HARRISBURG AREA COMMUNITY COLLEGE SYLLABUS
Department of Social Sciences – Psychology Discipline
GENERAL PSYCHOLOGY - PSYC 101 (Late Start)
Spring 2019 – Crn # 39597 – Section #518
Gettysburg Campus -- Room #147
Mondays/Wednesdays, 9:45 am - 11:15 am
January 28th through May 8th

Instructor:  David R. Bailey, M.S.
Main Campus Phone #:  717-337-3855
Internal Extension:  113563
Direct Line:  717-339-3563
e-mail:  drbailey@hacc.edu

Office:  GETTYSBURG CAMPUS
Room #910G-Upstairs (Faculty Offices)
Faculty Secretary: Tonya Heckman-Hann (717) 339-3506  (Internal Ext: 113506)

Scheduled Office Hours:
Mondays  11:30 am  to  1:30 pm
Wednesdays  11:30 am  to  1:30 pm
Thursdays  4:00 pm  to  6:00 pm
All Other Days/Times By Appointment
(Sometimes office hours are affected by faculty related meetings)

Prerequisites:  Completion of ENGL 003, 007, or 057 with a grade of C or higher.


Optional Resource:  McGraw Hill’s CONNECT LearnSmart Online Support Software

Collateral Reading:  To be assigned in class.  Credits:  3

Course Catalog Description:
Examination and application of major principles of psychology including: an introduction to scientific and research methods, biological foundations, sensation and perception, learning and conditioning, human development, motivation and emotion, thinking, memory and intelligence, personality theories, stress and coping, social psychology, psychological disorders and their treatment.  (Core B)

HACC COLLEGE HOMEPAGE:  www.hacc.edu or http://www.hacc.edu

Remember to check your HAWKMAIL account or have it forwarded regularly for important email messages!
General Course Outline and Related Information:

I. **Class/Course Objectives**

A. Gain a working understanding of field of psychology and all it encompasses.
B. To explore the various topics covered in psychology, its history, its impact on society and individuals, and its limitations in real world applications.
C. Understand the scope of the kinds of problems which are addressed in psychological studies and exploration, and to understand the purpose and nature of this type of research and scientific exploration.
D. To foster a thirst and desire to pursue a further understand and knowledge of all that is psychology.

II. **Class Learning Objectives Statement**

To introduce the student to the general subject matter of psychology, to present psychology in its socio-historical contexts, with emphasis on its origins, development, and purposes, to familiarize students with what psychologists do, and to explore the major topical areas of psychology.

III. **335 Course Learning Outcomes**

Upon successful completion of the course, the student will be able to display the attainment of basic-level competence in Psychology through the following:

- Demonstrate familiarity with the major theoretical perspectives (such as biological, psychoanalytic, behavioral, cognitive, and humanistic) in the field of Psychology
- Identify the major subfields of psychology (such as sensation, perception, motivation, intelligence, learning, social psychology, etc.)
- Apply psychological principles to personal, social, and organizational issues
- Demonstrate an understanding of research methods in Psychology
- Locate and summarize psychological information published in professional Psychology journals
- Use critical and creative thinking and skeptical inquiry to solve problems related to behavior and mental processes
- Recognize sociocultural and international diversity and their influence on psychological development.
- Properly cite and reference sources in current American Psychological Association (APA) style

IV. **Methodology**

Class lecture, discussion, overheads, power-point presentations, handouts, and visual aids will all be utilized at various times during the semester. Independent class work outside of scheduled class times will be necessary to be successful with class assignments and requirements. This may include but is not limited to library research, contact with the learning center, submission of your project to an online writing lab, and accessing the internet support sites whether at home or on campus. Some materials may only be available online and may not be presented in class. Class presentations may also be incorporated. Additional presenters/guest speakers may be incorporated, if possible.
V. **Readings**

Reading should always be done prior to the class. This will assist you in your ability to participate, discuss and further understand the material. Reading the assigned text is required and is necessary to comprehend much of the material.

VI. **Grading**

A. Grades will be based as follows:

<table>
<thead>
<tr>
<th>Maximum points possible</th>
<th>GRADING SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 pts on Research Paper Project</td>
<td>900 - 1000* = A</td>
</tr>
<tr>
<td>55 pts on Paper Rough Draft</td>
<td>800 - 899 = B</td>
</tr>
<tr>
<td>100 pts on Group Presentation Project</td>
<td>700 - 799 = C</td>
</tr>
<tr>
<td>120 pts on Mid-term Exam #1</td>
<td>600 - 699 = D</td>
</tr>
<tr>
<td>130 pts on Mid-term Exam #2</td>
<td>0 - 599 = F</td>
</tr>
<tr>
<td>220 pts on Final Exam</td>
<td>(11 quizzes - 25 pts each)</td>
</tr>
<tr>
<td>275 pts on Chapter Quizzes*(Lowest 6 Quizzes Dropped)</td>
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B. Late assignments:

If you will be away when an in-class assignment is due, the assignment MUST be handed in prior to the missed class unless explicit arrangements have been previously made. All late assignments will be penalized 20 points automatically prior to grading.

C. Additional grading consideration:

1. Bonus questions with bonus points will be available on each of the in-class examinations (see below).
2. Class participation and attendance (see below) may affect your final grade.
3. Additional extra credit opportunities may become available during the semester BUT ARE NOT GUARANTEED.

VII. **Chapter Quizzes (Online on D2L)**

To assess your learning and understanding of the material and to encourage regular reading of the material outside of class, short “Chapter Quizzes” will be utilized throughout the semester. Each Chapter Quiz will cover only one chapter. They will be multiple choice in nature and available ONLINE through Desire2Learn (D2L). They will be 25 questions in length and you will have THREE attempts to get the best grade possible. Since the questions are randomized, no two quizzes will be exactly alike. The chapter quizzes will be due on the days the material is SCHEDULED to be covered in class and you will have until 11:59 pm to complete them. Since they are ONLINE, you will need to access them outside of class. Because they will be based on the chapter from the textbook, you can take the quizzes prior to class or after class, but they must be completed before the expiration time/date. NO MAKEUP QUIZZES WILL BE GIVEN. PLEASE MAKE SURE THAT YOU DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THEM. D2L issues are not an acceptable excuse for non-completion.

There are a total of 17 chapters in this textbook. Although we will only be covering 15 of them in class, ALL of the quizzes will be available for each of the
chapters in the text. The LOWEST SIX (6) Chapter Quiz Grades will be dropped so only 11 grades will actually be used in the calculation of your final course grade.

ALL QUIZZES MUST BE COMPLETED INDIVIDUALLY – YOU ARE NOT PERMITTED TO WORK WITH OTHER STUDENTS ON THE ANSWERS. If you are caught working with others on these quizzes, all students involved will be removed from the course with an “F” grade.

VIII. Midterm Exams (In-class)

Two non-comprehensive midterm exams will be given during the semester which will focus on the MAJOR theories, concepts, and topics that have been discussed so far in class. They will be multiple choice in nature and will cover the broad topic of development. These exams will allow you an opportunity to display your understanding of the major concepts in the field. You will be required to use a Scantron score sheet to record your answers to the multiple choice questions. Remember that all answers on the Scantron will be FINAL so please be sure to carefully and fully erase all stray marks or incorrect answers. When exams are given during class time, you will not be allowed to leave the classroom and then return to continue working on the exam. No exceptions will be made. You are only allowed ONE MAKE-UP EXAM per semester and you have one week from the original exam date to complete it. It will not contain any bonus questions.

IX. Final Exam (In-class)

A comprehensive final will be given on the last day of class during finals week which will focus on the MAJOR theories, concepts, and topics that have been discussed throughout the semester. It will be multiple choice in nature and will cover the broad topic of development. This exam will allow you an opportunity to display your understanding of the major concepts in the field. You will be required to use a Scantron score sheet to record your answers to the multiple choice questions. Remember that all answers on the Scantron will be FINAL so please be sure to carefully and fully erase all stray marks or incorrect answers. When exams are given during class time, you will not be allowed to leave the classroom and then return to continue working on the exam. No exceptions will be made. Due to final grade deadlines, NO MAKEUP EXAMS will be available for the Final.

X. Make-up Policy

There are NO make-up quizzes for the online quizzes. For Midterm Exams, make-up exams will only be given to those students who contact the instructor BEFORE CLASS, or if the student has made prior arrangements with the instructor. Make-up exams may be different than the standard exam. Bonus questions will not be included on any make-up exams. Exams missed without an appropriate cause, or without instructor notification, cannot be made up. All exams must be made up within ONE week of the original test date. You are allowed ONLY ONE MAKEUP EXAM a semester. THERE WILL BE NO MAKE-UP EXAMS ALLOWED FOR THE FINAL.

Appropriate notification for a make-up exam is:
1. Getting a message to the instructor via his mailbox on campus or email.
2. Contacting the instructor directly via the numbers on this syllabus.
3. All contact must be PRIOR to start of class.
X1. **Library Research Paper Project**

You will be required to complete a written paper project that involves library research. You need to choose a major current issue faced in the world of psychology today. This issue may be from the lecture, text, news media, or current research in the broad field of psychology. The project should focus on locating a popular press story that reports on recent research findings and then finding the original research article that the news or popular press story is talking about. By the end of this assignment you will have completed one five to seven page summary paper with only two required reference sources. **Internet websites, reference books or textbooks (except our textbook), and encyclopedias ARE NOT PERMITTED.** Any article(s) that is (are) obtained via the internet **MUST be academic in nature and must receive prior approval by submitted it to me prior** to submission of your final summary paper (an explanation will be given in class). Before submission of the summary paper, you must meet with me for an individual review session during my office hours so that I can review the article that you have chosen, the popular source material, and your topic. In addition, a rough draft version of the paper will be collected midway through the course to make sure that you are completing the project correctly. The written project must be in APA format and you will be required to submit a copy of your sources with your summary. Further directions regarding the project’s format as well as the rubrics that will be used to grade the assignment will be discussed in an additional handout. Please check on the Library’s Homepage or the Desire 2 Learn page for resources related to APA formatting. **NO LATE PROJECTS WILL BE ACCEPTED AFTER THEIR DUE DATES.**

XII. **Class Presentation**

You will be required to participate in a group presentation with other class members. I will assign groups and each group will be given one professional research article that I have selected for their review. The research topic will be an experiment and will be taken from a professional research journal. A presentation day will be scheduled when your group will present its article to the class. **All group members must participate in the presentation and each member of the group will receive their own individual grade based on the ratings from their fellow group members and a score of the quality of the presentation that I will determine.** A score sheet will be presented along with an additional handout regarding this assignment. The class presentations must be approximately **10 minutes (15 minutes MAX)** in length. The general expectations for the presentations are for your group to give an overview of the research article that you read and to give an explanation of the importance of the topic in the realm of psychology.

**I do not want you to simply read from articles or information to the class. I want a brief synopsis of what your article was about and what your interpretation was from the information you read. Be creative, and if your group needs help, please see me. No make-up presentations will be given and you must participate in the presentation in order to get a passing grade on this assignment.**

XIII. **Class Participation and Attendance Points**

Class participation is viewed as both active participation in, and preparation for class. It is also evaluated on the way assignments are handled and the care with which
they are completed. Attention, attitude, and attendance also reflect one's participation in the course. Grading may be derived from your attendance and participation in class so your participation does have an effect on your assigned grades. In the event that participation is used for grading the following criteria will be utilized. If you attend all scheduled classes, you will receive 10 points of bonus on your final grade. You MUST sign the attendance sheet each class to get credit for attendance/participation for that day. If you leave early/arrive late, or if you are absent and unable to participate, no credit will be awarded. If you miss more than five classes during the semester, your grade will be lowered by 10 points, or you may be removed from the class roster for non-attendance.

XIV. Attendance Policy

Students are expected to attend all classes and actively participate in all assignments and activities. If a student will miss more than two classes in a row, you must inform the instructor and discuss how you plan on making up the missed material. Attendance will be taken at all classes. Grading may be derived from attendance and attendance is interpreted favorably as part of class participation.

**** EXCUSED Absences: An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class. YOU MUST NOTIFY ME BY PHONE OR EMAIL PRIOR TO CLASS FOR IT TO BE AN EXCUSED ABSENCE.

**** UNEXCUSED Absences: An absence that occurred for reasons that were: a) within the student’s control to prevent, or b) not significant enough to reasonably prohibit attendance in class, even if uncontrollable. IF YOU DO NOT NOTIFY ME BY PHONE OR EMAIL PRIOR TO CLASS THEN THE ABSENCE WILL BE CONSIDERED UNEXCUSED.

**** EXCESSIVE Absences: When unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the stated learning outcomes for the course. IF YOU HAVE EXCESSIVE ABSENCES AT THE TIME OF THE SECOND CONFIRMATION OF ATTENDANCE, YOU WILL BE REMOVED FROM THE COURSE.

Material missed due to UNEXCUSED absences will not be able to be made-up or will be severely penalized. It is in your best interest to let me know well in advance of schedule conflicts and prior to class in more emergency situations.

REMEMBER: Attendance is necessary for you to be able to fully understand the information presented and for you to get full credit for your assignments.

XV. Late Arrival/Leaving Early:

It is expected that you arrive on time for all scheduled classes and stay for the full class until you are released. If you must leave early, you need to notify me prior to class so that you can be assured of getting any needed materials or assignments without
disrupting the rest of the class. In addition, if a pattern of leaving early or arriving late is noted, I may request supporting evidence of your need to do so. If it is deemed unnecessary, you will not be able to make-up any missed assignments. This behavior is disruptive to both the other students and the instructional process.

XVI. Academic Dishonesty Statement

Academic Dishonesty will not be tolerated. It is REQUIRED that each student will be responsible for his/her own work. For example, in your research project, you are required to put the information you read into YOUR OWN WORDS, not use summaries from others, and to use proper APA formatting for all quotes and paraphrasing.

Acts covered under this policy include (but are not limited to) cheating, plagiarism, interference, copying another’s test, bringing in or looking at notes during a test, using electronic devices to send or receive exam related material, submitting a previously graded project or paper which was completed for a different class, submitting a purchased paper from the internet or someone else, incomplete or inaccurate citation of source materials whether deliberate or accidental, having someone else do your work for you, and/or knowingly assisting someone who engages in any of the above acts. In addition, assisting another student on online quizzes is considered cheating and is prohibited. If you are seen helping someone else take a quiz, or if it is reported that you have been doing so, disciplinary action WILL be taken.

If you do not know what constitutes plagiarism, please ask me, or please refer the Gettysburg Campus Learning Center, the school library, or class website for more information and explanations. Remember, anytime that you use ideas or words which are not your own, you must cite or document the original source of this information.

For this class, if you are suspected of academic dishonesty, the following penalties will apply:

- As per college policy, all incidents of academic dishonesty will be documented and included in the student’s institutional records.
- For the first offense, you will receive a zero for the assignment or exam.*
- For the second offense, you will receive an “F” for the course.

* If you are found to have repeatedly violated this policy, I reserve the right to remove you from the class on the first offense.

ASK YOURSELF… HOW DO I KNOW THIS INFORMATION? WHO DESERVES THE CREDIT FOR THE IDEA OR THE WORK?

XVII. Withdrawal Policy and Roster Reconciliation:

As of Fall 2016, the college no longer allows a student to withdraw from a class up to the last day of class. All withdrawals from a class must be processed before 70% of the course has been completed. The withdrawal date is posted on the college website. Please click the following link or type it into your browser to see the last day to withdraw for this class.

Information Regarding Add-Drop Deadlines

If you wish to withdraw from this class, please notify me so we can discuss your
options and how your choices can affect your financial aid. I hope that you will not need to consider withdrawing from this course, however, if you must, here are the course withdraw policies. You may withdraw from this course with a “W” grade by completing the online withdrawal form through MyHACC anytime during the Drop/Withdrawal period. If you have violated the academic dishonesty policy, I will change the “W” to an “F” grade. After the Drop Period has ended, you will be assigned a grade based on the grades you have earned in the course.

Periodically during the semester, the college asks faculty to review their class rosters and remove those students who never attended or have stopped attending and participating. The purpose of this process is to minimize the student default rate for student loans and to have an accurate account of student attendance and participation. If you miss more than 15% of the scheduled classes, miss FOUR (4) or more classes in a row, and/or fail to attempt or complete at least FOUR (4) scheduled online quizzes in a row, you will be removed from the class roster. If a grade is required at the time of the drop, you will be assigned an “F” for the course and you will not be awarded a “W”.

XVIII. **Incomplete Grade Policy**

If you fail to complete the required course work needed for this class by the end of the semester, an incomplete grade form can be submitted if you notify me in advance of your extenuating circumstances that require additional time. You will be given a total of eight weeks into the following semester to complete the necessary course assignments and an “I” will be assigned as your grade. If you fail to complete the assignments in this time period, your grade will be changed to an “F”. Please discuss this option with me should you have extenuating circumstances that keep you from completing the class work on time. This must be done prior to the last week of class before the semester ends. Non-completion of your research assignment by the due date is not grounds for an Incomplete.

XIX. **Instructor Availability**

I will be available by appointment or during my office hours. Students may also reach me at my office phone, or by my e-mail address. I enjoy talking about psychology and many related areas. If something interests you, set up a time and we can pursue it. If you don’t understand something, or if you are lost, please see me. If I can’t help you, maybe the Gettysburg Campus Learning Center, a peer, a peer tutor, or an academic counselor can. Remember, talking to me is always to your advantage!

Please note that at times, I may have faculty related meetings scheduled and they may interfere with scheduled office hours. I am usually on campus and if you contact me ahead of time to let me know that you want to talk to me, I can make sure that I am available to meet with you so that we can discuss your concerns or questions. Please do not wait until it is too late to talk to me.

XX. **General Class Expectations, Requirements, Guidelines, and Penalties:**

A. **Expectations:**

- Missing deadlines and excessive absences/lateness are unacceptable and will contribute to a lower grade.
• In order to earn credit for a course, there must be successful completion of all requirements in that course. If you are absent or late from class, it is your responsibility to get lecture notes from a classmate and ask the instructor for handouts and materials.

• Students are responsible for meeting deadlines and bringing all required work to class for discussion. All work is DUE the day it appears on the Course Calendar.

• Students are expected to submit written work following the standards of the assignment, grammar, and spelling. All work must be typed, unless otherwise indicated by the instructor. ALL WORK THAT IS MULTIPLE PAGES MUST BE STAPLED OR PLACED IN A BINDER FOR SUBMISSION. Loose pages will not be accepted.

• Cell phones are prohibited and should not be turned on in the classroom! If you are expecting a serious call (i.e. someone is hospitalized), let me know before class. NO TEXTING DURING CLASS.

• Computer use that is NOT educational in nature or directly related to this class is prohibited. During lectures and class discussions, computers are NOT to be used unless you are taking notes. Violation of this rule will result in loss of this privilege for the remainder of the semester.

• Students who are disruptive and/or whose actions prevent the instructor or other classmates from achieving an optimal learning environment will be asked to leave the classroom until the behavior is corrected. Examples (but not limited to): constant and/or loud chatter independent of classroom discussion or lecture; walking in late and in a manner disruptive to the concentration and work or the instructor and/or classmates; listening to music and or audio on the computer without headphones.

B. Class Discussions:

• This course explores the diverse opinions of many psychologists, authors and students. You’ll learn that ideas, even those questionable to you, can strengthen your own arguments…knowing both sides allows you to see all the sides of an issue!

• Everyone in my classroom is free to express ideas in an appropriate manner. Anyone who disrupts the learning environment with an attacking and/or disrespectful manner will be asked to leave the classroom.

• Please be respectful of others and treat the classroom as a professional work environment. Please avoid excessive use of abusive language during discussions and in the classroom, in general.

SOME SUCCESS TIPS…

To be successful in this class you may want to consider the following suggestions:

• Review the textbook material BEFORE you come to class so that you are prepared for what we are about to discuss.

• Review the material we discussed in class AFTER class and before you go to sleep that night so that it is still fresh in your memory. Clear up any misconceptions or fill-in any blanks in your notes before you forget.
• Try to form a study group with a few other people in class. This makes studying more productive and often you will be able to learn from one another as well as from the class materials.
• Try to make connections to the real world with the information that you learning. How do the concepts related to what you already know or what you learned before?
• Try to make the material real for you -- replace my stories and examples with stories and examples from your life. Try to look for examples of the theories and concepts in the behaviors and mental processes of others.
• Remember that no matter what field of study you are pursuing, the theories and concepts in psychology apply – you will always be interacting with others and be affected by the forces around you.

XXI. Accommodations:

If you need accommodations or have documentation regarding accommodations that you would like to share or discuss with me, you must stop by my office to discuss your needs. Please do not simply put any documentation in my mailbox, or attempt to give it to me in the classroom, or in the hallways. Your accommodations are individualized and confidential, and this is the only way I can make sure that you receive all of the necessary opportunities to be successful.

Do you have any cool videos, movies, graphics, research, resources, and/or news stories that you have run across during your day that you would like to share or you think may enhance the class?

IF SO, please email me the link with a brief explanation of how it relates to what we are talking about and maybe I can share that information with the rest of the class or use it in future semesters!

HACC COLLEGE HOMEPAGE: www.hacc.edu or http://www.hacc.edu

Remember to check your HAWKMAIL account or have it forwarded regularly for important email messages!
OTHER HELPFUL INFORMATION:

*Days of Operation and Hours vary, Please call for times or updates:*

GETTYSBURG CAMPUS LIBRARY Phone: 717-339-3577

GETTYSBURG CAMPUS LEARNING CENTER Phone: 717-339-3521

GETTYSBURG CAMPUS TESTING CENTER Phone: 717-339-3535

CURRENT COLLEGE CALENDAR Link: College Calendars

(GEThttp://www.hacc.edu/Students/CollegeCalendars/index.cfm)

CURRENT COLLEGE REFUND DATES Link: College Refund Dates

(GEThttp://www.hacc.edu/Students/RegisterOnlineGuide/add-and-drop-deadlines.cfm)

CURRENT REGISTRATION DATES AND DEADLINES Link: College Dates & Deadlines

(GEThttp://www.hacc.edu/Paying/DatesandDeadlines/index.cfm)

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A General Guide to Access to the iTunesU Podcast Resources for HACC Classes

1st Go to: “http://www.hacc.edu/iTunesU.cfm” (HACC Main Webpage)

2nd Click on: “Enter HACC’s Podcasts” link
(This will open iTunes Software*.)

3rd Click on: "Science & Medicine" link listed under the "Categories" heading on the right side of the screen.

4th Click on: The icon for your course (just look for my name & your course name).

From here you can download specific lectures or subscribe to the podcast series and then every new podcast will be downloaded the next time you open up the iTunes software. While these recordings are a few years old, they are still fairly accurate to what you will hear in class. You can also look on D2L for more recent or current podcasts if your class is being recorded this semester.

*Please note: You must have iTunes software installed on your computer to use the recordings on iTunesU. This is a free download. If you need to install it on your computer, please go to the following site:

HACC College Delayed Schedule/Closing Procedure
Due to Weather or Other Circumstances

Effective Fall 2015, HACC has revised the Delayed Opening Schedule for classes when weather or other incidents cause difficulties. One or more of the following messages will be communicated depending on the circumstances:

- HACC is operating on a delayed schedule at all campuses. HACC has cancelled all classes beginning prior to 7:50 a.m. Subsequent classes will start 10 a.m. and meet on a compressed schedule of 35 minutes each. Employees will report at 9:30 a.m. **
- All day classes are cancelled at all HACC campuses. Employees should not report to work. An update will be provided by 2 p.m. regarding classes scheduled to begin at 4:30 p.m. or later.
- HACC has cancelled all day and evening classes. Employees should not report to work.
- HACC will resume operations at 4 p.m. Classes beginning at 4:30 p.m. or later will meet on a normal schedule.
- HACC has cancelled all classes beginning at 4:30 p.m. or later. Employees should not report to work.

Please NOTE: Online classes operate as normal when campus operations are cancelled, unless otherwise specified.

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** FOR THIS CLASS, IF YOU HEAR THAT HACC IS ON A DELAYED OPENING SCHEDULE, IT MEANS THAT OUR CLASS WILL START AT 10:45 AM AND END AT 11:20 AM.

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If a cancellation of class does occur, please check your HAWKmail for any UPDATES or changes in class assignments and schedules.

Faculty, staff, and students are encouraged to register for E2Campus to receive campus closing notices via text message or email.

To register, visit: http://www.hacc.edu/AboutHACC/PublicSafetyandSecurity/E2Campus-Sign-up.cfm.

Changes in HACC’s opening status will be communicated by means of:

- HACC Home Page [www.HACC.edu]
- Voice Mail
- TV: WHP, WHTM, WGAL, FOX, WLYH
- FM RADIO STATIONS: WTPA 93.5, WRBT 94.9, WLNA 96.9, WRVV 97.3, WYCR 98.5, WHKS 99.3, WQIC 100.1, WROZ 101.3, WARM 103.3, WNKK 104.1, WRKZ 106.7, WGTY 107.7, HOT 92
- AM RADIO STATIONS: WKBO 1230, WLBR 1270, WGET 1320, WLAN 1390, WTCY 1400
- Or, you can receive text messages on your cell phone… through HACC’s e2Campus Emergency Notification system.
EEOC/PHRC Syllabus Requirement

STUDENTS IN NEED OF ACCOMMODATIONS:

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here: http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRAct’) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us

HACC—Gettysburg
Campus
Cathy Wilt, Coordinator
Disability Services
101 J
Phone: 717-339-3518
Fax: 717-337-3015
Email: cewilt@hacc.edu

HACC—Lancaster
Campus
Vicki Van Hise, Coordinator,
Disability Services
RM 221D
Phone: 717-358-2972
Fax: 717-358-2951
Email: vlvanhis@hacc.edu

HACC—York Campus
Lori Shoemaker,
Coordinator, Disability
Services
Leader Counseling/Advising
Office
Phone: 717-801-3276
Fax: 717-718-7252
Email: rshoemak@hacc.edu

HACC—Harrisburg
Campus
Carole Kerper, Director,
Disability Services
Blocker 101E
Phone: 717-780-2614
Fax: 717-780-2335
Email: clkerper@hacc.edu

HACC—Lebanon Campus
Deborah Bybee, Coordinator,
Disability Services
D 316
Phone: 717-270-6333
Email: dabybee@hacc.edu

HACC—Virtual Learning
Carole Kerper, Director,
Disability Services
Blocker 101E
Phone: 717-780-2614
Fax: 717-780-2335
Email: clkerper@hacc.edu
<table>
<thead>
<tr>
<th>DATES</th>
<th>READINGS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon - Jan 28</td>
<td><em>Introductions</em></td>
<td><em>Orientation &amp; Introductions</em></td>
</tr>
<tr>
<td>Week One</td>
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<tr>
<td>Wed – Jan 30</td>
<td>Chapter 1</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Week Two</td>
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<tr>
<td>Mon – Feb 4</td>
<td><em>Library Orientation Day</em></td>
<td>The Library and Its Resources</td>
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<td></td>
<td></td>
<td><em>We will meet in the library in room 206!</em></td>
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<tr>
<td>Week Two</td>
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<tr>
<td>Wed – Feb 6</td>
<td>Chapter 2</td>
<td>Psychological Research</td>
</tr>
<tr>
<td>Week Three</td>
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<tr>
<td>Mon – Feb 11</td>
<td>Chapter 6</td>
<td>Learning</td>
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<tr>
<td>Week Three</td>
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<tr>
<td>Wed – Feb 13</td>
<td>Chapter 7</td>
<td>Memory</td>
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<tr>
<td>Week Four</td>
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<tr>
<td>Mon – Feb 18</td>
<td><em>Class Overflow Day</em></td>
<td><em>YOU CAN DO THIS!</em></td>
</tr>
<tr>
<td>Week Four</td>
<td></td>
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<tr>
<td>Wed – Feb 20</td>
<td>Chapter 8</td>
<td>Cognition and Language</td>
</tr>
<tr>
<td>Week Five</td>
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<tr>
<td>Mon – Feb 25</td>
<td><em>Mid-Term Exam #1</em></td>
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<tr>
<td>Week Five</td>
<td></td>
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<tr>
<td>Wed – Feb 27</td>
<td>Chapter 3</td>
<td>Neuroscience and Behavior</td>
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<tr>
<td>Mon – Mar 4</td>
<td></td>
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<tr>
<td>Wed – Mar 6</td>
<td><em>NO CLASS</em></td>
<td><em>SPRING BREAK</em></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Week Six</td>
<td>Mon – Mar 11</td>
<td><em>Class Presentation Day</em></td>
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<tr>
<td>Week Six</td>
<td>Wed – Mar 13</td>
<td>Chapter 12</td>
</tr>
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<td>Week Seven</td>
<td>Mon – Mar 18</td>
<td><em>Class Overflow Day</em></td>
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<td>Week Seven</td>
<td>Wed – Mar 20</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Mon – Mar 25</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Wed – Mar 27</td>
<td><em>Class Overflow Day</em></td>
</tr>
<tr>
<td>Week Nine</td>
<td>Mon – Apr 1</td>
<td><em>Mid-Term Exam #2</em></td>
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<tr>
<td>Week Nine</td>
<td>Wed – Apr 3</td>
<td>Chapter 9 <em>OR</em></td>
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<td>Chapter 10 <em>OR</em></td>
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<td>Chapter 17</td>
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<td>Week Ten</td>
<td>Mon – Apr 8</td>
<td>Chapter 11</td>
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<td><em>Paper Due (Early)</em></td>
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<tr>
<td>Week Ten</td>
<td>Wed – Apr 10</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Mon – Apr 15</td>
<td><em>Class Overflow Day</em></td>
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<td></td>
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<td><em>Paper Due (Last Day)</em></td>
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</tbody>
</table>
**SOME FINAL THOUGHTS...**

Sometimes Psychology can seem overwhelming or tediously obvious. Remember to look around you to see examples of what you’re learning in your environment and in your world. Sometime concepts may be difficult to understand or may require you to step beyond your comfort zone and to see alternate points of view that you may not always agree with.

Remember that this class is not a therapy session and no confidentiality is implied or guaranteed. Use caution when sharing personal information.

Even if you are only taking this class because you have too, look beyond the focus of what grade you want and look to see how your world and yourself has been effected by the forces that exist around you…

How do you think these forces effected yourself, your friends, or your parents, grandparents, or great grandparents?

How do you think these forces will affect your children or those you come in contact with in the future?

And, how can you use those forces to help you succeed in the future?
Direct link to Connect course:

http://connect.mheducation.com/class/d-bailey-spring-2019--all-sections
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Syllabus Contract Agreement/Info Form – Complete this about yourself and turn it in at the end of class.

Name: ___________________________ Nickname: _________________ Student ID #: ________________
E-mail: ___________________________ Home Ph: _________________ Cell Ph: _________________
Address: ____________________________________________________________________
Area of Study: ______________________ # Semesters of college: ________ Previous Psych Course? ______

What is your primary reason for taking this course? (circle all that apply)
A. Interest in topic
B. Requirement for major
C. Recommended by advisor/other faculty
D. General Education Fulfillment
E. Recommended by another student
F. Other (specify) _______________________________________________________________

What topic in general, or introductory, psychology interests you the most? Why?
__________________________________________________________________________________________
__________________________________________________________________________________________

What do you expect to learn from this course?
__________________________________________________________________________________________
__________________________________________________________________________________________

What are your hobbies, interests, and extracurricular activities?
__________________________________________________________________________________________
__________________________________________________________________________________________

What formal activities are you involved in college (e.g., athletic team, music, dance, on-campus jobs, etc.)?
__________________________________________________________________________________________
__________________________________________________________________________________________

What do you consider your academic strengths and challenges?
Strengths: _________________________________________________________________________________
Challenges: _______________________________________________________________________________
(Ex: Strengths: interest in topic, like to read Challenges: overextended, poor time management)

What is important to you for me to know about you?
__________________________________________________________________________________________
__________________________________________________________________________________________

Syllabus Statement of Understanding (Contract Agreement):
I have received and reviewed the Course Syllabus for PSYC101: General Psychology course with David Bailey as my instructor. I understand that I am responsible for following the syllabus and all of the requirements set forth in it, and by remaining in the course, I agree to abide by the terms and requirements outlined in the document. I understand that my education is ultimately my responsibility.

Print Name ___________________________ Student ID #: ________________
Signature _______________________________________________________________________________
Date _____________________________________________________________________________________