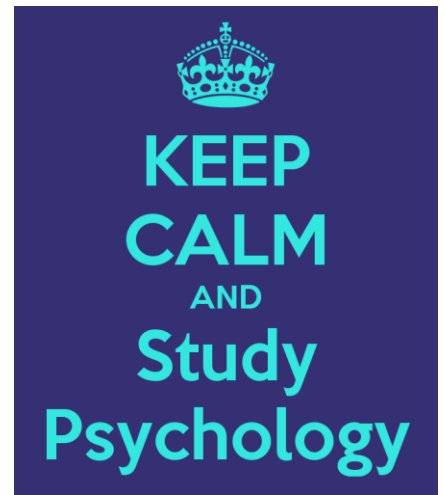


SYLLABUS

General Psychology II (PSY* K112)
(CRN #33217)
TTh, 12:30 to 2:05
B125

Three Rivers Community College
Erica Gelven, Ph.D.
Phone: 203.996.7455 (text messages possible)
Email: egelven@trcc.commnet.edu
Office Hours: TTh, 12:00 to 12:30



Course Description

This introductory course provides an overview of the theories and research findings pertaining to scientific psychology with an emphasis on: brain states and consciousness, development through the life span, language, intelligence, theoretical models, social psychology and social behavior. Where appropriate, connections will be made to other courses of study.

Required Texts & Recommended Materials

Myers, D.G. (2015). Psychology: Myers in Modules (11th ed) and LaunchPad. New York: Worth.

The PowerPoint slides for this class can be found on and printed from the Blackboard Vista site for this course. Hard copies of these slides will not be provided; let me know if there are any problems.

Objectives

The goals and objectives for General Psychology II are integrated with the College's general education goals. After completing this course, the successful student will have the following knowledge and skills.

Critical Thinking: Utilize critical thinking skills to analyze psychological theories and research data

Develop an understanding of the interrelationship between human biology and psychology

Describe the interrelationship between stress, coping and health

Develop an understanding of how social psychology informs a respect for diversity and humanity

Information Literacy: Assess what information is needed to answer questions as well as evaluate the quality of information

Demonstrate the skill of identifying information needed to answer questions pertaining to psychological terms and concepts

Recognize and evaluate information sources for a specified purpose

Develop an understanding of how to apply ethical principles when using information pertaining to abnormal behavior, mental illness and psychotherapy

Communication: Understand and express ideas about psychology through reading and writing

Demonstrate the ability to comprehend and interpret written passages

Write clearly

Develop the ability to articulate one's viewpoint in verbal or electronic discussions

Systematic Inquiry: Understand social science research methods used in psychological research

Demonstrate the ability to describe the science of psychology

Develop an understanding of the different research methods used in psychological science

Describe various theories of personality and the research methods to measure personality attributes

Classroom Procedure

To make the most of class time, it will include: lecture, open (respectful) discussion, individual presentations, and other activities designed to best fit the topic at hand. There will be plenty of opportunity for questions, discussion and debate; **this is your education and you deserve to get the most out of it!**

Office Hour Procedure

As extension of the policy mentioned previously, I encourage you to call, text or e-mail me with any questions or concerns you may have, and I will reply to you in a timely manner.

Method of Evaluation

In-class/Take-home multiple-choice, short answer and/or essay examinations

Psychology reading and writing assignments (five pages in length)

Class attendance, class participation and individual contribution

Examinations

You are responsible for the material covered in the weekly reading assignments, and for any additional discussions and/or material covered in class.

Study strategies for success in this course: Read the chapter summary before reading the chapter, complete a practice quiz after reading the chapter, and reread your notes two or three times each week. Analyze, synthesize and evaluate the information – then ask questions. Repetition of exposure will increase understanding!

Exams can only be made up under specific circumstances, as approved by me. **Make-up exams will only be given to students who have a legitimate reason for missing the exam, have contacted me at least ten minutes prior to the exam, and have not taken a make-up exam for this course previously.** Make-ups are not generally offered for Exam 5. Make-up exams will be available at my discretion, and you are responsible for contacting me in a timely fashion to arrange for the make-up. If a student misses an exam for an unacceptable reason or does not meet the requirements for having a make-up exam, a “0” is given for that exam. **Make-up exams are more difficult than the original exam, entirely essay, may not be completed at home, and are to be completed at the TRCC Testing Center.**

Psychology Reading and Writing Assignments

You are required to complete four (4) five-page maximum research assignments for this class, to be due on various dates during the semester. We will discuss the assignments in greater detail, but the topics are as follows:

- 1) Human development,
- 2) Intelligence,
- 3) Prejudice, and
- 4) Mental Disorder.

You must use at least three resources for each assignment, and can include journals, newspapers, books, quality Internet sources, and/or personal communications. If you choose to use the text as a resource, you must use three additional resources. All citations and references must be formatted according to the APA style. Other aspects of APA style do not need to be followed, unless you so choose.

See the Writing Center or me for guidance – we are happy to help! I am happy to look at rough drafts.

Digication

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide

learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

Attendance

Your attendance is expected and recorded. This is for the benefit of both yourself and your classmates. **Missing more than two** classes may result in a lower grade in, failure of, or withdrawal from the course. If you miss a class, you are responsible for contacting a classmate for any materials or information covered in that class. Please let me know if you have any circumstances that may result in an extended absence.

Course Outline

This is the schedule of reading assignments and lecture topics by week. The reading assignments are in italics, and should be completed by the date indicated. Due dates may be altered throughout the semester, as influenced by weather cancellations, continuation of discussions, etc. “Completion” is defined as reading and thinking critically about the material assigned; you should come to class with opinions and questions about the topic of the day. Contribution to the discussion of the day is included in your grade – the more you offer, the better your overall performance!

September 19	Introduction to General Psychology II: Review of syllabus and course
September 21	<i>Module 14: Developmental Issues, Prenatal Development and the Newborn</i> **Class materials and discussion online, due to Rosh Hashanah
September 26	<i>Module 15: Infancy and Childhood</i>
September 28	<i>Module 16: Adolescence</i>
October 3	<i>Module 17: Adulthood</i>
October 5	<i>Module 27: Thinking; Module 28: Language and Thought</i>
October 10	Exam 1, Modules 14 to 17, 27 & 28
October 12	<i>Module 29: Introduction to Intelligence; Module 30: Assessing Intelligence</i>
October 17	<i>Module 31: The Dynamics of Intelligence</i>
October 19	<i>Module 32: Genetic and Environmental Influences on Intelligence</i> Exam 2, Modules 29 to 32, Assigned – Due October 26
October 24	<i>Module 42: Social Thinking</i>
October 26	<i>Module 43: Social Influence</i>
October 31	<i>Module 44: Antisocial Relations</i>
November 2	<i>Module 45: Prosocial Relations</i> Exam 3, Modules 42 to 45, Assigned – Due November 9
November 7	<i>Module 46: Psychodynamic Theories; Module 47: Humanistic Theories and Trait Theories</i>
November 9	<i>Module 48: Social-Cognitive Theories and the Self</i>
November 14	<i>Module 8: Brain States and Consciousness; Module 9: Sleep and Dreams</i>
November 16	<i>Module 10: Drugs and Consciousness</i> Exam 4, Modules 46 to 48, 8 to 10, Assigned – Due November 28
November 21&23	Thanksgiving Break – Class not in session
November 28	<i>Module 49: Introduction to Psychological Disorders</i>
November 30	<i>Module 50: Anxiety Disorders, OCD and PTSD; Module 51: Depressive Disorders and Bipolar Disorder</i>
December 5	<i>Module 52: Schizophrenia; Module 53: Dissociative, Personality and Eating</i>

December 7	<i>Disorders</i> <i>Module 54: Introduction to Therapy and the Psychological Therapies; Module 55: Evaluating Therapies</i>
December 12	Exam Review/Semester Wrap-Up
December 14	Exam 5, Modules 49 to 55

Course Evaluation

Exam 1	15%
Exam 2	5%
Exam 3	10%
Exam 4	10%
Exam 5	15%
Paper 1	10%
Paper 2	10%
Paper 3	10%
Paper 4	10%
Class participation and attendance	5%

Academic Integrity Policy

Academic integrity is expected of you as students and of me as your professor.

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. (*Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges*)

If, at any time, I have reason to question your conduct, the College's academic dishonesty policy will be followed.

Sexual Misconduct and Title IX Statement

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence."

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu

Course Withdrawal Policy

Students may withdraw, in writing at the Registrar's Office, for any reason until Monday, December 11.

ADA Accommodations Statement

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.