

PSYCH 202

Course Information

Textbook: Kalat, J.W. (2007). *Biological Psychology*, 9th ed. Belmont, CA: Thomson-Wadsworth. [A web-based version of the textbook is available; see Psych202 website for more information.]

Fall 2007

Optional but Recommended: Online Study Center to accompany Myers, 8th ed. or Study Guide [Copies of the textbook and bound study guide are on reserve in the Highline Community College Library.]

Table of Contents

Grading.....	1
Course Schedule	2
Academic Dishonesty	3
Other Important Stuff	3
Late Assignment Policy.....	4
Grade Posting Policy	4
Honors Option	4
Unit Exams	5
Comprehensive Final Exam.....	5
Plagiarism Assignment.....	5
Make-Up Exams.....	6
Syllabus & Course Website Summary	6
Reaction Papers	7

Student Learning Outcomes: After completing this course you should be able to

1. demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings in psychology.
2. understand basic research methods in psychology.
3. respect and use critical thinking, skeptical inquiry, and, when possible, use the scientific approach to solve problems related to behavior and mental processes.
4. understand and apply psychological principles to personal and social issues.
5. weigh evidence, tolerate ambiguity, and understand that behavior is based on multiple factors.

Grading

Unit exams are 40 pts each for a total of 200 pts

Comprehensive final exam is worth 100 pts.

Reaction papers are 10 points each for a total of 40 points.

Syllabus & course website summary is worth 5 points.

Plagiarism assignment is worth 5 points.

Total Points: 350

Grades will be assigned on a decimal grading scale. The scale is based upon your earned percentage of the total possible points.

	%	%	%	%	%									
A	4.0	95	B+	3.3	88	B-	2.6	81	C	1.9	71	D+	1.2	63
A	3.9	94	B+	3.2	87	B-	2.5	80	C-	1.8	69	D	1.1	62
A	3.8	93	B	3.1	86	C+	2.4	79	C-	1.7	68	D	1.0	61
A-	3.7	92	B	3.0	85	C+	2.3	78	C-	1.6	67	D	0.9	60
A-	3.6	91	B	2.9	84	C+	2.2	77	C-	1.5	66	D-	0.8	59
A-	3.5	90	B-	2.8	83	C	2.1	75	D+	1.4	65	D-	0.7	58
B+	3.4	89	B-	2.7	82	C	2.0	73	D+	1.3	64	F	0.6	57

CLASS

Item #1126

12:10pm – 1:13pm M-Th

Bldg 21, Rm 206

INSTRUCTOR

Sue Frantz

OFFICE

Bldg 11, RM 213

OFFICE HOURS

9:30am – 10:30am Tues/Thurs

1:30pm – 2:30pm Mon/Wed

and by appointment

CONTACT INFO

Office: 206.878.3710, ext 3404

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Email: sfrantz@highline.edu

WEB ADDRESS

flightline.highline.edu/sfrantz

Course Schedule

Suggested outside readings are available on the course website.

	Monday	Tuesday	Wednesday	Thursday
Sept	24 First day organization	25 1-Major Issues	26 Continued	27 2-Nerve Cells & Nerve Impulses Syllabus & Website Summary
Oct	1 Continued Plagiarism Assignment	2 3-Synapses	3 Continued Reaction Paper 1	4 Exam 1
Oct	8 4-Anatomy of the Nervous System	9 Continued	10 <i>No class Instructor out of town</i>	11 <i>No class Instructor out of town</i>
Oct	15 5-Development & Plasticity of the Brain	16 Continued	17 6-Vision	18 Continued
Oct	22 Continued Reaction Paper 2	23 Exam 2	24 7-The Other Sensory Systems	25 Continued
Oct/Nov	29 8-Movement	30 Continued	31 9-Wakefulness & Sleep	1 Continued
Nov	5 Continued Reaction Paper 3	6 Exam 3	7 10-Internal Regulation	8 Continued
Nov	12 <i>Holiday College Closed</i>	13 11-Reproductive Behaviors	14 Continued	15 12-Emotional Behaviors
Nov	19 Continued	20 Continued Reaction Paper 4	21 Exam 4	22 <i>Holiday College Closed</i>
Nov	26 13-The Biology of Learning & Memory	27 Continued	28 14-Cognitive Functions	29 Continued
Dec	3 15-Psychological Disorders	4 Continued	5 Continued Reaction Paper 5	6 Exam 5
Dec	10 Reflections on the quarter	11 Final 10:00am - 11:50am Comprehensive Final Exam	12	13

Academic Dishonesty

All work in this course must be your own.

Academic integrity is central to the mission of this institution. If you cheat your way through college, the degree at the end has no meaning. *If you assist others in cheating, or don't report students who you know are cheating, it minimizes the value of the degree that you worked for.* If you engage in academic dishonesty, you will receive, at minimum, a grade of zero for that assignment. All incidents of academic dishonesty will be reported to Highline Community College's Associate Dean for Students/Student Judicial Affairs Officer.

For more information on what is and what is not plagiarism (examples included), see the "Helpful Tips" section of the course website. You are always welcome to stop by my office for a fuller explanation of anything pertaining to this course. This includes any clarifications needed regarding academic dishonesty.

Students are usually reluctant to report cheating incidents. However, I encourage you to tell me if you observe cheating. I will not identify you unless you give me permission. Students can hide cheating from instructors, but cannot hide cheating from other students.

Other Important Stuff

1. Highline Community College offers support services for students with disabilities to ensure access to programs and facilities. At Highline, it is the office of Access Services that directly assists students with disabilities by providing classroom and campus accommodations. Access Services is located in Building 6 in the Student Development Center. (206)878-3710, ext. 3857.
2. **All written assignments must be typed.** Assignments may be submitted in hard copy, or they may be sent to me via e-mail as attachments (preferably *not* as the body of a message). Grammar and spelling will affect your grade. When more than one page, please staple the pages together. Thanks!
3. If you need to contact me, please e-mail me or call my office phone, where I have voice mail.
4. Please do not send me junk e-mail, this includes virus warnings, jokes, and urban legends.
5. Cell phone. Please turn it off when you enter the classroom. The ringing is a terrible interruption to the class. If you must have it on, please put it on vibrate but don't leave it on the table.
6. Syllabus. This contains everything you need to know about the course; keep this in your notebook and refer to it often. I will not remind you when papers are due; turning your papers in on time is your responsibility. I reserve the right to change this syllabus in writing or by announcement.
7. Please be respectful of your fellow classmates and me by refraining from talking with them in side conversations during class. But you *are* encouraged to share your thoughts with me and the rest of the class as a whole.
8. Class cancellations. If just this class is cancelled, a note will be posted outside the classroom. Check <http://schoolreports.org> for unexpected campus closures. If class is cancelled for any reason, the reading schedule stays the same, and any assignments due during the cancellation will be due the next time class is in session.
9. If you miss class, you are still responsible for turning in your assignments by the due date. Ask a trusted classmate for information on the material you missed. If you know you're going to be missing class, let a classmate know. People take better notes when they know someone else is going to be using them.

Late Assignment Policy

If you turn in an assignment more than 15 minutes after the beginning of class, it is considered one class period late, and 10% of the total worth will be subtracted from your grade. If a paper is due on a Wednesday, it must be turned in by the beginning of class on Wednesday to receive full credit. If you come to class 15 minutes late, the paper is considered late, and 10% will be subtracted from that paper.

If your assignment is not done on the date it is due, you have until the beginning of the next class period to turn it in for 10% off.

Papers are due at the beginning of class to discourage skipping class to write papers.

Assignments that are more than one class session late will NOT be accepted. There are NO exceptions to this policy. If you leave town, come back a week later, and ask me when you can turn in your late assignments, I will say you can't. Period. If you know you will not be in class to turn in your assignment, you can turn it in before the class meets to the secretary in **Building 11**, you may fax it (206.870.3767) or e-mail it as an MS Word file attachment to me at **sfrantz@highline.edu**. It needs to be turned in by the beginning of class for it to be credited for that day.

Since you know at the beginning of the quarter when assignments are due, there should be NO late papers. BUT, I understand that things come up (you run out of ribbon; your computer eats your paper; your pet dragon, Puff, dies). For these reasons, I have this late paper policy (and why I drop the lowest reaction paper score). This means that if you let the paper go, figuring you'll just turn it in late, and THEN Puff dies, I can't help you.

Grade Posting Policy

On the first day of class, you will create a 4-digit number. On an index card you'll be given, write that number, your name (and e-mail address if you have one), and your iClicker number, then hand the card in to me. All of your grades will be posted on my website by that number. You can choose at any point during the quarter to have your grades posted or stopped from being posted; just let me know.

Grades on the website are updated after each exam.

Honors Option

If you are part of the Honors Program (see <http://flightline.highline.edu/honors>), there is an honors option for this course. The project would be a 10-12 page, APA-style research paper on a mutually agreed upon topic. Please talk with me early in the quarter if you're interested. Honors projects will not be approved once we are past the midway point for the quarter.

Unit Exams

See the course schedule for testing dates.

Bring a #2 pencil and a scantron test form (purchased from the Highline bookstore).

There are 5 unit exams worth 40 points for a total of 200 points; each exam has 40 multiple choice questions. There is also a comprehensive final exam worth 100 points; this exam has 100 multiple choice questions.

My goal for this course is that you leave it with information you can use for a long time to come. For this reason, it's important to me that you understand the concepts covered, not just be able to memorize definitions for the test. Your text will define concepts and give you examples. Since I find it impossible to cover the entire book (or even entire chapters), I will pick out those concepts (and add concepts) that I feel are most important or that I have found students have the most difficulty with and give different examples than the text gives. On the exams, I'm interested in your understanding of the CONCEPT, not your understanding of the examples. The questions will give you DIFFERENT examples; do you understand how a particular concept applies?

NOTE: Exams may not be started more than 15 minutes into the class period.

Unit Exams: Day 2. The day after the exam, you will get your test back with the incorrect questions marked. You will have 10 minutes to circle in pen the correct answers. For each response changed to a correct answer, you will earn ½ point. For each response changed to another incorrect answer, you will lose ¼ point; however, your score will not drop below your original exam score. This is the only time this option is available. There are no Day 2 make-ups.

Comprehensive Final Exam

See the course schedule for testing dates.

Bring a #2 pencil and a scantron test form (purchased from the Highline bookstore).

The comprehensive final exam has 100 multiple choice questions worth one point each.

The final may also be used to replace the total of the five unit exams where your unit exam score is your original score plus your 'Day 2' score. Let's say you earned 160/200 (80%) on the unit exams. If you score higher on the final, say 90/100 (90%), your score on the final will replace the total of the five unit exams (in this case, to 90% = 180/200).

Plagiarism Assignment

Five points. See the course schedule for due date.

Visit: <http://www.indiana.edu/~istd/>.

Complete the tutorial. Take the test for the certificate. Print the certificate, fill in your name and sign it, then hand it in for credit.

Note: Since the tutorial was designed by Indiana University, the policies are their policies. However, Highline's policies are *very* similar. See Highline's Student Rights and Responsibilities site for more information: <http://www.highline.edu/stuserv/vpstudents/srr.html>

Make-Up Exams

If you miss an exam, I will take the section of the final exam that covers those modules (25 questions) and double what you earned on that section; that will be your grade for the exam you missed. For example, if you miss the first exam, I will look at questions 1 - 25 on your final. If you correctly answered 20 out of those 25, you will be credited with 40 out of 50 points for the first exam. **There are no other make-ups. You may make up as many unit exams as you need.**

If something causes you to miss a test, it must be a pretty big thing. The last thing you'll probably want to worry about is making up a test. How well could you do on the test if your life is in some sort of upheaval? Consequently, you do lousy on the make-up, and when studying for the make-up, you get behind on your studying for the next test, and you do lousy on that one, too. Since I don't give make-ups and just take the points off the relevant section of the final, you have all quarter to study for the test you missed when you can find extra time after your life regains some sort of normalcy.

EXCEPTION: If you know in advance that you will be missing an exam, you can take that exam before it is given in class. I need to know at least 2 days prior to the scheduled exam so arrangements may be made.

Syllabus & Course Website Summary

Five points. See the course schedule for due date.

Carefully read over your syllabus, then answer the following questions:

1. Do assignments need to be typed? (Hint: Look under "Other Important Stuff.")
2. What is "Academic Dishonesty"? What is the "Plagiarism Assignment"?
3. If you miss an exam, what do you need to do?
4. What happens the class after the exam? How does the comprehensive final work?
5. What is the late assignment policy?

Carefully look over the Psych 202 course website, then answer the following questions:

6. How can you check on your grade as the course progresses? What is the "Grade Calculator"?
7. Visit the website for the textbook. What are some of the things that can be found there?
8. In the "Further Reading" section, click on a topic of interest, then on the next page identify one book you think you would find interesting to read. Why do you think it would be interesting? (Tell me something beyond "I think it would be interesting to read because it sounds interesting.")

Why is there this summary assignment? I want to be sure that you have read the syllabus, visited the course website, and understand the policies and procedures. 😊

Reaction Papers

Ten points each (4 out of 5). See the course schedule for due dates.

Pick something out of the chapter(s) or class we have covered and discuss it; the topics you choose must relate directly to the course. If the connection to the course seems unclear, make it clear in your paper. The following are a few suggestions on what to write: What do you think about a particular topic? Is there something in the news or something a friend has experienced that directly relates to something in class? How does it relate? Is there something that was discussed in class that you had a thought about but didn't mention in class? Basically, and **MOST IMPORTANTLY**, show me that you have **THOUGHT** about it. (Don't summarize; I've read the book, and I've been in class. Tell me what you're thinking.) *In each paper, you may write about more than one topic.*

There are 5 opportunities to write papers. I will drop the lowest score, therefore 40 points are possible. (So, you can miss one; that score of zero will be dropped.)

Your paper should be **750 - 1000 typed words**. Use the word count feature of your word processor to count the words. At the bottom of your paper, write the number of words your paper contains.

If you include information from outside sources, e.g., websites, books, magazines, in the writing of your paper, you *must* cite your sources in the text of your paper and include a works cited page at the end. The works cited must be APA-style. For each website you reference, you must attach a website evaluation form to the end of your paper. See the Psych 202 coursesite for the evaluation form and a link to a website that will help you properly cite your sources on the works cited page.

Remember that I'm interested in you learning this stuff rather than memorizing it? And remember that the text will give you examples and that I'll give you examples? These papers give you an opportunity to come up with your own examples and check them with me to make sure you understand the concept you're talking about. Also, I want you to THINK about the stuff we're covering, not just accept it or deny it. "Why is it that way? If that is true, would this also be true?" I don't want you to simply absorb what the talk-show experts tell you. I want you to have enough knowledge about psychology that you'll be able to tell who may be saying something valuable and who isn't. Knowledge isn't just knowing information; knowledge is also having the ability to question - knowing what questions to ask and how to ask them. Saying "I disagree with that; I don't think that's true" isn't going to get it done unless you have reason to back up your beliefs. Use these reaction papers to learn information and to practice questioning.

Besides, these papers give you and me a chance to "talk" about psychology one-on-one. Sometimes I'll have quite a bit to say; sometimes you may just get exclamation points. Exclamation points mean that I thought what you wrote was something that I agree with or that I thought was funny or traumatic. It's my shorthand for letting you know I read what you wrote and have had the appropriate reaction to it.

NOTE: Points are taken off for grammatical errors, for being too short, for having nothing to do with the content of the course, for excessive summary, and for not including the number of words.