PSYC 2301

INTRODUCTION TO PSYCHOLOGY

CLASSROOM HYBRID (HYC): EVC

María G. Cisneros-Solís, Ph.D.

Course Syllabus
8 Week Class

AUSTIN COMMUNITY COLLEGE

FALL 2008
INTRODUCTION TO PSYCHOLOGY --PSYC 2301--HYC
SYN-SECTION 21745-100
AND
SYN-SECTION 21746-102
FALL SEMESTER 2008
8 Week Session August 25 – October 19
EVC CAMPUS

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. María Guadalupe Cisneros-Solís</th>
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<tbody>
<tr>
<td>Course Title:</td>
<td>Introduction to Psychology</td>
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<tr>
<td>Course Abbreviation Number:</td>
<td>PSYC 2301</td>
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<tr>
<td>Syn/section, campus &amp; room</td>
<td>21745-100 at EVC 9211 and 21746-102 at EVC 8103</td>
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<thead>
<tr>
<th>Instructor’s Office:</th>
<th>RGC Attaché Building, Room 213</th>
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<tbody>
<tr>
<td>Instructor’s Telephone Number and email</td>
<td>223-3388; <a href="mailto:drmariacs@hotmail.com">drmariacs@hotmail.com</a></td>
</tr>
<tr>
<td>Instructor’s web page</td>
<td><a href="http://austincc.edu/mcisner">http://austincc.edu/mcisner</a></td>
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<tr>
<th>Instructor’s Office Hours</th>
<th>Tuesdays: Before and after class at EVC and 2:30-3:30 pm at RGC office: Attaché 213, Wednesday: Before and after class at EVC Additional hours by appointment at RGC office: Attaché 213,</th>
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| BLACKBOARD LOG IN SITE | http://acconline.austincc.edu/ |

SPECIAL INSTRUCTIONS
 o THIS SYLLABUS WILL GIVE YOU ALL THE INFORMATION ABOUT THE COURSE. PLEASE READ IT CAREFULLY
 o EMAIL INSTRUCTIONS: Please be sure to write: “INTO.PSYC-HYC” on all the emails you send to me, and remember to use my “hotmail” email address. I will have over 150 students, and teach 4 different classes, so please help me out so that we can communicate as effectively as possible.
DESCRIPTION OF CLASSROOM HYBRID DELIVERY MODE
The term “Hybrid” is used to describe courses that combine classroom face to face instruction with online computer based instruction. Thus students have the opportunity to have regularly scheduled time with the instructor yet have the freedom of time and space to engage in an autonomous learning process.

The PSYC2301,HYC-21745-100 will meet at EVC 9211 on Tuesday and Thursday from 10:35am to 1:05pm the first week of class (Tuesday 8/26 and Thursday 8/28) and on most Tuesdays for the remainder of the 8 week session (Tuesdays, 9/2,9/9, 9/23, 9/30, 10/7, 10/14). Please note that we will not meet on the week (Tuesday, 9/16) of September 15 to September 19th. This week will be dedicated to internet activities, as well as independent study and optional test on Chapter 12, which will available on Blackboard, under “course documents”. On the last week of the course we will also meet on Thursday (10/16) if needed. A detailed description of the course schedule with the classroom and on-line activities can be found in the part of the syllabus entitled “COURSE CALENDAR/SCHEDULE”

The PSYC2301,HYC-21746-102 at EVC8103 will meet at EVC 8103 on Monday and Wednesday from 11:35am to 2:05pm the first week of class (Monday 8/25 and Wednesday 8/27) and on most Wednesdays for the remainder of the 8 week session (Wednesday: 9/3, 9/10, 9/24, 10/1, 10/8, 10/15). Please note that we will not meet on the week (Wednesday, 9/17) of September 15 to September 19th. This week will be dedicated to internet activities, as well as independent study and optional test on Chapter 12, which will available on Blackboard, under “course documents”. On the last week of the course we will also meet on Monday (10/13) if needed. A detailed description of the course schedule with the classroom and on-line activities can be found in the part of the syllabus entitled “COURSE CALENDAR/SCHEDULE”

COURSE DESCRIPTION:
This course is a survey of introductory topics such as learning, memory, sensation and perception, personality, life-span development, physiological basis of behavior, stress and health, psychological disorders, social psychology, and research methods. Additional topics such as language development, states of consciousness, and psychotherapy will also be included as determined by the instructor. The Honors course provides a more in-depth introduction to the science and profession of psychology with emphasis on developing oral and written communication skills as they relate to the analysis and discussion of research and controversial issues in psychology.

PURPOSE OF COURSE:
The purpose of this first course in psychology is to introduce students to the topics and issues that psychologists study, the research methods they employ, their major findings, and the ways in which psychologists apply the research findings to the solution of personal and societal problems. Also, this course provides students with the basic terminology and principles that enable them to take more advanced courses in psychology if they wish to learn more about some particular area.
INSTRUCTIONAL RESOURCES:

REQUIRED TEXTBOOK: Psychology: Concepts & Connections, by Spencer A. Rathus;

The textbook for this course is: Psychology - Concepts and Connections, Media & Research Update, by Spencer A. Rathus, Thomson Wadsworth Publishers, 9th Edition ©2008. Click here to go to the publisher's web site, where practice quizzes and electronic flash cards are provided for students. This book is available in the ACC Bookstore.


RECOMMENDED RESOURCES

1. PUBLISHERS WEB SITE FOR THE TEXTBOOK
The publisher's web site, where practice quizzes, electronic flash cards and many other splendid learning tools are provided for students.

2. CONNECTIONS STUDY GUIDE BOOK FOR TEXTBOOK:
The materials in this study guide provide a chapter summary, multiple choice practice tests, critical thinking activities, etc.
3. CONNECTIONS STUDENT NOTEBOOK FOR THE TEXTBOOK:
This book is a collection of chapter outlines to help students follow and retain concepts by taking
notes.

4. CONNECTIONS CD-ROM FOR THE TEXTBOOK:
The CD-ROM is free with the purchase of a new textbook and includes animations, demonstrations, quizzes, etc. If you bought a used textbook, don’t worry you can use the website.

RELEVANT WEBSITES:
Library at http://library.austincc.edu/
Distance Learning at http://dl.austincc.edu.
Student’s Handbook at http://www.austincc.edu/handbook
Academic Testing Center Website at http://www.austincc.edu/testctr

MAJOR TOPICS AND OTHER INFORMATION:
The topics covered in “Introduction to Psychology” include a survey of research methodology, theory development in child psychology, personality, learning, memory, intelligence, genetics, social psychology, developmental psychology, adjustment, stress, and physiological psychology. There will be 16 chapters covered in this course. Three hours college credit is given when material is mastered.

COURSE OBJECTIVES or LEARNING OUTCOMES:
The common course objectives or goals include the following: The student will be able to discuss representative theories, findings and/or principles concerning the following topics:

- Research Methods
- Personality
- Learning
- Life-Span Development
- Physiological Basis of Behavior
- Cognition (including Sensation, Perception, and Memory)
- Stress (as well as intellectual, social, physical and emotional health)
- Psychological Disorders
- Social Psychology

The specific, more detailed behavioral objectives for this course are outlined in a conceptual summary for each unit of study written by the professor of this course. This study guide is available on Blackboard under “course documents”. It contains specific objectives the student needs to master in order to obtain a 95 percent competency in this course. In addition to these detailed objectives, a summary conceptual outline will be available to enhance mastery of course concepts.
INSTRUCTIONAL METHODOLOGY & STUDENT REQUIREMENTS
The format of this course is a combination of classroom face to face instruction with online computer based instruction. There will be a diversified set of educational activities which promote self-directed active learning in the classroom and on-line (See the course calendar for more details).
This means that it is essential that you attend class, as well as have internet skills and access to a computer. It is required that you log on to Blackboard as soon the semester begins and fill out your personal information under tools, especially your email address. In addition to reading your textbook, taking tests, completing a project, there will also be some internet assignments. Student requirements include internet skills, word processing skills (use WORD), and email.

COURSE ASSIGNMENTS:
As a student, you are responsible for accomplishing the following:
1. Log on to Blackboard. You can use the following link: http://itdl.austincc.edu/blackboard/stlogin.htm.
2. Attend class
3. Fill out your personal information in Blackboard under “Tools”
4. Complete your on-line Orientation on Blackboard
5. Read the required textbook chapters for each lesson,
6. complete one project
7. complete internet activities
8. take three (3) objective-type, multiple-choice exams during the semester by the assigned deadline dates.

GRADE DETERMINATION AND EVALUATION SYSTEM:
The final grade will be based on the student’s average of 3 TEST SCORES, one GENERAL PARTICIPATION SCORE which consists of a class participation score (50%) and an online participation score (50%), and a PROJECT SCORE, including a class presentation of the project (students’ choice). ……… . All exams must be taken!

The three tests are in a multiple choice format, and will be taken in the classroom. There are no retests offered in this course, yet extra credit projects can be used to bring up the student’s grade. In addition, each of the 3 multiple choice exams will have bonus questions at the end which will make the test score worth more than 100 points. If a student does not take the test by the deadline, the bonus questions will not be valid.

FAILURE TO MEET TEST DEADLINES:
Students who do not take an exam by the deadline will be penalized. Their highest possible score will be 95. This means the student is not eligible for test bonus points. Students can take the make-up test at the EVC testing center. Students must take this test within one week after the missed deadline; unless the instructor had given permission for a later date due to extenuating circumstances.

The class participation score will be based on student attendance, class short quizzes, student involvement in group activities, and homework assignments. A project score can substitute this score if the student has a legitimate excuse (illness, job conflict, etc.) for not being able to attend
class consistently. It is up to the instructor’s discretion to evaluate a legitimate excuse and approve the score’s substitution. The student will also have the option of writing reviews on movies, videos, articles and books to make up for an absence or a missed quiz. Another option is a written life application paper. These written reports will need to be typed and two pages in length and the student will need to apply the content of the report to Psychology. The student needs to contact the instructor immediately when absent in order to get approval for the make-up paper, and specific instructions.

The on-line participation score will be based on the completion of homework assignments, as well as their choice of an on-line activity and their assessment of the learning that was mastered by their performance on that activity. One activity per unit of study is required. Students can choose an activity from the following options which are available through Blackboard or the textbooks publishers website: a) discussion forums for each unit of study, b) on-line games, c) on-line pre and post quizzes for each chapter, d) on-line tutorials including quizzes, flash cards, visuals, short on-line video clips with related critical thinking questions, completion of chapter outline on key concepts, d) and/or the activities within the textbook’s CDROM.

Special Note on Discussion Forums: Contributions to a discussion forum will focus on topics covered in the textbook before the relevant exams. Each unit of study will have options on topics you may wish to discuss. The purpose of this assignment is to share reactions and insights to the readings with other students. You may also choose a topic or idea from your text to discuss. The page number from your text reflecting the idea or topic needs to be noted, and then the observation is shared. Contributions are encouraged which discover something in the text which is useful, memorable, intriguing, counterintuitive, controversial, noteworthy, novel, applicable to one's own or others' lives, etc....

In any course situation that includes discussion and critical thinking, there are bound to be many differing viewpoints, especially on sensitive, controversial topics. We must respect the views of others and create an atmosphere where both the students and the instructor are encouraged to think, learn, and share information. Viewpoints that are carefully thought and expressed in an organized, orderly manner can be used to enhance learning. These viewpoints as well as any feedback or general comments must be provided in a non-offensive, respectful manner. Your course grade will not be adversely affected by the viewpoints that you may express on assignments. Instead, the grade will be based on your knowledge and understanding of concepts and principles within the specific subject area as well as their theoretical and research-based foundations and applications.

In order to access the discussion unit forum, you must log-on to Blackboard, at http://ACConline.austincc.edu. This is not possible until the semester for which you are registered has actually begun. Information on user name and password is available at the log-in site. Go to "Discussion Boards" on Blackboard to participate in the Discussion Forum. If you want to start a new topic for discussion, use the "Add Forum" button. NOTE: The discussions are not in real time. You may contribute at any hour of the day or night prior to the deadline.
REQUIRED PROJECT
The project may be conducted by one individual student or a group of students (the group will need to meet with the professor outside of class to protect against social loafing). The complete project will need to include both a typed written report, as well as a verbal report. The purpose of the verbal report is to share your knowledge or experiences with classmates. It will need to be between 5 to 20 minutes in length. The written report will need to be typed and the length of the paper will depend on the type of project that is completed. The student can choose from the following options:

1. Case Study on a child’s development.
2. Case Study on self or one’s cultural background (the student’s individual development).
3. Self-Improvement project (Behavior Modification or Health Psychology)
4. Class Presentation (30 minutes with visual aids).
5. Volunteer Work (20 hours, journal and report).
6. Research Paper (includes a conference with the instructor), 6 typewritten pages.
7. Student’s Creative Project that is related to psychology.
8. Evaluation of Publisher Website...

...VISIT THE PUBLISHERS WEB SITE FOR THE TEXTBOOK: Click here to go to the publisher's web site. Each chapter will have activities for you to explore such as tests, crossword puzzles, flashcards, tutorials, and links. On the first chapter you will need to evaluate all of the activities on the subsequent chapters you will pick 10 of your favorite to evaluate. You will need to evaluate all the chapters for each unit of study. If you complete this activity as an extra credit project…it will be worth 30 points, 10 points for each unit of study….the amount of points awarded depends on the quality of the work.

Additional information on the projects will be available on BLACKBOARD and will also be given on the first day of class… In order to access the information needed to complete the project, you will need to log-on to Blackboard, at http://ACConline.austincc.edu. …..AFTER THE CLASS BEGINS

SUMMARY OF THE REQUIRED ASSIGNMENTS THAT WILL YIELD AN EVALUATION SCORE
A total of five scores will enter into the equation, and each will have equal weight

1. Test 1 score……possible points=100+bonus
2. Test 2 score……possible points=100+bonus
3. Test 3 score……possible points=100+bonus
4. Project score……possible points=100
5. A combination of the class participation score (50%) and on-line participation score (50%) = General Participation score……possible points=100

FINAL GRADE: Total of the 5 scores divided by 5 (total/5)
The traditional score equivalency will be used. It will be based on the following scale of the student’s total average:

- **A** = 90 or greater
- **B** = 80 to 89
- **C** = 70 to 79
- **D** = 60 to 69
- **F** = Below 60

If students are more familiar with the score-point system, you can use the following system to determine your final grade. On blackboard only scores will be provided…with a final addition-computation score.

**Letter grades will be assigned as follows:**

- **90 – 100%** (450-535 +points) **A**
- **80 – 89%** (400 – 449 points): **B**
- **70 – 79%** (350 – 399 points): **C**
- **60 – 69%** (300 – 349 points): **D**
- **Lower %** (less than 300 points): **F**

**EXTRA CREDIT: OPTIONAL ACTIVITIES:**

**MAXIMUM NUMBER OF EXTRA CREDIT POINTS: 35 POINTS ADDED TO THE LOWEST TEST SCORE**

**OPTION #1: COMPLETE AN ADDITIONAL PROJECT: MAXIMUM NUMBER OF POINTS=20 POINTS** (Excellent completion=20 points, good=15points, average=10points)

The student can choose from the following options:

- Case Study on a child’s development.
- Case Study on self or one’s cultural background (the student’s individual development).
- Self-Improvement project (Behavior Modification or Health Psychology)
- Class Presentation (30 minutes with visual aids).
- Volunteer Work (20 hours, journal and report).
- Research Paper (includes a conference with the instructor), 6 typewritten pages.
- Student’s Creative Project that is related to psychology.
- Evaluation of Publisher Web Site (this can be worth up to 30 points if all three units of study are evaluated and the evaluation is of high quality)

**OPTION#2: BONUS TEST=20 POINTS**

Students can increase their score by taking the Bonus Test on Chapter 12: Gender and Sexuality. This test will consist of 20 items and the student will receive ONE point for each correct response. However, in order to be eligible for these bonus points, the students must obtain 70% of the questions correct. In order to access the information needed to complete the bonus test, you must log-on to Blackboard, at http://ACConline.austincc.edu, ……AFTER THE SEMESTER BEGINS

Go to "COURSE DOCUMENTS" within Blackboard, and then "Bonus Test" to complete this activity. DO NOT ATTEMPT IT UNTIL YOU ARE READY TO TAKE THE TEST.
BLACKBOARD WILL NOT LET YOU TAKE IT AT A LATER TIME AFTER YOUR FIRST ATTEMPT EVEN IF YOU DO NOT ANSWER ANY OF THE QUESTIONS!!!!!

There are no study guides or objectives for this bonus test…so be sure and read the entire chapter comprehensively…you may want to explore some of the activities in the publishers web site on this chapter which you have found the most helpful.

**TENTATIVE COURSE SCHEDULE/CALENDER:**

**SUMMARY of REQUIRED & OPTIONAL TASKS**

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>Optional</th>
<th>DATE DUE</th>
<th>CHAPTERS COVERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST 1: Unit 1 web assignment</td>
<td></td>
<td>09/02/08 or 09/03/08</td>
<td>Chapters 1, 2, 3, and 4</td>
</tr>
<tr>
<td>Remember</td>
<td>No Class on</td>
<td>Sept.16 &amp; 17th</td>
<td>Work on Project outline and study for test 2 and bonus test</td>
</tr>
<tr>
<td>Bonus Test</td>
<td></td>
<td>09/20/08</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Project Outline</td>
<td></td>
<td>09/22/08</td>
<td>Via email……will also accept a written paper copy on the day of test 2</td>
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<tr>
<td>TEST 2: Unit 2 web assignment</td>
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<td>09/23/08 or 09/24/08</td>
<td>Chapters 5 to 9</td>
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<tr>
<td>TEST 3: Unit 3 web assignment</td>
<td></td>
<td>10/07/08 or 10/08/08</td>
<td>Chapters 10, 11, 13, 14, 15, 16</td>
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<tr>
<td>Project: Verbal Presentation</td>
<td></td>
<td>10/14/08 or 10/15/08</td>
<td>Students’ Choice</td>
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<tr>
<td>Project: Written Report</td>
<td>Extra Credit</td>
<td>10/16/08</td>
<td>Via Email…..as an attachment</td>
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<tr>
<td></td>
<td>Project: Written Report</td>
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A DETAILED COURSE CALENDER CAN BE FOUND AT THE END OF THIS SYLLABUS AS AN ADDITIONAL DOCUMENT
COURSE POLICIES

RETESTING POLICY:
There are no re-tests offered in this course, although students may bring up their grade through extra-credit projects.

SCHOLASTIC DISHONESTY:
“Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as, but not limited to tests, quizzes, classroom presentations, and homework.” (Student Handbook 2002-2003,p.32) The instructor will be responsible for specifying the penalty that will be assessed for violation of this policy.

Students who are guilty of scholastic dishonesty will automatically fail this course. They will also be reported to Student Services so that appropriate disciplinary action can be followed.

INCOMPLETE GRADE:
Only students who have completed and passed 80% of the course requirements will be eligible for an incomplete. Illnesses, death in the family, or other extenuating circumstances need to be present; and consultation with the instructor is mandatory.

ATTENDANCE POLICY:
Attendance is highly recommended since test content may include material from films or lectures as well as from the text. Furthermore, the student’s class participation score will be based on class attendance, group activities, homework assignments, and class quizzes.

WITHDRAWAL POLICY:
Failure to take scheduled tests or poor performance on the course requirements may lead to withdrawal. While the instructor reserves the right to withdraw a student based on lack of progress, it is the student’s responsibility to withdraw from this course. The professor welcomes and recommends student conferences to discuss progress in the class.

Adding, Dropping, or Withdrawing from a Course: Additional Information
Adding, dropping, or withdrawing from a course may affect financial aid, veterans’ benefits, international student status, or academic standing. See an advisor or counselor before making changes. Adding or dropping a course (schedule changes): Students may add or drop a course before open registration ends or during the session’s official schedule change (add/drops) period. See the course schedule for information on add/drops procedures, deadlines, and tuition refunds. Withdrawing from a course: Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student’s
record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course. Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans’ benefits, international student status, and academic standing. Students are urged to consult with their advisor before making schedule changes.

Per state law, students enrolling for the first time in fall of 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

REINSTATEMENT POLICY:

Students may be reinstated in the class if there are extenuating circumstances (i.e., hospitalization, etc.) connected with their failure to meet requirements and if they are able to catch up on all units and take exams within a two-week period.

ACADEMIC FREEDOM POLICY:

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance the class and create an atmosphere where students and instructors alike will be more encouraged to think and learn. Therefore, be assured that your grade will not be adversely affected by any beliefs or ideas expressed in class or assignments. Rather, we will respect the views of others when expressed in classroom discussions.

STUDENT BEHAVIOR/DISCIPLINE POLICY:
The instructor expects students to treat each other with respect and manifest appropriate classroom behavior.

DISABILITY STATEMENT POLICY:
“Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to submit their request three weeks before the start of the semester.” (Student Handbook 2002-2003,p.14)

It is very important that students who have special educational needs notify the instructor as soon as possible so that the appropriate modifications in instruction and evaluation can be made. This instructor welcomes all students and is committed to making the needed modifications to ensure the student’s success.

COURSE INTENT FOR STUDENT POPULATION:

Students who profit most from this course are psychology majors, sociology majors, and any other major which prepares individuals for occupations, whereby they will be interacting with other persons. In other words, the course should be beneficial to most individuals regardless of their major.
Detailed Outline on Volunteer Work

**VOLUNTEER WORK**: A minimum of 20 hours is required. This extra credit work is *optional*. It will be worth an extra test grade. (depending on the summary paper). No work less than 20 hours will be accepted. A log and a two-page summary are required. The summary must be typewritten and include the advantages and disadvantages of the experience, as well as how it applies to Psychology. Be sure to include the chapter and page number in your textbook where the topics or concepts which you are applying to your experience. The following outline for the time log can be used:

**VOLUNTEER LOG**

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
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Total Hours ________

Name of Supervisor ____________________________________________

Name of Agency __________________________ Telephone ______________

Signature of Supervisor ________________________________________

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EVALUATION OF THE PUBLISHERS WEBSITE FOR YOUR TEXTBOOK

Psychology: Concepts & Connections

List each of the activities in each of the chapters on the unit of study and then answer the following questions and rate each activity on a 5 point scale (with 1 as the lowest and 5 as the highest rating)

Remember that for the first chapter you will need to list all of the activities, and for subsequent chapters only your favorite 10. You will need to evaluate all the chapters for each unit of study. If this is the required project all three units will need to be evaluated. This project may not be completed as a group…it must be completed by the individual student.

If it is completed as an extra credit project, a maximum of 30 points may be awarded if all there units of study are evaluated. The student will receive from 5 to 10 points for each unit of study, depending on the quality of your work. There are three units of study, so you can choose to evaluate one or all three.

Questions to answer for each activity:
Chapter # ____ Name of the Activity________
  1. Describe the activity.
  2. Overall Rating___ Why?
  3. Was it easy to access this activity?
  4. Did you complete the activity? How long did you work on it?
  5. What did you learn from doing this activity?
  6. Rate how well it helped you on your test____
  7. Comments:

For example:
Chapter 1:What is Psychology Activity #1:Pre-test

1. Describe the activity: This pre-test contained 10 multiple choice questions addressing…….
2. Overall Rating__4__ Why? Because …….., I scored 100% on this pre-test after taking it 2 times.
3. Was it easy to access this activity? Yes
4. Did you complete the activity? How long did you work on it?
   Yes…it took me 45 minutes each time
5. What did you learn from doing this activity?
   I learned the definition of psychology, ……..(list at least 3 concepts you learned)
6. Rate how well it helped you on your test:4____
7. Comments: the quiz helped me practice multiple choice tests and allowed me to assess my knowledge of the concepts in that chapter.