

TOMPKINS CORTLAND COMMUNITY COLLEGE
COURSE OUTLINE
PSYC 103 – INTRODUCTION TO PSYCHOLOGY
Section: _____ Location: _____ Time: _____
Spring 2012

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Email through the TC3 account or sending me a private message through Angel (under the *Communicate* tab) is generally the best way to reach me.
Please utilize your TC3 MyMail account when contacting me via email.

I generally respond to emails within a 24-hour period (except some weekends when I am away and during scheduled holidays and breaks). If you do not receive a reply message within that time frame, please resend your message, as there must have been either A) a technical error in the retrieval process or B) I am trapped under something heavy and cannot get to a computer. Since in most cases, the answer will not be B, please resend it!

Also keep in mind that if you are sending me a message of an urgent nature regarding technical issues, please recheck your email or Angel account shortly thereafter about any instructions that I may provide to assist you. You may miss a window of opportunity for any resubmissions if you're not checking your TC3 email and/or Angel account (under myWEB COURSES) on a regular basis. Please get into the habit of checking both accounts for important messages that I may send throughout the semester.

This class is web-enhanced, which means that a large majority of your work will be submitted or done online. This will allow more time for us to review the material in class, lessens the impact of paper waste on the environment, and helps to prepare you for other courses in which technological skills are needed. The PowerPoint presentations used in this class (as well as other helpful information) can be found on my website (www.ambergilewski.com) and taking online quizzes, submitting papers, and completing other assignments must be done through the Angel system (under myWEB COURSES from myTC3). Failure to utilize these online systems will result in a poor grade in the course. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead. I have found that many students enjoy the flexibility and convenience that the online enhancements have given them in this course.

Another important note about this class is that it was chosen to be part of an exciting grant called the Kaleidoscope Project. The purpose of this project is to use open educational resources (such as the textbook we will be using for this class) to assist student's success. We also will be using the Angel platform to measure assessments

in the course as part of the grant. Your participation in all aspects of the course, particularly in the online assessments, will be key.

I. COURSE DESCRIPTION:

This course will provide the student with a basic understanding of psychology. Theories and research relating to emotions, abnormal behavior, motivation, learning, personality, methods of therapy, biology and behaviors, developmental psychology, and social psychology will be discussed. Class demonstrations and use of discussion groups supplement lecture material.

A. Prerequisite(s): None

B. Semester Credit Hours: 3 Lecture

C. Text: Stangor, C. (2010). *Introduction to Psychology*. Flat World Knowledge.

ISBN: 978-1-936126-48-4 (B&W)

ISBN: 978-1-936126-49-1 (Color)

The textbook is required. It can be read online for free at www.flatworldknowledge.com. There are also several types of print versions available for sale on that website or in our bookstore.

ENTRY SKILL EXPECTATIONS:

A. Math – M1: Concurrent enrollment in Math 90 allowed.

B. English – E2: Concurrent completion of ENGL 100 allowed.

C. Reading – R3: Concurrent enrollment in RDNG 116 allowed.

II. GENERAL COURSE OBJECTIVES:

1) Develop an overview of the scientific field of psychology including the major theoretical approaches.

2) Demonstrate familiarity with the major concepts, theoretical perspectives (behavioral, biological, evolutionary, cognitive, humanistic, psychodynamic, sociocultural), core empirical findings, and historic trends in psychology.

3) Students will develop knowledge of the relationship between biology and behavior.

4) Students will be able to demonstrate knowledge and understanding of "sensation" and "perception."

5) Students will be able to demonstrate knowledge and understanding of the different theories of learning, such as classical conditioning, operant conditioning, and observational learning.

6) Students will be able to define "personality", describe the various theories of personality development, and discuss how personality tests are administered and used.

7) Students will understand and be able to interpret the concept of social influence as it relates to attitudes and behaviors, explain how society teaches us values that affect our behavior, as well as understand how privilege, power, and oppression may affect prejudice, discrimination and inequity (as also related to class, race, and gender).

8) Students will be able to explain the developmental changes in behavior and

mental processes that occur across the lifespan.

9) Students will be able to identify and differentiate between different types of mental disorders and define psychotherapeutic modalities used for psychological disorders, adjustment problems, and personal growth.

10) Students will understand motivation and how it relates to emotions and behavior.

11) Students will examine and understand the three types of memory and how they affect our ability to learn.

III. **REQUIREMENTS FOR SATISFACTORY COMPLETION OF COURSE:**

- A. Attend and participate in class regularly. If you miss two or more consecutive classes, contact me. If I don't hear from you I may administratively withdraw you.
- B. Pass all assessments, tests, and written assignments. See grading system and points below.

IV. **METHODS FOR EVALUATING STUDENT PERFORMANCE:**

- A. **Quizzes (185 points).** The quizzes will consist of multiple-choice questions and they will be taken online through Angel. The first quiz is a syllabus quiz and contains 10 questions worth 10 points total (1 point each). There are no make-ups on this quiz. After that, there will be 8 chapter quizzes. Each chapter quiz will be approximately 25 questions; each question will be worth 1 point. You will have 35 minutes to take each quiz. Give yourself a quiet space, free from distractions to do this. You are expected to adhere to academic honesty including, but not limited to taking your own quiz independently without help from others. You may however use your notes and the textbook to assist yourself in the process. Remember though that if you are not already familiar with the material and have not studied, it will be difficult to pass the quizzes. Please contact me as soon as possible (via email or Angel preferably) if you experience any technical difficulties while trying to take your quizzes. Questions may come from lecture, your textbook, and other materials given in class. To prepare for the quizzes, I will give you study guides of terms to be familiar with. There are no make-up quizzes, but the lowest quiz grade will be dropped. If you miss a quiz for any reason, that zero would count as the lowest quiz grade dropped. Try not to miss any quizzes if possible.
- B. **Cumulative final exam (100 points).** The final exam is mandatory and will be taken in class during finals week. Please bring a #2 pencil with you during the final exam. It will consist of 50 multiple choice questions; each worth 2 points for a total of 100 points. Questions may come from lecture, your textbook, and other materials given by the instructor. To prepare for the final exam, I will give you a study guide of terms to be familiar with. During the exam, however, you will not be permitted to use your textbook, notes, or any other study aids. The final exam cannot be

missed. Failure to take the final exam will severely impact your final grade.

If you know in advance that you must miss a quiz or the final exam, you may take the quiz or the final exam early provided that you give me 48 hours notice so that I can change dates in Angel (for quizzes) and that I am available to administer the final exam (either during my office hours or in another section that I'm offering where students are taking a test).

- C. **Journal Article Summary and Analysis (50 points):** Three to five (3-5) page review of a psychological journal article (see pp. 9-11 for more details). There are no late papers accepted for this assignment.
- D. **Online Discussions (80 points total):** There will be 10 online, graded discussions that you will need to participate in. You will be asked to answer a question, usually related to an assigned reading. You must answer the question in a minimum of 3-5 sentences by Wednesday of the assigned week AND respond to at least 1 other classmate before the due date on Sunday. Each discussion is worth 10 points for full adherence to the stated requirements (5 points for the initial post and 5 points for the first response to another classmate). Points will be deducted for failure to adhere to guidelines regarding time deadlines and quality of posts. There are no make-ups for discussions, but I will drop the 2 lowest scores out of the 10 discussions. If you miss a discussion for any reason, that zero would count as the lowest discussion grade dropped. Try not to miss any discussions if possible. More details are found on page 11.
- E. **Written Assignments (60 points total):** There will be 4 short paper/essay assignments required, worth 20 points each. The papers would be at least 200-250 words in length and in response to the assigned requirements (listed on p. 11 in the syllabus). I will drop the lowest essay grade. There are no late papers accepted for these assignments. More details can be found on pages 11-12.
- D. Other projects as assigned by the instructor including **in-class assignments and projects and extra credit opportunities** (see p. 12). Additionally, while there may be no specific points assigned for participation in this course, positive classroom participation is expected and strongly encouraged.

VI. **INSTRUCTIONAL FORMAT:**

A. The class format will consist of a variety of methods, including but not limited to: lecture, PowerPoint presentations, classroom discussions, activities, and other audio-visual aides. Relevant classroom participation is encouraged

both in class and online. PowerPoint slides can be found on my website at www.ambergilewski.com.

B. Remember that the textbook can be read online for free. It may also be purchased in the college bookstore or online at www.flatworldknowledge.com. It is imperative that you read each assigned chapter to fully participate in the class.

VII. **ACCOMMODATION POLICY**

It is the College's policy to provide, on an individual basis, reasonable accommodations to students with disabilities that may affect their ability to fully participate in program or course activities, or to meet course requirements. Students with disabilities should contact Carolyn Boone, Coordinator of Access and Equity Services at (607) 844-8222 (ext. 4283) or boonec@tc3.edu to discuss their particular need for accommodations. *If you do have an accommodation, it is your responsibility to make sure to give me the appropriate paperwork at the beginning of the semester or as soon as possible thereafter obtaining the paperwork so that I can make the appropriate adjustments for you.*

VII. **FURTHER COMMENTS:**

- A. Please remember that your grade in this class is earned by you, not given by the instructor. You have many opportunities to learn the material and demonstrate what you have learned. I will do whatever I can to help you learn and aid you in this process. You also have the opportunity for extra credit as well to help your final grade.
- B. This course has a rigorous schedule and high expectations. You are expected to adhere to these guidelines and to put your best effort forward. If you are unable to do so and find the structure of the course does not fit your learning style or needs, than it is your responsibility to either get help to aid in your learning, find another course that better suits your needs, or to withdraw from the course in a timely manner.
- C. Academic Code of Conduct & Misconduct Policy. You know what that is. It's cheating. No form of it will be tolerated. Any suspected incidents of academic misconduct such as cheating on tests or plagiarism will be reported and sanctioned (punished) appropriately. To avoid a problem, keep your answer sheets covered and your eyes on your own desk during the final exam. For written assignments each student is expected to present his or her own work, and give credit where credit is due by using appropriate APA referencing and citations. You are also expected to do all of your own work in the online assignments for this class as well. For a more detailed description of the student code of conduct, potential sanctions for violating this code, and the appeal process, please refer to the College Catalog.

- D. School closing – In the event that school is officially closed or class is cancelled for any reason, be prepared to make-up all missed work. If school is closed during the final exam day, be prepared to take the exam at the next regularly scheduled class meeting. Online quizzes and other assignments were designed so that students can complete their work at any time, from anywhere given the assigned date deadlines.
- E. Please come to class on time. Students who enter late are distracting to the learning environment. If you miss class you are still responsible for any work covered in class, assigned, or due. Find someone now who can give you missed notes and assignments if need be.
- F. Out of respect for the classroom environment as well as to your fellow classmates, cell phone use will not be tolerated in class. Please turn off your cell phones or put them in silent/vibrate mode while in the classroom. Please refrain from text-messaging as well, as it is distracting and disrespectful. If you are expecting a call or have a pressing issue to attend to, please let me know prior to class and quietly leave the room as needed.
- G. As your professor, I am here to help your learning of psychology be an enjoyable and rewarding experience. Be aware though, while I am here to assist you in any way possible in the learning process, there are boundaries to our relationship. Dual relationships are discouraged in the field of psychology and can present a conflict of interest. Therefore, I cannot serve as your therapist or “best friend.” Please see me if you have any questions regarding this.
- H. Classroom Civility: Psychology in general, and the study of behavior and mental processes, often deals with sensitive and controversial topics. “While learning in this class we will be exposed to ideas with which we disagree and which we may very well find offensive. It is essential that behavior remains courteous, reasoned, and civil at all times. Tolerance and the exchange of ideas are an essential part of academic life.” (Source: Course Outline for SOC 206, fall 2003, N. Carolina State with Dr. Robert Stone.)
- I. If you are a Social Science major you need a minimum grade of C in this course in order to take the required Capstone course in your last semester.
- J. In the event of an extended school closing e.g., flu pandemic, all students must: 1) continue to follow the reading assignment schedule and 2) regularly check their TC3 e-mail and/or Angel for messages from me. By doing this we can continue to make progress in the course. Since

most of the work in this class will be done or submitted on Angel, you should be able to keep up with the class during any emergencies that prevent us from being together on campus.

KEEP TRACK OF YOUR GRADES HERE

TENTATIVE QUIZ AND PROJECT SCHEDULE DATES

QUIZ	WEEK	DUE DATES	POINTS
Syllabus Quiz	Week 1	2/5 Sunday	_____/10
Written Assignment #1	Week 2	2/10 Friday	_____/20
Practice article –bring to class	Week 3	2/17 Friday	UNGRADED
QUIZ 1: Chapter 1 & 8	Week 3	2/15-2/19 Wed.-Sun.	_____/25
QUIZ 2: Chapter 2	Week 4	2/22-2/26 Wed.-Sun.	_____/25
Journal Article Review	Week 6	3/9 Friday	_____/50
QUIZ 3: Chapter 3	Week 7	3/14-3/18 Wed.-Sun.	_____/25
Written Assignment #2	Week 8	3/30 Friday	_____/20
Written Assignment #3	Week 9	4/6 Friday	_____/20
QUIZ 4: Chapter 4 & 6	Week 9	4/4-4/8 Wed.-Sun.	_____/25
QUIZ 5: Chapter 7	Week 11	4/18-4/22 Wed.-Sun.	_____/25
QUIZ 6: Ch. 9 & 10	Week 12	4/25-4/29 Wed.-Sun.	_____/25
Written Assignment #4	Week 13	5/4 Friday	_____/20
QUIZ 7: Ch. 11 & 14	Week 13	5/2-5/6 Wed.-Sun.	_____/25
QUIZ 8: Ch.12 & 13	Week 14	5/9-5/13 Wed.-Sun.	_____/25
Discussions (online)	Most weeks (10 discussions)	Posts due by Wednesday & responses by Sunday	_____/80 (10 points each) *Lowest 2 scores dropped
Extra Credit (optional)	Week 14 or within 1 week of attending	12/9 Friday (last day)	_____/15
FINAL EXAM	Finals Week	TBA	_____/100

Total _____/475= _____
Final Grade

Final grades will be based on the following equivalents:

GRADE	POINTS	PERCENTAGES
A	427-475	90-100
B+	413-426	87-89
B	380-412	80-86
C+	365-379	77-79
C	332-364	70-76
D	285-331	60-69
F	0-284	0-59

TENTATIVE LECTURE SCHEDULE

(subject to change due to time constraints, inclement weather, or lecture planning issues)

WEEK	CHAPTER	TOPIC	DATES
Week 1:	Introduction to the class/review of course outline		(1/27-2/3)
	Chapter 1 Introducing Psychology		
	<i>Online Discussion #1: Introductions & Syllabus Quiz Due</i>		
Week 2:	Chapter 8 Remembering & Judging		(2/6-2/10)
	<i>Online Discussion #2: Chapter 1 & Written Assignment 1</i>		
Week 3:	Chapter 2 Psychological Science/bring article to class		(2/13-2/17)
	<i>Online Discussion #3: Chapter 2 & Quiz 1 Due</i>		
Week 4:	Chapter 3 Brains, Bodies, & Behavior		(2/20-2/24)
	<i>Quiz 2 Due</i>		
Week 5:	Chapter 3 Brains, Bodies, & Behavior		(2/27-3/2)
	<i>Online Discussion #4: Chapter 3</i>		
	MID-WINTER DAY – NO CLASSES		(3/2)
Week 6:	Chapter 4 Sensing & Perceiving		(3/5-3/9)
	<i>Online Discussion #5: Chapter 4 & Journal Article Review Due</i>		
Week 7:	Chapter 6 Growing & Developing		(3/12-3/16)
	<i>Online Discussion #6: Chapter 6 & Quiz 3 Due</i>		
	SPRING BREAK – NO CLASSES		(3/19-3/24)
Week 8:	Chapter 7 Learning		(3/26-3/30)
	<i>Online Discussion #7: Chapter 7 & Written Assignment 2 Due</i>		
Week 9:	Chapter 9 Intelligence & Language		(4/2-4/6)
	<i>Quiz 4 & Written Assignment 3 Due</i>		
Week 10:	Chapter 10 Emotions & Motivations		(4/9-4/13)
Week 11:	Chapter 11 Personality		(4/16-4/20)
	<i>Online Discussion #8: Chapter 11 & Quiz 5 Due</i>		
	REGISTRATION DAY – NO DAY CLASSES		(4/19)
Week 12:	Chapter 14 Psychology in Our Social Lives		(4/23-4/27)
	<i>Online Discussion #9: Chapter 14 & Quiz 6 Due</i>		
Week 13:	Chapter 12 Defining Psychological Disorders		(4/30-5/4)
	<i>Quiz 7 & Written Assignment 4 Due</i>		
Week 14:	Chapter 13 Treating Psychological Disorders		(5/7-5/11)
	<i>Online Discussion #10: Chapters 12 & 13, Extra Credit, & Quiz 8 Due</i>		
Final Exam Week			(5/14-5/17)

JOURNAL ARTICLE REVIEW GUIDELINES

You will be given the title and author of a journal article that you must find in the library's online system (see page 10).

You can search for the articles in a variety of ways, but here is one way you can do so, if you are not already familiar with the library's online resources.

1. Go to the college's homepage - www.tc3.edu
2. Click "Library"
3. Click "Research" and select "Articles and Databases" from the drop down box
4. Click "Articles and Databases" again from the next screen
5. Click "Databases A to Z (alphabetical list)"
6. Then scroll down to the letter P and select either "PsycARTICLES" or "Psychology and Behavioral Sciences Collection." The articles I've included should be found in one or both of these databases.
7. At some point, if you're not already logged into the library's system, it will ask you for your 9 digit ID #. Please type your TC3 Student ID # found on your ID card to access the databases.
8. Once you are in the databases, there are many ways you can search for the articles. I find the easiest way is to type in the title of the article you are looking for in the search box and hit "Search".
9. You should be able to pull up the articles in HTML and/or PDF format.

Read the article carefully and take notes. Highlighting important points in the article has been helpful to many students.

1. The first part of your paper should include the following: (at least 1-2 pages)
 - The author(s) (full name), article title, journal name, and date published.
 - The author's hypothesis and/or research question. If there are more than one, please identify all of them.
 - The sample population/subjects used in the research.
 - The methods or procedures employed, for example, survey, experiment, case history, correlation, and/or naturalistic observation. If the experimental method was used, identify at least one independent and one dependent variable. Remember that in experimental studies (causal), the researcher(s) manipulate the independent variable. However, if it was a correlational study, the researcher(s) examined how two or more variables were related to one another. In this case, identify at least two variables that were measured. Provide a detailed explanation of how they conducted the study.
 - The results of the study including whether the hypothesis was proven. Again, provide a detailed explanation here.
2. In the next section of your paper, critique the research using some or all of the questions below: (at least 1 full page):
 - What was done well and what could have been improved?
 - Why did this article interest you and how does it relate to you (if it does)?
 - Was the research valuable, practical, and helpful and to whom?
 - Was the study done ethically?
 - Should more research be done in this area?

- Who does the results of this study apply to?
 - What would you recommend the next step to be in this line of research?
3. The review should be 2-3 typed pages and double-spaced, with a 12 point font and 1 inch margins. *Be sure to include a title page with your name, course and section number, instructor's name, and date (this is NOT included in the 2-3 page required length).*
 4. You must submit your paper by the due date on Angel. PLEASE SUBMIT THE PAPER AS AN .RTF OR WORD DOCUMENT FILE (I.E. .DOC OR .DOCX). IF YOU USE WORD PROCESSING OR .WPS DOCUMENTS, I CANNOT OPEN YOUR FILE. NO HARD COPIES OR DISKS WILL BE ACCEPTED.
 5. Remember that no late papers will be accepted.
 6. Beware: Any paper found guilty of plagiarism will receive a zero. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. For this paper, plagiarism occurs when the author's direct words are used without proper citation and quotes. If you are going to use the author's exact words, make sure you do so using APA citation. Keep quoting to a minimum. Please do not directly quote (verbatim) any more than 5 sentences for this assignment. You may paraphrase ideas expressed in the article. The majority of the paper should include a description of the researchers work in your own words and not verbatim.

Article for use as a practice example in class, NOT as your graded assignment (you must find article , print out, and bring to class on due date):

LaBrie, J.W., Miguliuri, S., & Cail, J. (2009). A night to remember: A harm-reduction birthday card intervention reduces high-risk drinking during 21st birthday celebrations. *Journal of American College Health*, 57(6), 659-663.

Articles for use in assignment TO BE GRADED (choose one to review):

Park, N., Kee, K.F., & Valenzuela, S. (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *CyberPsychology & Behavior*. 12(6): 729-733.

Rowatt, W.C., LaBouff, J., Johnson, M., Froese, P., & Tsang, J. (2009). Associations among religiousness, social attitudes, and prejudice in a national random sample of American adults. *Psychology of Religion and Spirituality*, 1(1): 14-24.

Uğurlu, N. & Ona, N. (2009). Relationship between the stress-coping levels of university students and their probability of committing suicide. *Social Behavior and Personality*, 37(9): 1221-1230.

Grading Standards

A "C" paper must satisfy the following requirements:

- 1) Approximately 2-3 typed pages with a title page
- 2) Selected article must meet above-mentioned requirements

- 3) Limited grammatical errors and spelling errors
- 4) Good English (Composition) skills (i.e. well-developed paragraphs, organization)
- 5) Required components listed above

Any paper that does NOT meet these requirements in full or in part will result in a “D” or “F” depending upon the seriousness of the violations. Grades of “A” and “B” should represent the degree to which these “C” requirements are exceeded while showing high quality in writing style, comprehension/clarity, and an understanding of the article and its application to psychology.

Journal Article Review Point System

Summary/Review _____/20 pts.

(Hypothesis – 5 pts, Sample – 5 pts, Methods – 5 pts, and Results – 5 pts)

Evaluation _____/10 pts.

(at least one page of critical evaluation of the research conducted)

Spelling/Grammar/APA Citation _____/10 pts.

Clarity of writing/Organization _____/7 pts.

Title page _____/3 pts.

Total _____/50 pts.

ONLINE DISCUSSIONS

There will be 10 online discussions that you will need to participate in online through the Angel. The highest 8 discussion grades will be counted (10 points each for a total of 80 points). If you miss any discussions, up to 2 may count towards the dropped grades. There are no make-ups for discussions. You will be expected to post your answer to the questions/topic of the week no later than Wednesday before midnight of that week. You will need to respond to at least one other classmate before midnight on Sunday of that week.

For each discussion question/topic you must:

- A. Write a short entry in the class forum (a minimum of 3-5 full sentences) for discussion and comment based upon your review of the current chapter.
- B. Demonstrate an understanding of the material by summarizing the key points that you choose to comment upon, and reference the chapter in APA format.
- C. Respond to at least one other forum post(s) by adding new information to the discussion in your responses and make citations where applicable. Responding with minimal responses such as “I agree” or “I see your point” are *not sufficient*; consider the quality of your post(s).

WRITTEN ASSIGNMENTS

You will be expected to submit the following written assignments in Angel on or before the designated due date. The lowest essay grade out of these 4 will be dropped. Each is worth 20 points, for a total of 60 points. No late papers are accepted.

Each short answer essay: minimum 200-250 words, 12 pt. font, double spaced, 1” margins max. I must be able to open it in Word (save as .doc, .docx, or .rtf).

For each written assignment:

- A. The student will meet the parameters of the structure of the assignment.
- B. The student will demonstrate familiarity with the topic by citing the school of thought with the founder and/or contemporary expert associated with it and the basic parameters of the psychological paradigm and its applicability to the topic.
- C. The student will provide specific examples for each topic, incorporate an understanding of the terms that describe the phenomena, and demonstrate an understanding of the phenomena by using the terms correctly and giving examples to demonstrate this understanding.
- D. Any information from the class text or another source outside personal experience will require the use of APA format for citation. Attention to correct spelling, grammar, punctuation, and sentence structure will also be adhered to.

Written Assignment #1 (Chapter 1): Describe a behavioral or mental phenomenon in which you are especially interested. Discuss how the phenomenon might be approached from at least two of the following perspectives: functionalist, psychodynamic, behaviorist, cognitive, and social/cultural.

Written Assignment #2 (Chapter 6): Identify and describe the stages of moral development in Kohlberg's theory. Provide 2-3 illustrative examples.

Written Assignment #3 (Chapter 7): Give one example each: classical conditioning, operant conditioning and observational learning as related to media, advertising, or education.

Written Assignment #4 (Chapter 14): Identify three variables that might influence conformity. Provide concrete examples accounting for gender, race and class considerations.

EXTRA CREDIT

Extra credit can be earned by attending one or more activities hosted by the college or by other assignments I may provide, which relate to the psychological concepts or theories of this course. Some opportunities may be announced in class and/or posted on Angel. A one-page typed summary for each activity must be submitted electronically in Angel to receive 5 points. Be sure to include how it relates to the course. Extra credit points are for students in good standing (i.e. attending class regularly and have completed assignments). Additionally, extra credit cannot change a failing grade to a passing grade. Please do not approach me at the end of the semester or after the semester asking to do additional extra credit or missed work to improve a poor grade. Do all the extra credit and regular class work as it is assigned to avoid this mishap.

Extra credit assignments must be submitted within 1 week of attending the college sponsored activity, and no later than the last week before final exams. A maximum of 15 points extra credit can be earned.

ACCESS INSTRUCTIONS FOR ANGEL FOR WEB-ENHANCED/ONLINE COURSES:

In order for students to access their online course content (on Angel) they **MUST FIRST** sign on to their myTC3 account.

If a student knows their *myTC3* ID.

1. They should go to <http://portal.tc3.edu>.
2. Click on the big "Sign in" button and enter their credentials
3. Click on the myWeb Courses tab

If a student does NOT know their *myTC3* ID.

1. If they are a new student they should contact Technology Learning and Support Services
 - a. 607-844-8211, x4550
 - b. TechSupport@tc3.edu
 - c. Room 258
 - d. Hours: 8:00 to 5:00 (evening hours will be established once student workers have been hired.)
2. If they are a returning student:
 - a. Go to <http://portal.tc3.edu>
 - b. Click on the ***myInfo*** tab
 - c. Sign in using their ***myInfo*** ID and password from last year.
 - i. If they do not know their ID: contact Technology Learning and Support Services
 - ii. If they do not know their password click on the password assistance links
 - d. Once signed in, click on the "***myTC3*** account" link (near the bottom of the column on the left side of the page.)
 - e. Print the page containing their ***myTC3*** ID, initial password and instructions for signing in to their ***myTC3*** account.