



General Psychology

Daily 11am - 11:50am or M-Th 1pm - 2:05pm

Psychology 100
Fall 2009

Office hours: M- F 10- 11, 12 - 1, and by appt.

*Late papers accepted with penalty: message **beforehand** makes a big difference.* 253 964-6316

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Schedule:

Exams:

11 Questions - each worth 100 points. Most weeks you will receive the exam questions on **Wednesday**. You choose one question each week to answer. It is due the following **Monday**, **except the first week, Thanksgiving** and the **week of Nov 30**.

- September 23 Fall Quarter 2009 begins
- X October 30 NO CLASSES - All College District Day
- November 10 Last day to withdraw (no instructor signature required)
- X November 11 NO CLASSES - Veterans Day
- X November 25 NO CLASSES - Research, Planning and Development Day
- X November 26 COLLEGE CLOSED - Thanksgiving
- X November 27 COLLEGE CLOSED - Thanksgiving
- December 8 No Psychology Class



If your response to "I'm not sure what we're supposed to be taking notes on" is to stop and wait for it to become clear, you'll have difficulties in this class. I give you different types of information about what will be important; I expect you to try to piece it together and ask questions based on that. Don't simply write down what's on the board. The information on the left hand side is a guide, but I expect you to write the examples and explanations we are discussing, whether it's a fellow student or me. Good, rich examples will have 2, 3 or 4 concepts embodied in them. Let me know if you aren't seeing them.



Grades:

Each take home question is worth 100 points, for 1100 points total. Divide by 11 for percent. Use the scale to convert to decimal grade. I use all points on the scale (3.9, 3.8, etc)

<u>Percent</u>	<u>Point</u>	<u>Letter</u>	<u>Percent</u>	<u>Point</u>	<u>Letter</u>
95-100%	4.0	A	75%	2.0	C
92%	3.7	A-	72%	1.7	C-
88%	3.3	B+	68%	1.3	D+
85%	3.0	B	65%	1.0	D
82%	2.7	B-	60%	0.7	D-
78%	2.3	C+	<60%	0.0	F



Textbook:

REQUIRED: Griggs, Richard. (2009). *Psychology, A Concise Introduction*. 2nd Edition. New York: Worth Publishers. **1st edition is fine.**

REQUIRED: Reader for General Psychology, Link - available at the bookstore.

2nd Edition: ISBN-10:1-4292-0082-0 ISBN-13: 978-1-4292-0082-0

1st Edition: ISBN-10: 0-7167-6715-5 ISBN-13: 978-0-7167-6715-2

OK SUBSTITUTE: Myers, David. *Psychology*, New York. Worth Publishers. 8th Edition in bookstore, 7th Edition is fine.

Schedule of Readings:

Note: Reading should be read before class on date assigned. Pages from 2nd Edition.

Dates	Topics	Reading from 2 nd Edition
Wed	How psychologists ask questions, Syllabus, Learning Styles	Email me about someone in a Bingo box.
Thur	Syllabus More on questions Learning Styles	Syllabus Mother-Father Deaf Handout Learning Styles Handout
Fri - Mon	Learning Styles	
Week of Sept 28	Biology – Brain Areas	Ch 2, all, focus on pages (pp.) 52-64
Week of Oct 5	Disorders: Schizophrenia Therapy Medications	Ch. 10, pp. 335-340 Ch. 10, pp. 341-346
Week of Oct 12	Memory	Ch. 5, all
Week of Oct 19	Social - helping, obedience & conformity	Ch. 9, pp. 290-309
Week of Oct 26	Therapeutic Alliance Disorders: Depression	Ch. 10, pp. 324-328, 333-335
Week of Nov 2	Therapy: Cognitive Therapy	Ch. 10, pp. 347-end
	Research Methods	Ch. 1, pages 7-end
Week of Nov 9	Social - attitudes, cognitive dissonance, and prejudice	Ch. 9, pp. 309-end
Week of Nov 16	Disorders: Anxiety	Ch. 10, pp. 329-333
	Learning: Classical Conditioning	Ch. 4, pages 113-121
Week of Nov 23	Development – Piaget	Ch. 7, pp. 226-236
Week of Nov 30	Personality	Ch. 1, pages 1-6 Ch. 8, all, focus on trait and psychoanalytic



Attendance & Participation.

I adjust the final grade from +0.3 to -0.3 based on attendance and participation. If you wildly violate the expectations below, the change may be greater. Individually, make ups and other arrangements will be made based upon your pattern of behavior. As a class, it will be used in determining whether your test grades are curved or not. Attendance will be taken regularly at the beginning of the quarter, then occasionally throughout the rest of the quarter. I am looking for a pattern of behavior.

Underlying idea:

I expected you to work with your classmates for their benefit as well as yours.

Things that help:

You get credit for helping develop other classmates' thinking, by applying concepts to their experiences, by comparing and contrasting experiences, and the like. You can do this by asking questions as well providing answers. Being prepared when you come; keeping group on track; do overnight handouts; ask questions about what you don't understand based on reading.

Things that don't:

missed days; coming late; being disruptive when late; talking loud enough and often to disrupt people around you; getting group off track

Expectations

I expect that you show up. I design the preparatory assignments and worksheets with an idea about how you will think in order to do them, not just what marks you will make on the paper. Try to see what you're supposed to be thinking about.

I expect that you make an honest effort to get most or all the work done most or all of the days of class. I expect you to come even when you haven't done all or any of the work. I expect to question you to see what you understand and can do. If it shows a weakness or area you need to improve on, I ask that you take that as feedback to improve, rather than an attack on your ability as a student. I know that is hard.

I expect that your lives are complex and that school is not always your first priority. I expect that sometimes this class is your first priority, over other classes and other parts of your life: job, friends, and family. I expect that when it's not a priority you'll still be thinking about how you'll get an idea of what's going on and have a plan for completing your work, and to communicate your best idea at the time to me. *Call ahead of time, even if it's the morning that the exam is due. Leave a message with your current plan.*

I expect students who earn A's (3.5 and above) to be pondering the ideas discussed in class and discuss them with friends, co-workers, family, etc.



Grading Policies

1. **“Back-up Curve”**: There is a back-up curve that will be used only if the class does poorly in terms of final course grades, i.e., it will be used only if more than half the class receives a course grade below 2.5. In this event, everyone’s course grade will be curved up until 50% of the class receives a 2.5 or higher. If 50% or more of the class is getting a 2.5 or above, then no curve will be used.
2. **Incompletes**: Only students with special circumstances beyond their control who have obtained permission from me are eligible for a grade of Incomplete.
3. **Withdrawing**: You may withdraw from the class without it showing on your transcript through the end of the 3rd week of classes. After that, it will show up on the transcript. The last day to withdraw is in the 7th week of classes. The W grade is not used in GPA calculations. When in doubt, communicate with me.
4. **Academic Honesty**: Cases of cheating plagiarism, or other forms of academic dishonesty are unacceptable in this course and are subject to disciplinary action.
5. **Emergency Procedures**: For life-threatening emergencies call 911 and then Campus Safety. In the event of an emergency evacuation, gather all personal belongings and leave the building using the nearest safe exit. Be prepared to be outside for a minimum of an hour and stand a minimum of 200 feet from any building or structure. Do not attempt to re-enter the building until instructed. Should a class be cancelled, it is your responsibility to keep up on reading, homework and deliverable assignments.

If you are a student with a disability and believe you may need academic adjustments, auxiliary aids or services to fully participate in course activities or meet course requirements, please make an appointment with me or the Access and Disability Services Coordinator to discuss these accommodations. The Access and Disability Services (ACS) Needs Office is located in the Advising Center (964-6527, TTY 964-6228). Students requesting accommodations must obtain the “Approved Quarterly Academic Adjustments, Auxiliary Aids or Services” (green) form provided by ADS. Many excellent resources are available to help meet the needs of students.