American River College

PSYC 300 – General Principles of Psychology
Fall 2018 Syllabus

Hello and welcome to my **100% online Psychology 300** class at American River College! This syllabus is filled with important information about this class, its requirements, and my expectations so read it thoroughly and carefully.
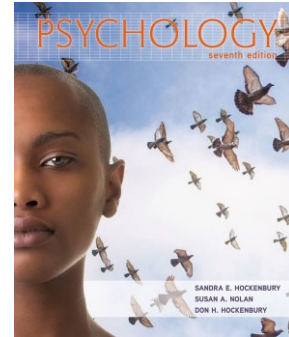
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Course Information

Contact Information

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homepage: https://sites.google.com/site/professorhokerson3/

Student Hours

Monday, 3:00-4:00pm (Davies 371)
Tuesday, 3:00-4:00pm (Davies 371)
Wednesday, 3:00-4:00pm (Davies 371)
Thursday, 10:00-12:00pm (Online via Line)

Required Textbook

Title: Psychology, 7th Edition
Authors: Hockenbury, Nolan, & Hockenbury
Publisher: Worth, 2015
ISBN: 978-1-4641-5520-8

The quickest way to get in touch with me is via email (hokersl@arc.losrios.edu). I check my email and voicemail each day and students can expect a response within 24 hours (Monday - Thursday), except weekends, college holiday, or recess.   To ensure a prompt response please be sure to include your full name, student ID#, and class information (Online Psyc 300) with a clear explanation of your inquiry. If you are having difficulty with any part of the class please don't hesitate to contact me- your success is important to me and I am here to help ☺

Special Accommodations

If you have a disability you may qualify for a special accommodation to facilitate your success, such as extended time on quizzes/exams, special note taking paper, or audio recording devices. It is your responsibility to obtain this justification from Disabled Student Personnel Services (DSPS) on-campus.

All accommodations substantiated by DSPS will be honored and the official DSPS form must be given to me **prior** to implementation; it will not be applied retroactively. Please contact DSPS at (916) 484-8382 or visit their website http://web.arc.losrios.edu/~dsps/ for more information about these services.

Student Learning Outcomes and Objectives

The Psyc 300 course Student Learning Outcomes and Objectives (SLOs) are established through a curriculum review process at ARC. If you fully participate in all aspects of this course and complete all of the mandatory assessments, by the end of the semester I am confident that you will be able to:

1. Compare the major theoretical perspectives in psychology.

2. Describe the general subject areas of psychology.

3. Describe the applied areas of psychology.

4. Differentiate between commonly used research methods in psychology and their applications.

5. Apply psychological concepts, theories, and research findings to personal, interpersonal, occupational, and social/community contexts.

6. Incorporate systematic critical thinking in arriving at conclusions about behavior and mental processes.

7. Describe the role that culture and diversity play in various aspects of human behavior and mental processes.

8. Distinguish between the ethical implications of psychological research and the responsibility to pursue and use knowledge wisely.

Each week begins on Saturday and ends on the following Sunday (this gives you 9 days to complete each lesson). In other words, as you are finishing up Week 1 on the weekend you should also be beginning Week 2. By planning your weeks this way, it will increase your capacity to be fully engaged with your classmates in a variety of activities described throughout this Syllabus so be sure to...

KEEP READING!

Learning Modules

This introductory psychology class is packed with a little bit of information about a lot of different psychological concepts and theories. I have designed this class to make the learning process easier and relevant to you in your everyday life by creating five learning modules. Each of the learning modules is focused on answering a question commonly asked by students in an introductory psychology course. The class is organized to help you find ways to apply the concepts and theories from the textbook rather than focus on just memorization and will be presented in the following order:

Module A – What is psychology?

Lesson 1 – Welcome and Getting Started (Online Orientation)
Lesson 2 – The origins of psychology. (Chapter 1)

Module B – How does my brain work?

Lesson 1 – Biology of the brain. (Chapter 2)
Lesson 2 – Functions of the brain. (Chapter 3)
Lesson 3 – The ups and downs of memory. (Chapter 6)
Lesson 4 – The intelligence factor. (Chapter 7)

Module C – What makes me, me?

Lesson 1 – The nature-nurture issue and other developmental theories. (Chapter 9)
Lesson 2 – Understanding gender and sexual development. (Chapter 10)

Module D – Why do people do the things they do?

Lesson 1 – Learning theory. (Chapter 5)
Lesson 2 – Theories of personality. (Chapter 11)
Lesson 3 – Lessons in social psychology. (Chapter 12)
Lesson 4 – Other motivating factors. (Chapter 8)

Module E – How does psychology affect my health?

Lesson 1 – The effects of stress. (Chapter 13)
Lesson 2 – The value of sleep. (Chapter 4)
Lesson 3 – The stigma of mental illness. (Chapter 14)
Lesson 4 - Treating mental illness. (Chapter 15)

Activities & Workload

There are many different activities that you will participate in this semester, all of which are designed to help you achieve the course SLOs. At a minimum you can expect to be engaged in approximately:

- 3 hours of activities and assignments each week

- 3-5 hours of reading & studying for quizzes and exams

However, if you are spending more than 6 hours online each week please contact me; I am confident that we can find some strategies to make less time more efficient.

All of the activities and assignments are designed to help keep you connected in our virtual classroom; connectedness to learning has been shown to also increase student success!

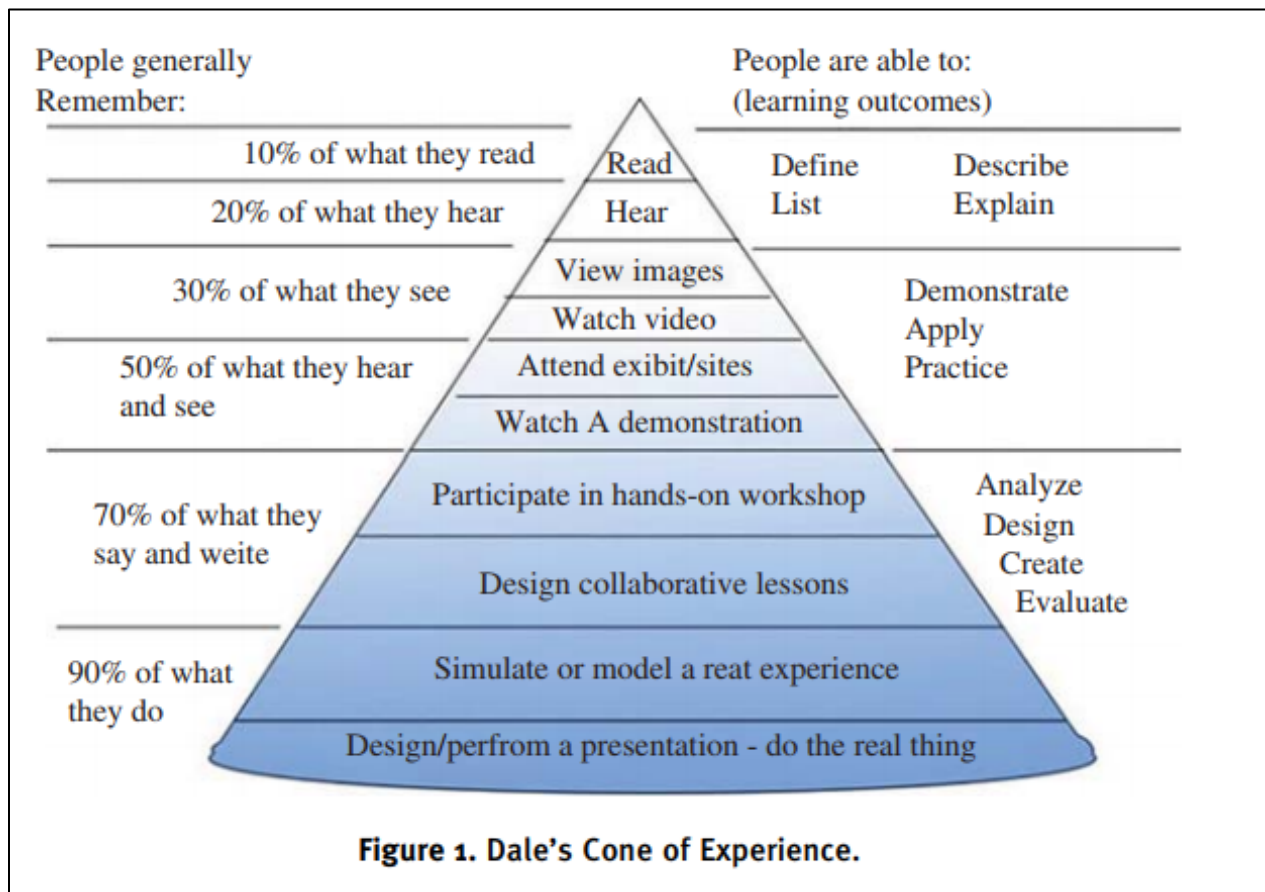Click on the image below to link to an article and read more about student learning and retention.

Figure 1. Dale's Cone of Experience.

Attendance Policy

Per the College policy on attendance I have the right to drop students for excessive absences which the College defines as a student who exceeds 6% of the total class hours. Consistent with the College's policy and the policies set forth in my syllabus <u>you may be dropped</u> for the following occurrences:

- Student does NOT complete all of the Orientation Activities in Week 1

- Student does NOT login for more than 10 days

- Student does NOT complete 5 or more assessments

It is my experience that students who aren't engaged with learning do not do as well in my class, so plan on logging in at least 2-3 times per week to maximize the resources I've made available to you – being engaged in learning is key to success in my class!

- As a rule you should plan to login during the week and on weekends.

- If you only have time to login once time each week you will find this class overwhelming and score lower on participation, hence this might not be the right class for you.

Students will not be re-enrolled if dropped for any reason however ultimately it is your responsibility to officially drop the class if you are no longer participating. Here are some important dates to keep in mind:

The last day to drop the class for a <u>full refund</u> is: **September 7, 2018**

The last day to drop the class with <u>no notation</u> on your record is: **September 9, 2018**

The last day to withdraw with a <u>W on your transcript</u> is: **November 20, 2018**

Distance Education Netiquette

Welcome to my distance education (DE) classroom! To create a positive learning experience I am asking that you follow these simple rules of netiquette:

1. Respect the learning environment.

2. Respect the experiences, beliefs, & ideas of everybody.

3. Make educated contributions to the "conversation."

4. Create a positive learning experience.

5. Strive to think critically, not be critical.

netiquette (noun)
A colloquial portmanteau of "network" and "etiquette". A set of social conventions that facilitate civil interaction over networks.

You should complete the Online Orientation during the first week of class which will go into greater detail about netiquette and how to be successful in my class. It is important that we create a positive learning experience and following these ground rules and the rules of netiquette will guide us in creating these spaces.

Required Technology

There are many different FREE apps integrated into this course and all of them can be easily accessed through any desktop, browser, or mobile device. I have picked these apps because they offer maximum flexibility however regardless of how you access them it will take a little getting used to so I ask you to **please be patient** in the first few weeks of the class as you are learning how to use them. I will be slowly introducing you to the different apps over the first few weeks. The required apps are described in the next few pages.

Padlet _(FREE) – REQUIRED_

Recommended: create a free account; download the mobile app

Padlet is one of the apps we will use to create our class projects; it is a fun and simple way to learn collaboratively! All of the Padlets are embedded directly into Canvas. You will practice using Padlet in our Online Orientation during Week 1 when you will be asked to post your introduction. Helpful links how to use Padlet are posted in Canvas with each project.

Los Rios Apps _(FREE) - REQUIRED_

Every student has a Gmail account that is tied to Los Rios Apps. You are required to participate in several class projects through Google Docs in the Los Rios Apps, however these do not begin until Week 7 so you have awhile to figure this one out. Helpful links how to use Google Docs through Los Rios Apps are posted in Canvas with each project.

Quizlet (Optional): The Quizlet simulations are high tech flashcards that I have custom created for you! Although there are a variety of ways to use Quizlet, my favorite activity is the **Match** game which is the format for which I offer extra credit! These simulations are a great way to rehearse the basic concepts and theories for quizzes and exams PLUS they offer great flexibility - you can use them on any desktop/ laptop or mobile device (yes, there is an app). Quizlet also offers **audio capabilities** as well as the option to **download and print** the content in hard copy. These are a great opportunity for you to practice your knowledge as you might expect to see it on quizzes and exams!

Extra Credit: These simulations are optional and will never be graded, however the top 10 scores for each Quizlet will receive 1 point for up to a total of 15 extra credit points this semester! Try them out early in the semester to give them a shot and if you don't like it then you don't have to use them anymore or just use them in the weeks when you need a little extra help learning the concepts – it's up to you!

[VoiceThread](#) **(FREE) -** You are required to create a free VoiceThread (VT) account in Week 1; I will upgrade your free account to the full access account as the semester progresses – there is no need to purchase anything, ever. Throughout the semester you will have an assigned group that you will work with in VT and in Week 1 you will get some practice using it. Helpful links on how to use VT are posted each week in Canvas.

VT is the app that you will use the most this semester, but it is also one that might take a little more time getting used to. However the value of VT has been demonstrated in my class – the students who are actively involved with their small group in VT are more likely to earn As and Bs in my class. Here are some comments made about VT from past semesters:

- "This was great way to see the learning strategies and study skills of other classmates."

- "I enjoyed the small groups it made the interaction personable with the select few in the group vs the whole class. I like becoming familiar with my group."

- "I loved the small group activities! It made the class more interactive for being online. Overall, the use of VoiceThread and the small group activities was very helpful and definitely added something special to this class."

- "Well, actually I thought it was a fantastic program for worksheets and discussions in a small group. It helped to see other people's answers to things and how they interpreted parts of content."

- "I absolutely loved VoiceThread! My favorite tool was the recorder to provide commentary. It really brought the VoiceThreads to life and it felt like I was literally having an in-class discussion. I loved how quick and easy it is to get the hang of VoiceThread. It's a great tool for Psychology and any other online courses where you are not in a physical class setting."

- "What I liked about the VT threads is that it forces us to use journaling and logs. The logs and journals aren't something that every student would use every single time. But they're important for hashing out some difficult concepts. After someone posts one, it shows the other students how to think about a concept and either join the discussion or take it or leave it."

Aside from getting used to how to use VT, the biggest complaint was that other students did not get involved enough with their groups. Get involved and stay involved! The more you use VT the easier it will become and the better the "collaborative conversations" will be. All of this will increase your chance of success in my class.

Weekly Lesson

Each week you will complete the Weekly Lesson. Here are the activities you will find:
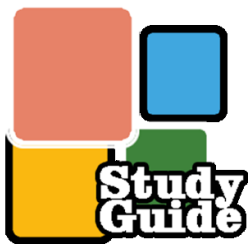
Module Objectives: For each module you will find a source document called the Module Objectives –these are the study guides you should use to prepare for quizzes and exams, and guide how you read and take notes each week. These documents are not questions; they are statements about what you will learn. You will learn more about these objectives in the Orientation during the first week's activities.

I don't test you on everything in the book so be sure that you use the objectives to maximize time when studying. Only content from these objectives will appear on quizzes or exams.

Lesson Tutorials: Almost every week you will find at least one posted tutorial that is designed to help you be successful. These tutorials are the closest thing you will get to a lecture in this class. They are not PowerPoint presentations or video tutorials of lecture, rather they are instructional and require that you engage with the material presented. The format for each tutorial will always follow this sequence:

- **Title Slide**: identifies the topic of the lesson
- **Instructions Slide:** instructs you how to navigate the tutorial
- **Table of Contents (TOC):** summarizes the information in the tutorial
- **Module Objectives Slide**: identifies the objectives to be engaged with

- **Action Items Slides**: the interactive component of the tutorial. Here you will encounter a variety of prompts to engage with the material, which include links to relevant videos, posted simulations, and worksheets. You'll notice quickly that these tutorials do not cover all of the module objectives but they do focus on those objectives that are most difficult or important. These tutorials are interactive and will help you engage in deeper learning.

  You will be asked to summarize, reflect, answer questions, and explore the concepts being presented and a "Tutorial Notes" page will be posted with each tutorial - you will be discussing these with your group throughout the semester.

- **In Conclusion Slide**: summarizes major conclusions to be drawn from the tutorial
- **Module Objectives Slide**: reviews the objectives covered in the tutorial

Class Discussions

You are required to participate in 5 class discussions for a total of 50 points this semester, starting in Module B. Complete instructions and a rubric are posted in Canvas. You will be scored based on your demonstrated engagement and critical thinking, each discussion and your highest 5 scores will be calculated toward final grades.

Discussion Descriptions

Complete instructions for each project below are posted in Canvas during the scheduled lesson.

Module B Lesson 2 – Optical Illusions

What you see might not be what you get. Although our senses are designed to communicate with the brain, sometimes the brain makes interpretations and those perceptions are not always accurate.

Module B Lesson 3 – Picking Cotton

This week you are learning about memory and will discuss false memories as it relates to a real life story about a man who spent a decade of his life in prison for a crime he was later exonerated.

Module B Lesson 4 – Defining Intelligence

What is intelligence and where does it come from? This week you are getting answers to these questions and more in Chapter 7. This discussion will look at the real world implications of these theories on intelligence.

Module C Lesson 1 – The Adolescent Brain

This week you are learning about development through the lifespan and this discussion will further explain the dynamic and changing nature of the adolescent brain, providing a clearer understanding of adolescence from a neurobiological perspective

Module C Lesson 2 – Gender and Sexual Identities

In this week's lesson you've learned a lot about gender and sexual orientation. This week you will explore common questions about the lesbian, gay, bisexual, and transgender (LGBT) community.

Module D Lesson 2 – Measuring Personality

This week you are learning about theories of personality and will get to measure your own personality through some online personality tests, share what you've learned with the class, and then discuss the utility of these tests after reading through the lesson.

Module E Lesson 1 – Managing Stress

As you learn about stress in this week's lesson you will get a chance to identify your stressors and responses to stress by keeping a stress log throughout the week and discussing what you learn with the class.

Module E Lesson 2 – Fighting Stigma

There are many different controversies that usually arise when discussing mental illness which is the focus of our last class discussion.

Class Projects

Throughout the semester you will participate in **5 class projects**, starting in Module B, for a total of 50 points this semester. These projects will be completed in either Google Docs or Padlet. For the Google Doc projects you are required to login to [Los Rios Apps](#) to complete the project; instructions for using Los Rios Apps can be found on that login page. We will also build some collaborative walls in [Padlet](#) which is a free app that can be completed either by creating a free account or simply through the link to the Padlet without an account. Complete instructions and more details about the projects are posted in Canvas.

Project Descriptions

Complete instructions for each project below are posted in CANVAS during the scheduled lesson.

Module B Lesson 2 – Playing with Perception
As you learn about perception this week students will add pictures to our Padlet wall and explain what perceptual cues are presented.

Module C Lesson 1 – Parenting Advice 101
Applying the theories presented in this week's lesson students will build a parenting manual in a shared document through Los Rios Apps.

Module D Lesson 1 – Operant Conditioning in Real Life
This week you will continue to apply learning theory by adding examples of operant conditioning from your life into our shared document in Los Rios Apps.

Module D Lesson 4 – Motivations Table
You will focus on an activity that you enjoy and post a picture of it on our Padlet wall along with an explanation of the activity and why you enjoy it, applying the motivational theories you've learned about this week.

Module E Lesson 3 – Diagnosing Mental Illness
You will pick a mental illness that interests you and do some additional research beyond its symptoms and treatments, post what you learn on our Padlet wall to expand our knowledge and understanding of what it's like to live with mental illness today.

Late Policy for Discussions and Projects: Discussions and projects should always be completed in the week they are scheduled. Once scores are posted I will not be accepting any late work. Each student will be able to make-up one missed assignment for late credit, which is 70% of the total assignment points (up to 7 points) at any time in the semester.

Small Group Activities

At the beginning of the semester you will be assigned into a group of 5-7 students; this will be your small group for the entire semester, although I do make adjustments as needed from time to time.

The purpose of the small group activities is to stimulate dialogue/discussion but also to ensure that you are understanding and learning the concepts and theories, all of this accomplished through peer discussion and evaluation in VT - I call these "collaborative conversations." Generally you will complete <u>one</u> of these small group activities each week:

- Tutorial Notes – these are your thoughts, reflections, and analysis of the concepts presented in the lesson tutorial.

- Worksheets – these will engage you with the concepts and theories presented during the lesson, through analysis and application problems.

- Reading Logs – as you complete the weekly lesson you will come across additional inks to articles, podcasts, and videos; reading logs are completed for these activities.

These activities will always be discussed with your private small group in VoiceThread (VT). You will be expected to create your free account in the first week of the semester; more information about how to use VT is posted in Canvas and the Online Orientation.

Peer Evaluations

At the end of every module you will be evaluated by your peers based on your "presence" in the group – complete instructions, including a rubric which clearly explains how you will be evaluated, is posted in Canvas. By the end of the semester you will earn a total of 100 points for participation with your small group (20 points each module).

Your participation in the evaluation process is mandatory. If you do not submit evaluations for each member of your group, including yourself, you will be penalized up to 6 points. I will post an announcement and instructions in Canvas when it's time to submit evaluations; you will have one week to complete them. All evaluations are anonymous.

Instructor Challenge: If you feel like the posted peer evaluation score is unfair or does not adequately reflect your presence with your group you can email me and "challenge" that score. I will then evaluate your group presence and my score will be recorded. Keep in mind that if my score results in a lower score than the peer score, my evaluation score will stand.

Schedule of Small Group Activities

Group assignments are posted in CANVAS and an email will be sent during the first week of the semester welcoming you to your group. Below are the scheduled small group activities for the entire semester; please note that each week starts on a Saturday and ends on the following Sunday, for a total of 9 days. This means each lesson will overlap on weekends.

Week	Dates	Lesson	Tuesday Class	Tuesday Activity
1	8/25 – 9/2	Module A Lesson 1	8/28	None
2	9/1 – 9/9	Module A Lesson 2	9/4	Worksheet
3	9/8 – 9/16	Module B Lesson 1	9/11	Worksheet
4	9/15 – 9/23	Module B Lesson 2	9/18	None
5	9/22 – 9/30	Module B Lesson 3	9/25	Tutorial Notes
6	10/1 – 10/7	Module B Lesson 4	10/2	Tutorial Notes
7	10/6 –10/14	Module C Lesson 1	10/9	Worksheet
8	10/13 –10/21	Module C Lesson 2	10/16	Worksheet
9	10/20 –10/28	Module D Lesson 1	10/23	Worksheet
10	10/27 – 11/4	Module D Lesson 2	10/30	Worksheet
11	11/3 – 11/11	Module D Lesson 3	11/6	Tutorial Notes
12	11/10 –11/18	Module D Lesson 4	11/13	None
13	11/17 –11/21	Module E Lesson 1	11/20	Tutorial Notes

Thanksgiving Recess (11/22 – 11/25)

Week	Dates	Lesson	Tuesday Class	Tuesday Activity
14	11/24 – 12/2	Module E Lesson 2	11/27	Reading Log
15	12/1 – 12/9	Module E Lesson 3	12/4	Reading Log
16	12/8 –12/16	Module E Lesson 1	12/11	Worksheet

Quizzes and Exams

Syllabus Quiz (20 points). You are required to complete this quiz during Week 1 to secure your spot on my roster, however it will also help to educate you about my expectations of you, clarify your expectations of me, and familiarize yourself and your computer with the online testing process in Canvas. The Syllabus Quiz is the only quiz that allows for multiple attempts during the first week of class so take it as many times as you want to achieve a perfect score! This quiz covers all information in the Syllabus and presented in the Orientation.

Lesson Quizzes (180 points). Over the course of the semester you will complete 13 lesson quizzes, each worth 20 points. To prepare for these quizzes you should use the module objectives and any additional resources posted in the Weekly Lesson in Canvas (e.g. simulations, worksheets, tutorials). Quizzes consist of a combination of multiple choice, true-false, matching, and multi-select questions and must be completed as scheduled (see Class Calendar). Quizzes are timed and must be completed within 30 minutes.

Quizzes can never be made up or retaken. The highest 10 scores will be used to calculate final grades so you can miss up to 4 quizzes without penalty.

Exams (200 points)

You will complete two exams this semester, each is worth 100 points and consists of multiple choice and matching questions. The **Midterm Exam** covers Modules A, B, and C and the **Final Exam** covers Modules D and E. To prepare for these exams use the Module Objectives and any additional resources posted in the Weekly Schedule (e.g. simulations, worksheets, tutorials).

Things to Know About Quizzes and Exams

Be responsible! Quizzes and exams are administered in Canvas and will be available starting at 12am Monday through 11:59pm Sunday, are timed, and must be completed once started. Quizzes and exams will not allow you to work beyond the maximum time limit therefore it's essential that you be prepared before starting and that you monitor your time; a timer will appear in your browser window to help you.

Study, study, study! Although I will not be in the room with you as you attempt quizzes and exams, I can assure you that the amount of time allotted will NOT be enough time to look up the answers to each question. To be prepared you will need to have read the chapters, use the module objectives to guide your readings and organize your notes, and practice with the resources posted at the beginning of each week in the Module tool (e.g., worksheets, simulations). I am also available 5 hours a week during my Student Hours to help you.

Computer issues! Quizzes and exams must be completed using a computer therefore it is your responsibility to ensure that the computer you use is compatible with CANVAS; all computers on-campus are compatible with CANVAS. *I recommend completing exams from a desktop computer rather than your mobile device.*

DO NOT expect me to be available 24/7; if you wait until the last day to complete an assessment and encounter a technical issue you will NOT be guaranteed assistance and you assume full responsibility for the possible consequences which might include a zero or partial score.

**If the college server crashes, preventing students from completing the assessment, then I will make an appropriate accommodation. Although this is rare, I will notify students of any issue as soon as it has been identified.*

Conflict with Test Window

Since you know the schedule weeks in advance and considering that quizzes and exams are available during a seven day testing window, there should be no reason to have a conflict. IF you think that you have a justifiable reason for missing an exam you MUST send me an **email** at least two days prior to its closing; I will not approve any accommodations for students who email me later than this nor will I retroactively approve an accommodation request. I reserve the right to deny any request.

Missed Exams

If you miss an exam you must email me within 24 hours of the closing of the exam and I will open the exam for late credit. All late exams can earn up to 70% of the total points regardless of the reason however you must complete the exam within 48 hours of the close of the exam. If you miss the scheduled Final Exam you must email me within 24 hours but keep in mind that there will be only 2 days to make-up this missed exam – no exceptions.

Academic Integrity and Honesty

You are expected to adhere to ARC's policy on academic integrity and to take the necessary preparatory steps to avoid plagiarism and learn how to effectively utilize American Psychological Association (APA) citations in all written work. Tutorials on Plagiarism and APA are posted in the Weekly Schedule.

You will be held responsible for submitting original work when it comes to all facets of this class and I will verify academic integrity using either traditional methods or VeriCite.com, which is an electronic resource for detecting plagiarism.

In my class I expect that you will…

- complete quizzes and exams without the aid or assistance of any
- keep the quiz and exam content confidential.
- be the author of all written submission.
- generate new or untested written work.
- thwart any other student violations of academic integrity.
- effectively use APA citations in all written work.

Additionally I expect that you will not…

- submit any previously written work, even if you were the author.
- submit the work of any author other than yourself.
- allow other students to complete your quizzes or exams.
- engage in academic behavior that is dishonest.

Academic Integrity and Honesty Policy Violations

I reserve the right to question any student who I suspect to have violated my academic integrity and honesty policies. If I determine that you have engaged in a dishonest behavior, intentionally or not, you will be contacted by me, earn a zero for that assessment, be reported to the BSS Area Dean, and possibly to the campus disciplinary officer. I take academic integrity and honesty seriously…and so should you.

For more information about your rights and the College's expectations of you as a student, please review **ARC's Guide to Student Conduct:**

http://www.arc.losrios.edu/StudentConduct

Our Journey / Your Success

I also encourage you to read more about me on [my biography page](#) but really the best way to get to know me will be during our class and although you won't see me with your eyes I will be virtually present in a variety of ways, such as:

- Posting weekly announcements (in Canvas)

- Answering student questions in the FAQ (in Canvas)

- Participating in weekly activities in VT and Padlet

- Providing feedback on assignments (typically posted within 7 days of the closing date, excluding weekends, holidays, or breaks).

- Posting updates to the Gradebook

- Making announcements about class and college events

I want to remind you that you are not alone in this class; not only will I be tracking your performance each week, I will also be monitoring the FAQ discussions in CANVAS. Really there is no reason to fail this class and meeting with me during my student hour or contacting me as early in the semester as possible would be the first thing you should do to if you aren't sure what you should be doing, have questions, or are thinking about dropping the class.

- Are you feeling overwhelmed by the workload?
- Do you think you're falling behind?
- Are you confused or unsure what to do?
- Do you wish your scores were higher?

Before you drop the class please send me an email or stop by during one of my scheduled student hours. Many students drop the class without every checking in with me…when the issue could be easily resolved or clarified. If you are dropping for personal reasons, no need to let me know. However if it is related to my class, remember I am here to help you succeed so before you drop the class please, please get in touch with me.

Student Hours and Contact

In addition to all of the instructional resources made available to you this semester I am also a valuable resource here to help you be successful! My contact information is located on the first page of the syllabus where you will notice that in addition to phone and email I am also available to you 5 hours a week as scheduled:

- Monday, 3:00-4:00pm (Davies 371)
- Tuesday, 3:00-4:00pm (Davies 371)
- Wednesday, 3:00-4:00pm (Davies 371)
- Thursday, 10-12pm (Online via Line)

No appointments necessary; you can simply stop in or call me. You'll also notice that on Thursdays I offer 2 hours online via Line, so you don't even have to be on-campus to chat with me! Login instructions for Line are posted in the class website.

Here are 5 reasons that you might get in touch with me this semester:

1. You aren't sure what to do.
2. You don't understand the study guide.
3. You are unclear about a concept.
4. You want to raise your exam scores.
5. You need help with quizzes.

Here are 5 reasons that I might contact you this semester:

1. Email to check in with you.
2. Email to congratulate you on something well done.
3. Post advice to improve scores on quizzes or discussions.
4. Ask follow up questions to discussions.
5. Feedback on your written assignments.

Problem Resolution Processes

If at any time you feel like you are being treated unfairly as a result of these policies please email me or stop by during a scheduled student hour. My contact info is on the first page.

Although I hope that you would be comfortable talking to me about any issues that arise, you can also contact the Dean of Behavioral and Social Sciences, Carlos Reyes (916) 484-8428 or reyesc@arc.losrios.edu to discuss any issues or concerns that you have regarding my class.

For more information about ARC's expectations of student conduct and more formal channels for problem resolution please contact the ARC Office of Student Conduct at (916) 484-8465 or http://www.arc.losrios.edu/StudentConduct

Extra Credit

There are a few opportunities to earn extra credit this semester so I suggest taking advantage of them when presented:

- Reading Across the Discipline (RAD) = 4 points
- Writing Across the Curriculum (WAC) = 4 points
- Quizlets (throughout the semester) = 15 points
- Extra Credit Final Exam (Week 16) = 10 points
- Anonymous Class Survey (Week 16) = 4 points

I strongly recommend that students enroll in the RAD or WAC programs during the first week of the semester because they have been shown to improve student grades. For more information about these programs please refer to the contact information posted on page 18.

Grading Policy

Your final grade will be calculated based on earned scores as follows:

Exams = 200 points	**A = 540 – 600**
Quizzes = 200 points	**B = 480 – 539**
Small Group Activities = 100 points	**C = 420 – 479**
Discussions = 50 points	**D = 360 – 419**
Class Projects = 50 points	**F = 0 - 359**
Total Points = 600	

Final grades are earned, not given. Be sure that you complete all assessments and utilize all of the available resources so that at the end of the semester you don't find yourself in a situation where you are asking me for extra work to bring up your grade – that won't happen. If you actively participate in all facets of this class and utilize all of the available resources (including my online and face-to-face student hours) then I have no doubt that you will pass this class.

ARC Student Services

The services below are some of the most popular services at ARC but there are many more. For more information about these and other services available to you please visit the [ARC Support Services](#) page.

Canvas Help (916) 568-3199

Students can use the helpful resources by visiting the [Canvas Community Guides](#) or contact the 24/7 HelpDesk. These helpful links are directly available when logged into Canvas on the Help link.

[Disabled Students Programs and Services](#) (916) 484-8382

If you feel that you have a disability that may require special accommodations, it is your responsibility to obtain substantiation from Disabled Student Personnel Services (DSPS). All accommodations substantiated by DSPS will be honored and the official DSPS form must be given to me **prior** to implementation and cannot be retroactively applied.

[Learning Resource Center / Student Tech Center](#) (916) 484-8808

At the Learning Resource Center (LRC) there are FREE tutoring services! The LRC is a professionally staffed instructional facility that provides supplemental instruction and academic support through individualized and group tutoring, tech support and online tutoring to currently enrolled ARC students.

[Writing Across the Curriculum Program](#) (916) 484-8802

The Writing Across the Curriculum (WAC) Program can help students of varying writing ability to improve collegiate writing skills. Students can enroll in this half-credit course and receive one-on-one instruction. The WAC program has received instructions specific to the Midterm and Final Essays and are prepared to assist in writing these assessments. Those students that verify completion of the WAC Program will earn 4 extra credit points, but be sure to enroll early, as slots are limited!

[Reading Across the Discipline Program](#) (916) 484-8053

The Reading Across the Discipline (RAD) Program can help students to improve their reading ability and comprehension, with the goal of improving student success in the classroom. Students can enroll in this half-credit course and receive one-on-one instruction. Those students that verify completion of the RAD Program will earn 4 but be sure to enroll early, as slots are limited!