

Psychology 120 - Introductory Psychology

Cuyamaca College - Spring 2020

Section 5769 / 3 Units / 16 Weeks / F-512 / Mondays & Wednesdays 12:30-1:45pm

Instructor: J. R. Jones

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Office Hours: E-112-C Thursdays 1:45-2:45pm (Beginning Feb 06)

Unit 1	General Topics, Relevant Text Sections and Assignments
Jan 27	Syllabus - Course Schedule, Requirements, Objectives and Approach
Jan 29	Brief Introduction to the Science of Psychology Definition of Psychology
Feb 03	Chapter 1: Introduction to Psychology - History, Schools of Psychology, Approaches and Areas of Study
Feb 05	Chapter 1: Introduction to Psychology - History, Schools of Psychology, Approaches and Areas of Study [Last Day to Drop Without a 'W' is Feb 09]
Feb 10	Chapter 2-1 and 2-2: Psychological Research, Methodology and Ethics
Feb 12	Chapter 2-3: Statistics in Psychology Unit 1 Homework Assigned
Feb 17	[Holiday - Washington's Birthday - No Class Meeting!]
Feb 19	Unit 1 Homework Due Chapter 8-1 and 8-2: Reflexes and Classical Conditioning (Role of Classical Conditioning in Drug Tolerance)
Feb 24	Chapter 7-2: Motivation (Eating, Sexuality and Achievement)
Feb 26	Chapter 8-3 and 8-4: Instrumental / Operant Conditioning [Last Day to Apply for P/NP Option is Feb 28]
Mar 02	Chapter 8-3 and 14-3: Punishment, Anxiety Disorders and Phobias (CER and Two-Factor Theory)
Mar 04	Unit 1 Exam
Mar 09	Review of Unit 1 Exam

Unit 2	General Topics, Relevant Text Sections and Assignments
Mar 11	Research Paper Assignment Presented and Discussed Chapter 9-1: Memory - Retention, Storage and Retrieval
Mar 16	Chapter 9-2 and 9-3: Memory - Content, Types of Memory Chapter 10-1 and 10-2: Cognition and Language
Mar 18	Chapter 10-1, 10-2: Cognition and Language Chapter 7-1: Cognition and Emotion
Mar 23 - Mar 28	[Holiday - Spring Break - No Class Meetings!]
Mar 30	Chapter 13-1 and 13-2: Social Psychology - Social Schema, Prejudice, Persuasion and Cognitive Dissonance
Apr 01	Chapter 13-2, 13-3 and 13-4: Social Psychology - Conformity, Obedience to Authority, Cooperation and Competition, Helping Behavior Chapter 10-3: Intelligence Unit 2 Homework Assigned
Apr 06	Chapter 10-3: Intelligence
Apr 08	Unit 2 Homework Due Chapter 11: Development Chapter 12: Personality
Apr 13	Chapter 14: Defining and Classifying Psychological Disorders Chapter 14: Psychological Disorders (General Overview)
Apr 15	Unit 2 Exam
Apr 20	Review of Unit 2 Exam

Study Buddy Information:

Name:

Phone:

Email:

Other:

Unit 3	General Topics, Relevant Text Sections and Assignments
Apr 22	Extra Credit Options Discussed Research Paper Questions Addressed Chapter 4-3: Neurons and Neurotransmitters [Last Day to Drop is Apr 26]
Apr 27	Chapter 4-3 and 14-2: Schizophrenia (Role of Neurotransmitters) Chapter 4-3 and 14-2: Mood Disorders (Role of Neurotransmitters)
Apr 29	Chapter 4-2: Peripheral Nervous System (PNS) Chapter 4-1: Central Nervous System (CNS) [<i>Brainstem!</i>]
May 04	Chapter 4-1: Central Nervous System (CNS)
May 06	Chapter 5: Sensation and Perception
May 11	Chapter 5: Sensation and Perception
May 13	Chapter 5: Sensation and Perception Chapter 6-1 and 6-2: Consciousness, Meditation, Sleep and Dreams Unit 3 Homework Assigned
May 18	Unit 3 Homework Due Chapter 6-1 and 6-2: Consciousness, Meditation, Sleep and Dreams Chapter 6-3: Altered Consciousness - Hypnosis
May 20	Chapter 6-3: Altered Consciousness - Drugs and Addiction Research Paper Due - No Extensions
May 25	[Holiday - Memorial Day - No Class Meeting!]
June 01	Unit 3 Exam (Final) - 11:45am-1:45pm - Room F-512 Extra Credit Due - No Extensions [Grades Available - June 04]

Note that the topics are covered in the order I find useful, which differs from the textbook ordering. Also note that there are no surprises except for the possibility of unannounced quizzes. This syllabus, the unit handouts, the homework assignments, the research paper assignments, the extra credit options as well as supplementary materials are all posted on the instructor's webpage (<http://www.cuyamaca.edu/people/jr-jones>) from the first day of classes.

Course Requirements and General Information:

Text and Materials: *Discovering Psychology (3rd ed.)* by John T. Cacioppo and Laura A. Freberg. Boston, MA: Cengage Learning Inc. (2019 / 2016). A notebook. Several 100 count [GradeMaster](#) form 27800 multiple choice answer forms and #2 pencils. Computer access and some form of computer file storage such as a USB Flash-Drive. Unit handouts, homework assignments, research paper assignments and other class related materials are to be downloaded from the instructor's webpage. Research papers, take home quizzes and other assignments may be submitted by hard copy, via email or transferred from USB Flash-Drive. Computer access is available at various locations on campus. All other items are available from the college bookstore. Note that it is always a good idea to bring all current class related materials to every meeting in case of a surprise open book quiz or exam.

Attendance: Regular attendance is expected and is part of general class participation. If you miss a class you are responsible for obtaining notes and so forth from a classmate. The instructor will only provide missed handouts and assignment information, available from the instructor's webpage. So it's a good idea to get a **study buddy** in advance. There are few options for making up quizzes or exams missed due to absences (none for unexcused absences). This is especially true given that you can submit take home quizzes via email. If you stop attending class, you are responsible for filing add/drop forms before the deadline as the instructor may not drop you from the class for lack of attendance after the census date. If you do not file a drop form, you'll remain on the class roster and receive an applicable grade (usually an F).

Classroom Behavior: Students are expected to adhere to the District Student Code of Conduct at all times. In accordance with Education Code 76032 an instructor may remove any student from his or her class for up to two (2) class sessions for any infraction or offense as listed in the District Student Code of Conduct. The student shall not return to the class during the period of removal without consent of the instructor. The instructor is not obliged to provide makeup opportunities for class work missed during the two (2) class sessions of removal. The instructor shall immediately report the suspension to the respective Division Administrator and to the College President or designee. Nothing herein will prevent the College President, the CSSO, or designee from recommending further discipline in accordance with these procedures based on the facts that led to the removal. The District Student Code of Conduct and Student Discipline Procedures are posted on the district website.

The key concept is mutual respect and courtesy, between both students and instructor and between fellow students. The goal is to minimize unnecessary distractions in order to provide an optimal learning environment. Slip in quietly if you are unavoidably detained and arrive late. Don't start packing up your stuff 15 minutes before the end of class (it will only insure that the class will not be dismissed early).

Although you are allowed to use a computer, tablet or smart phone to take notes; that is all you are allowed to use them for during class. Do not surf the Internet, watch videos, shop, text or take calls. Especially, **do not take calls!** If your phone rings during class you will lose class participation credit. If you're so important that you need to take calls during class, you no longer need to go to school. Note that students wishing to record class lectures are required to obtain permission from the instructor in advance. And no such recordings may be posted to any social media or other internet site.

Please keep profanity at a minimum. And needless to say, personal attacks while discussing or debating various topics are not permitted. No form of physical confrontation or contact will be tolerated. Finally, always remember that clothing is not an 'optional' item! Wear clothing appropriate to a classroom setting. Note that classroom conduct is one element of the class participation component of your final grade. In addition, a system to adjust grade cutoff levels based on overall classroom conduct will be employed if necessary.

On the other hand, there's nothing wrong with playing an active role in class. The instructor is not a video. He is a fully interactive, bio-chemical, carbon-based information-processing unit. Hence you are encouraged to participate not only by taking notes, but also by asking questions and sharing your views. If you need clarification ask the relevant question, as better understanding aids in retention of the material. This is why

you're here and regularly attending class, rather than sitting at home reading the text and watching instructional videos. Most often what may seem to you a stupid question is one that half the class wants to ask, but they all think it's stupid so nobody asks. However, this does not include carrying on personal conversations in class, even if you're supposedly discussing class material. If that actually is the case, others may be confused on the same issue and would benefit from you addressing the question to the instructor. Finally, come to class prepared by staying up to date with the assigned readings and bringing all current class related materials to every meeting. And, of course, turn in assignments when due.

Consultation: The instructor will be available immediately before and after class to answer specific questions about class content or assignments. However, the instructor will not repeat the entire lecture for your personal benefit before you even try to use the notes and text to figure out the key concepts. There will also be formal office hours as indicated in the instructor's contact information. You will have priority if you go to the office hours designated for this section, but are welcome to attend any of the instructor's office hours. In addition, messages may be sent and questions asked via email, or by way of the instructor's faculty mailbox. And at the discretion of the instructor, appointments for on campus meetings outside of office hours may also be made.

Email: Email is the forum for asking questions and notifying the instructor of absences. You're also encouraged to submit research papers, take home quizzes and other assignments via email. And you can avoid late penalties by submitting your work via email if you can't attend class. Note the instructor email address:

jr.jones@gcccd.edu All class related emails should be sent to that address. Clearly indicate your name, the course designation, section number (or meeting time), and the assignment (when applicable) on all emails. If you do not receive a reply within 48 hours resend. There also will be mass email distributions of class related announcements. Thus, it is essential that you [inform the instructor of your email address](#), especially if it differs from that recorded in WebAdvisor. Remember that various firewalls and virus security programs may delay email or block attachments. Also certain email accounts impose size limitations on either the size of files you may send or receive, or the number of files you may store (especially if attachments are included). If you have problems receiving class materials one of these may be the reason. You may need to delete old files or change your email provider. The email accounts provided by the college have such limitations. Hence the instructor may have difficulty receiving certain emails.

Instructor's Webpage: The instructor maintains a webpage at <http://www.cuyamaca.edu/people/jr-jones>. This is where unit handouts, homework assignments, research paper assignments, and other class related materials are made available for downloading. You are strongly advised to download and printout class materials prior to the class meetings to which they pertain. Again, it is always a good idea to bring all current class related materials to every meeting in case of a surprise open book quiz or exam.

Problems / Disputes: Issues regarding classroom practices or policy, grading, and so forth should be brought to the attention of the instructor. Use your best personal judgment as far as raising the issue during or outside of the normal class meeting. Do not feel intimidated. If you have a legitimate issue to be addressed, do so. The instructor is a reasonable person, as that is part of what being an instructor is all about. In most cases a satisfactory solution can be worked out with little difficulty.

General Participation: Your overall participation in class will account for part of your final grade in the course (20 points). Attendance, classroom conduct, participation in discussion and so forth will all contribute to this factor. This is how your phone ringing or taking calls in class will adversely affect your grade.

Classroom Activities: There will be at least three classroom activities (5 points each). If you are not in class at the time of the activity there will be no opportunity to makeup the assignment.

Homework: There will be at least three homework assignments (10 points each). These will consist of activities such as reviewing articles, taking surveys, or completing an assessment related to the current unit of study.

Research Paper: A research paper is required (30 points). This paper is to provide in depth answers to questions relevant to some aspect of psychology. An extensive list of options will be provided reflecting several different categories of potential topics. In addition, students can devise their own options but **only** with advanced instructor approval. The research paper must be **typed**, approximately three to five pages in length and properly referenced according to APA guidelines. Exact specifications and further information will be provided in class when the research paper assignment is discussed. There will be many intervening class sessions between the initial assignment early in the semester and the due date toward the end of the semester to allow for questions and points of clarification. You are responsible for obtaining information announced during lecture regarding changes in the nature of the research paper assignment or the date due. Early submissions are strongly encouraged. Late submissions will not be accepted. Be advised that your research paper may be posted to the internet in order to verify originality of content and possibly used in future classes as an example paper. Note that no extra credit projects will be accepted if the student has not submitted the required research paper.

Quizzes: There will be three quizzes (25 points each). Quizzes may be in class or take home. They will consist of true/false questions, short answer questions, matching, diagram labeling, and so forth. Note that true/false questions will require not only an indication of true or false, but also an explanation as to why the assertion is true or false. Take home quizzes must be **typed**. You are responsible for obtaining information announced during lecture regarding changes of the date due. Be advised that quizzes may be peer graded in class. After the quizzes are turned in on the due date, the answers to the questions will be distributed as a study aid. However, that means **no** late quizzes will be accepted. Extra credit work will be the only means of making up the points lost due to a missed quiz.

Exams: There will be three unit exams (60 points each). Each will cover the material from its respective unit and only that material, with the final simply being the Unit 3 exam. All exams will be in class. They will consist primarily of multiple-choice questions. Unless otherwise noted any conversation during an exam will result in a score of zero. Note the time and date of each exam as you must be there. Do not schedule something else at these times: Not work, travel, or anything else. If you have an exam conflict with another class you must make arrangements in advance. You are responsible for obtaining information about exam date changes announced during lecture. Only in extreme cases involving an excusable absence or conflict will arrangements for a makeup exam be made. In these cases, an alternative exam or equivalent assignment may be required (unlikely to be preferable to the standard exam). There will be no possibility of a makeup exam without advanced notification. And no one will be permitted more than one makeup exam. If you miss the appointment for a makeup exam or miss an additional exam there will be no further opportunity to make up the missed exam.

Extra Points and Extra Credit: A few extra questions are built into the quizzes and exams. So possible points could exceed the total required. At the instructor's discretion optional extra credit projects (25 points maximum) may be accepted provided the research paper has been submitted in addition to the student's class activity, participation, attendance, and conduct having been adequate.

Grades: Only numerical point scores will be given for general participation, class activities, homework assignments, research papers, quizzes, and exams. All points carry the same weight. Adding the possible points from general participation (20), class activities (15), homework assignments (30), the research paper (30), quizzes (75), and exams (180) yields a total of **350** points. Final grade cutoffs will be computed based on percentages of that total (A = 90-100% or 315-350 points, B = 80-89.9% or 280-314 points, C = 70-79.9% or 245-279 points, D = 60-69.9% or 210-244 points, F = below 60% or less than 210 points). Note that these cutoffs may be adjusted according to actual student performances. In other words, a curve will be employed based on the highest scoring individuals. Extra credit points will be added after the curve cutoffs are determined.

Record Keeping: You are advised to keep track of the [points earned](#) in class and to compare your records with the instructor's on an ongoing basis. The instructor keeps all exams, but provides opportunities for student viewing. The instructor will keep records, assignments, exams, and so forth until the end of the semester following the current semester. Grade appeals, adjustments, and so forth must be made within that time frame.

Academic Honesty: Students are expected to be honest and ethical at all times in the pursuit of academic goals. Students who are found to be in violation of the District Student Code of Conduct in this regard will receive a grade of zero on the assignment, quiz, or exam in question and may be referred for further disciplinary action in accordance with District Student Disciplinary Procedures.

Disabled Student Programs and Services (DSPS): Students with physical, learning, or other disabilities are entitled to special accommodations for the administration of exams and assignments (magnified copy versions, readers, extra time, a distraction free environment, and so on). These accommodations are your right and merely serve to put you on an even footing with everybody else. Students with disabilities who may need academic accommodations are encouraged to discuss their authorized accommodations with their instructors early in the semester so that accommodations may be implemented as soon as possible. The instructor will work with the DSPS office to ensure that proper accommodations are made for each student. By law, it is up to the DSPS office to determine what accommodations are appropriate for a given student, not the student or instructor. Also students that need evacuation assistance during campus emergencies should also meet with the instructor as soon as possible to ensure the health and safety of all students. If you suspect you may have some form of disability, but aren't sure, DSPS can also perform an assessment. DSPS offices are located in A113 (660-4239) and C102 (660-4299).

In accordance with Title IX, absences due to pregnancy or related conditions, including recovery from childbirth, shall be excused for as long as the student's doctor deems the absences to be medically necessary. Students must inform the instructor in a timely manner and shall be afforded the opportunity to complete make up work or other alternative arrangements. If the student elects to withdraw and receives a "W" for the class the district will work to ensure that the "W" is not considered in progress probation and dismissal calculations.

Course Description and Approach:

General Focus: This course is intended to be an introduction to the science of psychology. Central to this are two vital concepts: The nature of the scientific approach and what a good introduction should entail.

The Science of Psychology: Beyond the specific topics of this course there will be an effort to enhance both critical thinking skills and the ability to evaluate the claims, data, and research encountered with a measured degree of skepticism. That means asking yourself if the interpretation of certain observations or experimental results are valid and whether alternate interpretations are possible. So part of the course concerns learning what constitutes good science. And there are areas of inquiry related to psychology that are not good science. So this course won't be concerned with parapsychology. There is little strong scientific evidence for ESP, clairvoyance, telekinesis, out of body experiences, past life regression, ghosts, alien abductions, etc. This is not *Chronicles of the Paranormal*.

The main focus will be on those areas of psychology supported by extensive scientific research. Although methodology will often be discussed, the emphasis will be on what the research tells us. Whenever possible we will concern ourselves with the physical substrates of psychological functioning (the nervous system). Keep in mind that the various theories proposed are simply ways of organizing and interpreting the data. In some cases there may be competing accounts that you will need to assess and evaluate. Consideration of the various forms of therapy developed from these theories will be at a more subordinate level. That means clinical practices will only be discussed in relation to scientific research and theory, with little debate on the merits of different forms of therapy.

Examples of the kind of approach we'll be taking: We'll examine how associations between events are formed in order to understand how cognitive and behavioral therapies function. But we won't go into detail regarding the process of therapy itself. We'll apply what is known about brain anatomy and neural chemistry to understand how various psychological disorders develop and how drug therapies work. But we won't debate the merits of drug therapy over other forms of therapy. We'll examine the role of sleep and dreaming in rejuvenating the body and allowing the brain to sort, organize, and store information. But we won't attempt to interpret dreams or examine dream images for symbolic content.

From a scientific standpoint there are two questions to always keep in mind when considering any psychological phenomenon: 'What is the underlying process?' and 'What good is it, why has it evolved (been selected for)?' When discussing psychological functions we will consider how they work, what systems are involved and how they interact along with the benefits provided by those functions to both individuals and the species. Consider learning and memory. Learning allows adaptation to changes in the environment that occur during the course of an individual's life, crucial with longer-lived species such as humans. It would take countless generations for behavioral adaptations to occur through the modification of instinctual patterns. But through the process of learning, as associations are formed so are new neural pathways within the brain. With continued experience neural connections are strengthened by way of dendritic branching. This is how memory allows the individual to retain what has been learned. Beyond that humans we have learned to use language, so one can impart to others what one has learned. Progress is based on the ability of each generation to learn, remember, and build upon the innovations of those preceding. So ultimately learning and memory are the basis of culture. Without learning and memory progress and advancement would be non-existent.

Integration with Other Sciences: There will also be an attempt to establish links between psychology and the various other sciences. Historically all science sprang forth at one point or another from philosophy. Psychology is no exception, its earliest roots being philosophy and physiology (medicine). Biology and chemistry tell us much about nervous system functioning. Physics tells us much about the raw data of sensation and perception. The development of technology has profoundly shaped what could be measured and studied within the field of psychology. For these reasons the scientific approach to psychology is now shifting away from a static picture to a dynamic one. We no longer are limited to studying behavioral, biochemical, and anatomical aspects of psychological functioning as separate entities (such as dissecting brain tissue after drug treatments and

comparing any abnormalities to previously observed changes in functioning or behavior). We can now employ sophisticated imaging devices to observe blood flow, energy utilization, and so forth within a living brain while certain tasks are being performed. Thus, as a science psychology may just be taking off.

Introduction to Psychology: There are various perspectives and topics that comprise the field of psychology. This course is not intended to be exhaustive, but to provide a balanced overview. Not every single area of the field will be specifically addressed in detail. Nor will the depth of coverage given any area be any more detailed than necessary for a basic understanding. However, there certainly will be an effort to be thorough, just not to the extreme. The goal is to give a clear picture of what each of these areas is about, and provide a framework to organize all subsequent information received in each area. After all, each of the areas we'll touch on each week could be the basis of one or more semester-long advanced classes (several are offered at this campus). And all of the advanced courses, seminars, and study done within particular areas build upon the initial framework established in such an introductory course as this. For optimal efficiency certain topics will be discussed within the framework of various other topics. For example, therapy won't be addressed as a separate entity, but the various forms of therapy will be discussed in conjunction with the areas of psychology to which they are related (behavioral modification as part of learning, drug therapy as part of neurochemistry, and the efficacy of therapy as part of a general discussion of mental disorders).

Course Difficulty: It's often mistakenly assumed that an introductory course will be relatively simple or easy. 'Relax, it's only Intro Psych'. On the contrary, introductory courses are often the most challenging. Week by week new and vastly different topics are presented. This means different perspectives, different methodologies, and new terminology. In addition, lectures often go beyond the textbook. I will be adding things that I think are important and that I am uniquely qualified to discuss based on my work in the field. Of course, every effort will be made to keep the course as interesting as possible, perhaps even entertaining at times. After all, besides serving as an introduction, another goal of the course is to generate further interest in the science of psychology.

Ultimately, succeeding in this course will require a good deal of dedication and self-motivation on your part. This is especially the case given that there are only a few quizzes and exams to prompt you to keep up with your studying. Considering all that we're going to be covering time management is a priority. It's vitally important to keep up with the assigned readings and lecture materials. There's way too much material to make cramming for the exams a viable option for success. Likewise, the research papers you're expected to write can't be churned out a few hours before they're due given the background research and documentation required.

Student Learning Outcomes:

This course is intended for students at any level with an interest in the topic. The course adheres to the policies outlined in the Cuyamaca College Catalog. For further information refer to Academic Policies and Class Description as stated in the catalog. Upon successful completion of this course, students will be able to:

01. Apply scientific methods to the ethical exploration of human behavior through analysis of environment, behavioral and physiological conditions.
02. Describe the different schools of psychology and analyze their perspectives on consciousness, intelligence, learning and possible identification and treatment of psychological disorders.
03. Identify characteristics associated with individual development through childhood and their possible influences in adult behavior and possible links to adult behavior and personality.
04. Analyze the implications of how the social world influences the motivation and emotions of cultures, groups and the resulting behavior of an individual.

Course Objectives:

This course is intended for students at any level with an interest in the topic. The course adheres to the policies outlined in the Cuyamaca College Catalog. For further information refer to Academic Policies and Class Description as stated in the catalog. Upon successful completion of this course, students will have learned to:

01. Compare and contrast the philosophy of different schools of psychology and their interpretation of behavior.
02. Apply scientific methods to the exploration of human behavior.
03. Describe the basic functions of the central nervous system and its relationship to behavior.
04. Explain and contrast various psychological phenomena related to sensation and perception.
05. Classify states of consciousness including sleep, hypnosis and drug effects.
06. Produce examples and strategies that improve the function of memory.
07. Label and use examples to describe operant conditioning, observational learning, and classical conditioning leading to behavioral change.
08. Discuss limitations and contrast the different theories of intelligence.
09. Compare and contrast theories of emotions and an individual's behavior and reaction to stress.
10. Explore and define characteristics of the developmental stages from birth to adult behaviors.
11. Discuss and elaborate on the theories of the development and the consistency of personality.
12. Classify different mental disorders and identify possible treatments in reference to the Diagnostic and Statistical Manual for mental disorders V.
13. Produce explanations and predictions of social behavior using various psychological theories.

Quiz and Exam Instructions:

- A. Read ALL the instructions BEFORE you begin. It is your responsibility to follow these instructions. If you do not, you will simply receive a score of zero.
- B. Make sure your exam booklet is complete BEFORE you begin.
- C. Put your name, last six digits of your student ID number, and the date on this exam booklet everywhere indicated, and in the space provided on a 100 count Grade Master multiple choice answer form.
- D. For multiple choice questions, select the one BEST answer from the choices provided. Indicate each response by FIRST circling the letter of the answer on this exam booklet AND then filling in the appropriate space on the multiple choice answer form with a #2 pencil. Should there be a problem grading your multiple choice answer form the exam booklet will provide the final determination of your responses.
- E. For essay questions, answer only the number of questions specified in the space provided. Do not answer extra questions as they will not be assessed. Only the specified number of questions will be graded, in sequence. Do not answer outside the space provided as part of your answer may be overlooked.
- F. Occasionally look to the front of the room in case some amendment, correction, or other information pertaining to the exam is made.
- G. Unless otherwise noted any conversation during an exam will result in a score of zero.
- H. If you have a question, raise your hand and you will be signaled to come up to the front. This is to minimize distractions to those around you. Note that NO questions will be answered during the last 10 minutes of the exam period to minimize distractions for those still completing the exam.
- I. Turn in BOTH your completed exam booklet AND multiple choice answer form (inserted inside the exam booklet) upon completion by placing them on the appropriate stack located at the front.

Note that the **best** answer entails more than merely being correct. The best answer is the answer that encompasses the most information and relevant aspects of the phenomenon in question while requiring the fewest assumptions. Although a particular choice option may be correct, it may not be the best answer. Always examine all the options for each question to insure choosing the best answer.

ACADEMIC HONESTY

Academic honesty is required of all students. Plagiarism—to take and pass off as one’s own work the work or ideas of another—is a form of academic dishonesty. Penalties may be assigned for any form of academic dishonesty. Questions or clarification as to how to include the ideas and statements of others or how to avoid other forms of academic dishonesty should be discussed with your instructor to avoid unintentional academic dishonesty.

ACADEMIC HONESTY/ DISHONESTY POLICIES

Your instructors are eager to help you succeed in your studies at Cuyamaca College. But success means more than just receiving a passing grade in a course. Success means that you have mastered the course content so that you may use that knowledge in the future, either to be successful on a job or to continue with your education.

Your success depends on a combination of the skills and knowledge of your instructors and your own hard work. You will reach your future goals only if you gain new knowledge from every course you take. That knowledge becomes yours, and can be used by you only if it is gained through your own personal efforts. Receiving a grade in a course without acquiring the knowledge that goes with it diminishes your chances for future success.

While in college, you are also shaping the principles which will guide you throughout the rest of your life. Ethical behavior and integrity are a vital part of those principles. A reputation for honesty says more about you, and is more highly prized, than simply your academic skills. For that reason, academic honesty is taken very seriously by the Cuyamaca College faculty. The following guidelines have been prepared so that you will understand what is expected of you in maintaining academic honesty.

1. Academic dishonesty is normally dealt with as an academic action by the instructor, reflected in the student’s grade in the particular course rather than through college disciplinary procedures.
2. No specific departmental, divisional or institutional procedures are established for academic dishonesty other than the normal process for review and appeal of an instructor’s grading procedures.
3. Other disciplinary procedures (e.g., dismissal, suspension, etc.) will be used only if the student disrupts the class or is otherwise abusive or threatening or violates

any other college policy.

4. Academic dishonesty is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of academic dishonesty would include but not be limited to the following:

- a. Copying either in part or in whole from another’s test or examination;
- b. Discussion of answers or ideas relating to the answers on an examination or test when such discussion is prohibited by the instructor;
- c. Obtaining copies of an exam without the permission of the instructor;
- d. Using notes, “cheat sheets,” or otherwise utilizing information or devices not considered appropriate under the prescribed test conditions;
- e. Altering a grade or interfering with the grading procedures in any course;
- f. Allowing someone other than the officially enrolled student to represent the same;
- g. Plagiarism, which is defined as the act of taking the ideas, words or specific substantive material of another and offering them as one’s own without giving credit to the source.

Options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student’s lack of academic performance in the course. One or more of the following actions are available to the faculty member who suspects a student has been cheating or plagiarizing:

1. Review – no action.
2. An oral reprimand with emphasis on counseling toward prevention of further occurrences.
3. A requirement that work be repeated.
4. A reduction of the grade earned on the specific work in question, including the possibility of a failing grade or no credit for the work.
5. A reduction of the course grade as a result of item 4 above including the possibility of a failing grade for the course, if a failing grade for the work produces such a result.
6. Referral to the office of the Associate Dean of Student Affairs for further administrative action, such as a failing grade for the course, suspension or expulsion.