Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: Jennifer J. Higa-King

E-MAIL: higaking@hawaii.edu

COURSE ALPHA and NUMBER: PSY100

COURSE TITLE: Survey of Psychology

ESTIMATED NUMBER OF SECTIONS:
  Fall: 4
  Spring: 4

APPLICATION IS FOR:
  □ New Course  □ Modified Course  □ Existing Course  □ Re-designation
  □ Certification  □ Re-Certification. Date of last certification: 2001(?)

DIVERSIFICATION AREA DESIGNATION SOUGHT:
  □ DA (Arts)  □ DP (Physical Sciences)
  □ DB (Biological Sciences)  □ DS (Social Sciences)
  □ DH (Humanities)  □ DY (Laboratory)
  □ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%

What percentage of CLASS MEETINGS focuses on this diversification area? 100%
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

**DS.1.** Uses the terminology of theories, structures, or processes in the social or psychological sciences:

SLO 3 - Identify and describe the major subject areas, concepts, theories, and approaches within psychology.

To achieve SLO3, major subject areas (e.g., neuroscience, abnormal psychology), concepts (e.g., classical conditioning, depth perception), theories (e.g., theories of motivation and personality), are covered throughout the semester. In doing so, students learn about the terminology of theories, structures, and processes in psychological science.

**DS.2.** Involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes.

SLO 1. Describe and demonstrate a comprehension of the scientific method and decision making as applied to the social sciences.

SLO 3. Identify and describe the major subject areas, concepts, theories, and approaches within psychology.

Students learn about concepts and theories in psychology (SLO 3) and the methods used in the scientific investigation of these areas (SLO 1). For example, students learn about different frameworks to understanding behavior and mental processing (e.g., behavioral, biological, cognitive, and sociocultural), the issues involved, and about models of psychological concepts and processes such as learning, motivation, personality, intelligence, and abnormal behavior.

**DS.3.** Demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.

SLO 1. Describe and demonstrate a comprehension of the scientific method and decision making as applied to the social sciences.

SLO 2. Identify the strengths and weaknesses of different research methods used in psychological research.

SLO 4. Summarize in writing the results and applications of current research

The SLOs describe areas in psychological science having to do with the scientific method,
hypothesis testing, and the research methods (SLO 1). Methods covered in the course include descriptive methods (e.g., naturalistic observational methods), case studies, correlational studies, longitudinal methods used in studies in the field of developmental psychology, and experiments involving manipulation of variables and random assignment of participants to different conditions. Strengths and weaknesses of each method are addressed (SLO 2), and students are required to write about psychological research (SLO 4) that involve basic (empirical) and/or applied research. These objectives, then, are directly aligned with the hallmark, which states that a DS course should cover the scientific study methods used in psychological research.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Multiple instructors teach multiple sections of PSY100. Instructors assess SLOs each semester through exams and papers or writing assignments. Some instructors include other tools (e.g., oral presentations), but all measure performance through exams and papers. Exams consist of multiple choice and short-answer questions, aimed at assessing SLOs 1, 2, and 3. By asking specific questions about concepts, theories, and research methods, instructors are able to determine the extent to which students understand these areas of the course. The length and format of papers vary across instructors, however all papers require students to review and write about current psychological research. The papers require students to evaluate published reports about psychological topics in terms of the research methods used (SLO 4). In some cases, students turn in a paper at the end of the semester. In other cases, instructors divide the paper into smaller units and cover different topics throughout the semester.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Individual instructors review results from exams and papers each semester to determine which concepts students demonstrate comprehension of and which concepts students do not fully understand. For example, item analyses of multiple choice questions and the quality of writing assignments have revealed that student have difficulty understanding differences between correlation, experiments, and causation. They also have problems with percentages and percentiles, which are important for understanding and interpreting research results. In particular, when discussing results from intelligence (cognitive) tests, students should be able to interpret the meaning of scoring above and below a standard deviation. We use results from assessment to modify delivery of topics, focusing more time on problem areas. For problem areas, instructors provide more examples, use classroom demonstrations, and/or online teaching tools.

Thus far, instructors have compared performance informally at the end of each semester. Below is a plan for establishing a more formal review of assessment results across all instructors.
Fall 2013. Instructors will meet at the beginning of the semester to discuss how each will assess SLOs 1, 2, and 4. These SLOs focus on research methods and reporting of psychological research in writing. At the end of the semester, instructors will compare results from assessment of these areas.

Spring 2014. Using the same process, instructors will review results for SLO 3 which focuses on content – terms, concepts, theories, and perspectives.

The cycle described above will be repeated each academic year, and a summary of the results and assessment of assessment will be written in a report given to all instructors.
DIVERSIFICATION BOARD DECISION:

☐ Approved
Re-Certification Due: 5/2017

☐ Not approved
If not approved, reasons for disapproval:

Diversification Board Chair Signature: [Signature]
Date: 5/18/2017
Course Description
Survey of the field of psychology including methodology, individual differences, neuroscience, sensation and perception, learning, memory, thinking and intelligence, development, personality, social psychology, and abnormal psychology.

More about PSY100
- This is a three-credit course that fulfills a social sciences requirement (DS) for the A.A. degree at HCC and UH-Manoa. Completion of the course with a "C" grade or higher also satisfies the prerequisite for taking other psychology courses.
- This is a lecture-based course that has an online component. Access to email and web browser are required
- Prerequisite for PSY100: Placement in ENG 22/60 or higher.

Student Learning Outcomes
Upon successful completion of the course, students will:
1. Describe and demonstrate a comprehension of the scientific method and decision making as applied to the social sciences.
2. Identify the strengths and weaknesses of different research methods used in psychological research.
3. Identify and describe the major subject areas, concepts, theories, and approaches within psychology.
4. Summarize in writing the results and applications of current research.
Required Learning Tools and Resources

Text and online learning tool: The textbook is by Griggs (2012), titled *Psychology: A Concise Introduction, 3rd Edition*. Students also need access to PsychPortal, located at http://courses.bfwpub.com/griggs3e.php. PsychPortal contains activities, tutorials, flashcards, and tests to help you understand the material and prepare for exams. The price of the book at the bookstore includes an access code to PsychPortal. **Note that part of your grade depends on completing online quizzes. This means that the book and access to PsychPortal are required resources for all students.**

Laulima Course Webpage. I will post announcements, reminders, assignments, and other important information on the course’s website on Laulima. You can access Laulima either through your MyUH Portal or directly at http://laulima.hawaii.edu. I highly recommend that students check the course website daily for course-related updates and information.

Email. The primary and preferred method of communication outside of class is through email. You may use the messages tool in Laulima or from your UH email address. When sending me email, please post the course (e.g., PSY100) and you’re your section (e.g., TR8:30). Check your Laulima and UH email on a regular basis. *Daily is best!*

Computers. There are computers available for use by students in the library (bldg. 7, 1st floor) and computer lab (bldg. 2, room 405).

College Skills Center (CSC). The CSC is located on the 3rd floor of Building 7. They offer many services including drop-in tutoring for math and writing. In addition, I will occasionally administer make-up exams through the CSC.

Attendance and Responsibilities

As an instructor, I want you to succeed! An important means to success is consistent class attendance. I will not take attendance on a formal basis. **But, students who do the best and get the most out of the course are those who attend on a consistent basis.** If you miss a class, you are responsible for getting the missed information. Next, if difficulties arise, contact me *before* the problem affects your performance in the course. Waiting until the end of the semester just does not work. It is your responsibility to let me know, in a timely manner, about a problem. In turn, I will try my best to work with you on finding a solution.

Student ACCESS

Students with disabilities may obtain information on available services online at http://hono.lu.hawaii.edu/disability. Specific inquiries may be made by contacting Student ACCESS at 844-2392, by e-mail at access@hcc.hawaii.edu, or simply stopping by Student ACCESS located in bldg. 5, room 107.

*Syllabus PSY100 for Diversification Application*
Keys to Success!

Attend Lectures
Come to class and arrive on time, listen attentively, ask questions, and participate in discussions. Reading the assigned material before the lecture is necessary! Think of lectures as time you set aside for studying. Active learning works best – you’ll increase the likelihood of retaining information in memory.

Keep Track of the Schedule
You will find, at the end of this syllabus, when exams will occur and due dates for assignments. Enter these important dates into your personal schedule along with information about your other courses, work schedule, and personal commitments. You will be referring to the syllabus course calendar often; bring the calendar with you to class daily.

Prepare for Exams
Exams cover information presented in class, PsychPortal, and assigned chapters from the textbook. Exams consist of a variety of questions including multiple-choice and essay questions. Makeup exams are permitted only with a doctor’s note or documented excuse, and if special arrangements have been made with me prior to the exam. Students must complete all makeup exams within one week of the scheduled exam.

Do the Assignments
There will be assignments, most involving writing 3 to 5 page papers. We will discuss in class instructions for completing the assignments, expectations, deadlines, and so forth.

Do the PsychPortal Mastery Quizzes
Part of your grade depends on completing the PsychPortal Mastery Quizzes for the assigned chapters. The course calendar shows which chapter test students must complete and deadlines. Points are based on the highest score you can obtain:

- 100% - 90%: 5 pts
- 89% - 80%: 4 pts
- Below 80%: 3 pts

Again, it is important that you make regular and planned trips to the computer lab and/or use your own computer to access online material.

Study, Study, Study
Understanding of the material requires the following steps: 1) reading the material before we discuss the material in class; 2) attend class and take notes in your own words; 3) go back and read the material again; 4) jot down questions you have about the material and ask me about these items.

Be Conscientious
Attend class regularly and turn assignments in on time. An important general rule to remember is that students should contact me about their situation before an assignment is due or before an exam takes place.

Have fun learning!
Grades

Final grades are based on:
- 4 Exams 400 out of 545 points (approx. 73%)
- 4 Assignments 95 out of 545 points (approx. 18%)
- PsychPortal Quizzes 50 out of 545 points (approx. 9%)
- Extra credit (discussed below)

Scale

<table>
<thead>
<tr>
<th>Grade (description)</th>
<th>% benchmarks (approx. points earned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Exceptional)</td>
<td>100 - 90% (545 – 491 points)</td>
</tr>
<tr>
<td>B (Superior)</td>
<td>89 - 80% (490 - 436 points)</td>
</tr>
<tr>
<td>C (Satisfactory)</td>
<td>79 - 70% (435 - 382 points)</td>
</tr>
<tr>
<td>D (Low pass)</td>
<td>69 - 60% (381 - 327 points)</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>below 60% (less than 327 points)</td>
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</tbody>
</table>

Extra Credit

Students may earn a **maximum of 10 extra credit points**. Opportunities for earning extra credit include:
- Turning in all written projects on time. You can earn 10 extra credit points at the end of the semester if you turn in all written projects on time.
- Occasional in-class opportunities.

How I Grade

When grading writing assignments and exams, I am looking for specific items in the answer. As an aid, I use a grading key or rubric. Some questions I ask myself while grading are:
- Did the student follow the writing assignment or instructions for completing an essay?
- Is the writing clear? Is it organized?
- Did the student cover, fully, all parts of the question or assignment?
- Did the student use key words and ideas covered in lectures and/or the text? That is, did the student provide just an “everyday” or “lay-person” answer? Or did they use, appropriately, concepts from psychology?
- How thoughtful is the writing assignment or question?
- Can the writer produce complete sentences?
- Is the writing free of grammatical errors and typos?

If I find myself answering “no” to too many of these questions, the paper or essay receives a lower grade.

Syllabus PSY100 for Diversification Application
Exams. Students will not be allowed to keep exams. We will review exams in class and you may review exams throughout the semester in my office.

Personal communication and electronic devices. When in class, students must turn off all electronic devices such as cell phones, iPods, and so forth. Such devices are distracting to me and your classmates, and they are not conducive to learning. If you find yourself in a situation in which you must answer your cell phone, let me know at the start of class. Otherwise, I expect students to turn off their cell phones once class starts.

Late assignments. An assignment is considered “on time” when submitted in class on the due date. You have one additional day to turn in an assignment late. However, there will be a 10% deduction in points. Acceptance of assignments beyond the one-day extension will be determined on a case-by-case basis.

Statement regarding academic conduct. Any act that violates the academic integrity of the institution is considered a form of academic misconduct. Specific examples include, but are not limited to cheating (copying from another student’s test paper or knowingly using, buying, selling, stealing, transporting, or soliciting contents of a test), plagiarism (see below), and collusion (unauthorized collaboration with another in preparing work offered for credit).

Students who engage in dishonest behavior will be held to HCC’s Student Conduct Code and will receive a failing grade for the assignment and/or the course. Ignorance of the rules does not serve as an excuse for acts of academic dishonesty. See HCC’s Student Conduct Code in the Policy and Procedures in the College Catalog.

What’s plagiarism? Plagiarism is not tolerated. To be clear, plagiarism includes the following:

- Turning in a document that you copied (whole/part, small/large) from someone else’s work or source without giving credit to that person or source. A person or source can be from a blog, your friend’s paper, online sources (e.g., Wikipedia, Yahoo), a journal article, magazine, or newspaper. These are just a few examples!
- When you fail to use quotation marks and provide a reference when quoting.
- When you change words of a sentence but use the same sentence structure.
- Submitting the same written or oral material in more than one course without authorization from the instructors involved.
- Obtaining and using write-ups from other sections of a course or previous terms, or making-up results to fit expected results.

If you are ever in doubt about plagiarism, ask your instructor! It is better to be safe than sorry!

I and N grades. Incomplete (I) and No Grades (N) are not automatically given and will be considered on a case-by-case basis.

Your best bet: Don’t plan on receiving an “I” or an “N” to replace a low grade. Instead, keep up with the course and withdrawal deadlines, and let me know when there is a problem as soon as possible.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Topics &amp; Due-Dates</th>
<th>Overall Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 10</td>
<td>Welcome! Course Orientation</td>
<td>Jan. 10: Start Assignment #1</td>
<td>Review course syllabus; using Laulima and PsychPortal</td>
</tr>
<tr>
<td>Jan. 12, 17</td>
<td>Chapter 1</td>
<td>The Science of Psychology</td>
<td>The scientific method and decision making as applied to the social sciences. Research methods and approaches used in psychological research. Discuss their strengths and limitations.</td>
</tr>
<tr>
<td>Jan. 19, 24, 26</td>
<td>Chapter 2</td>
<td>Neuroscience</td>
<td>The major areas in psychology, beginning with neuroscience. The brain, nervous system, endocrine system, and how they interact to affect behavior.</td>
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<tr>
<td>Jan. 31, Feb. 2, 7</td>
<td>Chapter 3</td>
<td>Sensation &amp; Perception</td>
<td>How the physical world relates to the psychological world. How we see and hear.</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>EXAM #1</td>
<td></td>
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<tr>
<td>Feb. 14, 16, 21</td>
<td>Chapter 4</td>
<td>Learning</td>
<td>Learning through classical and operant conditioning, biological and cognitive aspects of learning. Information processing model of memory and how memory works.</td>
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<tr>
<td>Feb. 23, 28 March 1</td>
<td>Chapter 5</td>
<td>Memory</td>
<td>March 5: Complete PsychPortal Mastery Quizzes for Chapters 4 and 5</td>
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<tr>
<td>March 6</td>
<td>EXAM #2</td>
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<td>Ideas about problem solving, reasoning, decision-making, and intelligent thinking.</td>
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<tr>
<td>March 8, 13, 15</td>
<td>Chapter 6</td>
<td>Thinking and Intelligence</td>
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<tr>
<td>March 20, 22, April 3 (Spring Break, March 26-30)</td>
<td>Chapter 7</td>
<td>Developmental Psychology</td>
<td>Cover the physical, cognitive, and psychosocial development across the lifespan.</td>
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<tr>
<td>April 5</td>
<td>EXAM #3</td>
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<tr>
<td>April 10, 12</td>
<td>Chapter 8</td>
<td>Personality Theories and Assessment</td>
<td>Theories about an individual's characteristic patterns of thinking and behaving.</td>
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<tr>
<td>April 17, 19</td>
<td>Chapter 9</td>
<td>Social Psychology</td>
<td>How individuals influence each other's behaviors, attitudes, and thinking.</td>
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<tr>
<td>April 24, 26, May 1</td>
<td>Chapter 10</td>
<td>Abnormal Psychology</td>
<td>Major mental disorders and their treatment.</td>
</tr>
<tr>
<td>May 7-11 Final Exam Week</td>
<td>EXAM #4</td>
<td>Tuesday, May 8, 8:30am – 11:30am</td>
<td></td>
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</table>