned, each optional lesson quiz can increase the percentage in the Lesson Quizzes category by 0.8%. If all the lesson quizzes are taken and maximum credit earned, the Overall Percentage will increase by 0.8%

These optional quizzes have the same testing parameters as the required lesson quizzes. The close dates for the optional quizzes are printed on the course schedule; each quiz closes at 11:59 PM on the date indicated.

**Critical Reflection Papers:** For each of the ten required lessons, students have the option of writing a short paper in which they critically evaluate how their thinking has developed on a specific question covered in that lesson. Detailed instructions for the paper are presented in the Lesson folders. Each paper is worth up to 1 point added to the Comprehensive Exams category, which corresponds to a 0.5% increase in the Comprehensive Exams category. Students who complete all the papers and earn maximum credit will increase their Overall Percentage by 2%.

**Make-Up Policy**

If a student is unable to meet a deadline due to an unexpected emergency, the student is required to inform me over email or voicemail and to request an extension or make up before or within 24 hours after the deadline. Before I grant an extension or make up, I may ask for documentation of the emergency situation. No make ups or extensions will be granted unless the request is made before or within 24 hours after the deadline.

Computer or technology failure is not a sufficient reason to be granted an extension or make up on work. It is expected that students who take a hybrid course have a reliable computer and reliable Internet service. If technology failure occurs, the student can always make use of the computers on the EvCC campus or at a local public library. If the student waits until the last hours before a deadline to complete work, the student faces the risk of not being able to submit the work due to technology failure.

No make-up opportunities on classroom participation points will be granted unless the student (1) emails me within 24 hours after the start time of the class that was missed, (2) explicitly requests a make up for any missed class activities in the email, and (3) provides a valid reason (e.g., serious illness, child care emergency) and documentation of the reason, if requested, for the absence from class. If these conditions are met, a time-limited opportunity to earn the points will be granted.

**Writing Policy**

College-level writing is expected on all written assignments completed outside of class. Written work should be carefully proofread. Penalties for spelling/grammatical/punctuation/typographical errors will be assigned as follows: 6-10 errors, -5%; 11-15 errors, -10%; 16-20 errors, -15%, 21 or more errors, -20%. Students who are in the process of developing proficiency with the English language (English language learners: ELL) will not be penalized for grammatical errors if they identify themselves as ELL students; however, penalties for spelling, punctuation, and typographical errors will be applied.

**Academic Honesty & Class Discipline**

Cases of cheating, plagiarism, or other types of academic dishonesty are unacceptable in this course. This includes: (1) submitting a quiz, exam, or assignment that another person completed; (2) completing a quiz, exam, or assignment for another student; (3) copying phrases or sentences from a book, article, or Internet source into an assignment without providing a citation; and (4) copying from someone else’s work. Students suspected of academic dishonesty are subject to the College’s Student Code of Conduct and disciplinary processes.
**Classroom Decorum**  
Students’ questions, ideas, and insights on the classroom topics are welcomed and encouraged. In order to maintain an orderly discussion, students are expected to raise their hands and wait to be called on before speaking. Also, it is expected that students will avoid side conversations when another person is speaking.

Students arriving late to class are expected to act conscientiously by entering as quietly as possible and sitting in the seat closest to the entrance. Students who need to leave class early should let me know in advance and sit near the entrance to minimize disruptions of the learning environment when they exit. Mobile phones and beepers must be put in silent mode during the class period.

Sensitive issues (e.g., prejudice, mental illness) will be discussed in class in an open manner. It is expected that all students will treat one another with respect when different points of view are expressed.

**Correspondence with the Instructor**  
The best way to contact me outside of class is through the ANGEL email system, which I check frequently throughout the day. I can also be contacted through my EvCC email address or office phone. If a student leaves a voicemail when I’m not in my office, I will not be able to return the call until I’m back in my office, which could result in delay.

Students are responsible for ensuring that I received any email sent to me. If I do not reply to an email within 24 hours, the student can assume that it was not successfully received. If a dispute arises regarding a lost email, the student will be responsible for verifying through documentation that it was sent to the right address at the time when claimed.

**Students with Special Needs**  
Students who need specific auxiliary aids or services due to a disability can contact the Center for Disability Services in Parks Student Union Room 267 (425-388-9272 voice, or 425-388-9438 TTY). Students will be required to provide documentation of their disability from an appropriate professional. When this step has been completed, arrangements will be made for the student to receive reasonable auxiliary aids or services. The disability accommodation documentation prepared by the Center for Disability Services must be given to me before the accommodation is needed.

**Academic Support Services**  
There are many academic support services available on campus to assist students with their learning. The Library Media Center, located on the ground floor of the Parks building, has computers with Internet access. Current hours and other information are available online at http://www.everettcc.edu/library/ or by calling (425) 388-9353. The Rainier Learning Center, located on the first floor of Rainier Hall, provides individual tutoring to students, assistance with writing, and other learning support services. More information can be found at http://www.everettcc.edu/resources/rlc/