

PSY K111 General Psychology 1 – spring 17

Office Location: C Wing, Room 116

Office Hours: T 11:30-12:30 and R 11:30-12:30, 3:30-4:30

Welcome to General Psychology I! Please keep this handout and use it throughout the semester.

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Course Description

This introductory course provides an overview of the theories and research findings pertaining to scientific psychology with an emphasis on: the origins of psychology, theoretical models, research methodology, biological bases of thought and behavior, memory, learning theory, behavioral genetics, sensation and perception, stress, as well as emotion and motivation.

Learning Overview

The course will provide you with a broad introduction to psychological terms and concepts. Your instructor is present to help *you* create a great educational experience; my role is to provide support and assess your progress. You will have the opportunity to learn a variety of psychological theories and apply them to behavior and mental life. You will utilize the scientific method and research studies. You are encouraged to ask, “What is the evidence?” each time you encounter statements about human behavior (Walsh, 2001). You may become a more successful college student after studying human memory. You will gain knowledge of the human nervous system, the anatomy of the senses and the manner in which perception formulates your personal reality. We will delve into motivation, emotions and learning. We will explore how an individual’s behavior is influenced by the complex interplay between environment, genetics, physiology and intrapsychic processes. The course emphasizes written communication skills, questioning and critical thinking.

Outside of class, utilize the textbook computer-based interactive learning activities. Keep current on global, national and local news, such events are often discussed in light of persons’ psychological functioning. Class time will be used in combinations of: didactic lecture, scholarly debate, writing, Internet exploration, film and small group work. You are encouraged to ask questions during class. “Judge a man by the questions he asks, rather than the answers he gives (Voltaire). Integrating the course into your work life, campus life and personal life is the goal.

Required Reading

Myers, D. G. & DeWall, C.N. (2015). *Psychology: Eleventh edition in modules*. New York, NY: Worth. A dictionary is needed to support your reading and writing. Checking your college **e-mail** is essential.

The Reading Assignments

Concentration requires *practice*. The weekly reading assignments will follow the syllabus for the most part. The textbook is the central component of the course. Please be aware each module contains a plethora of data; keep up with the assignments. Use the text’s digital supplements found at <http://www.macmillanhighered.com/launchpad/myers11inmodules/5103213>

You are expected to come to each class having read the assignment and having thought critically about it. This will bolster your written and oral communication skills as well as group work.

Attendance

This course is based on teaching, learning and communication. Each of us has a responsibility to contribute to the learning of others through critical dialogue, and integrative and collaborative learning (Forando, 2009). Former students agree unequivocally that coming to class is essential for success in this course. If you miss more than 6 hours of class, regardless of the nature of the absences, you risk

failure. If you miss a class, *you* are responsible for obtaining from a *classmate* information germane to that meeting (notes, changes in exam dates, etc.) Please let me know if you have any problems which cause an extended absence. By next week or so, consider introducing yourself to two classmates, note their names and e-mail addresses or telephone numbers on this syllabus.

Punctuality is *imperative*. Important information often is disseminated at the beginning of class and it shows respect for fellow learners. If you repeatedly come to class late, you will be marked absent. Absences affect your grade.

Evaluation Procedures - Grades determined as follows:

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|-------------|--|
| 200 points | Exam # 1 |
| 200 points | Exam # 2 |
| 200 points | Exam # 3 |
| 100 points | Class discussion, group work, cooperation and preparedness |
| 100 points | Unannounced and Announced Quizzes |
| 100 points | LaunchPad learning activities |
| 100 points | Paper – Reflection |
| 1000 points | |

Integrity & Civility

You will be treated with respect and as honorable individuals. Note that academic dishonesty erodes the integrity of the College and devalues *every* degree granted. While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means papers shall be the original creation of each student and answers on examinations will be determined without help from auxiliary sources. If the instructor has any reason to question your conduct, the College's academic dishonesty policy will be followed.

We are here to learn from one another. A tone of civility and good will is expected. As adult college students, you are expected to behave as professionals – arrive prepared to work, display maturity and show respect to all. Cell phone conversations and text messaging are grounds for dismissal from class. *Disrespect of your classmates and disruptive behaviors will not be tolerated.*

Learning Needs

If you have difficulty with the course material, please see me during office hours or call me for an appointment. I am happy to clarify any questions you may have. *Utilize office hours!*

If you have special needs (such as a learning difference, physical condition, mental health condition, etc.) and require accommodations to enhance your participation in the class, please contact College Counselor, Matt Liscum or Advisor, Elizabeth Wilcox. In order to provide accommodations, I must receive documentation pertaining to your needs. Effort will be made to support everyone's learning.

Examinations and Quizzes

Information concerning the paper will follow under separate cover. Examinations and quizzes will cover material from the assigned readings (whether discussed in class or not) and data we have discovered in class through video, Internet exploration, lecture or discussion. ***Do not wait*** until the exam date to evaluate your knowledge of psychological concepts, use the practice quizzes

Located at <http://www.macmillanhighered.com/launchpad/myers11einmodules/5103213>

If you miss a quiz you will receive a grade of zero. There are very few legitimate reasons for missing an exam. Make-up exams will be given only to students who have an acceptable reason for missing the exam, **and** only to students who have contacted the instructor in advance of the exam. It is your responsibility to petition the Instructor for the *privilege* of a make-up exam. If a student misses an exam for an unacceptable reason, a **0** will be averaged into the student's grade.

Withdrawal

If you choose to withdraw from the course, please notify the instructor via e-mail or telephone. Make sure you contact the Registration Office to complete the official procedures.

Learning Outcomes General Psychology Part 1

The goals for General Psychology 1 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

- Describe human behavior and mental processes from various theoretical perspectives in the field of psychology
- Identify the interrelationship between human biology and psychology
- Identify the manner in which psychological research on memory relates to college study skills

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 psychology as an ever-changing discipline, based on contemporary research data

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
- Describe different research methods used in psychology
- Acquire knowledge about men and women whose research endeavors made significant contributions to the field of psychology
- Develop an understanding of the strengths and weaknesses of different psychology research methods

Electronic Portfolio / Digication

Three Rivers students have the opportunity to maintain an online learning portfolio using software known as Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. Sometimes when you review and reflect upon all of your scholarly work, you learn something additional and perhaps unexpected. During the semester you will learn which assignment to upload into the TRCC Digication template.

Information contained in this syllabus may change with or without notice as circumstances warrant.

Schedule of Assigned Readings and Discussion Topic for 9:30 CRN 10570

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|---------|----------------------------|---|
| Week 1 | January 19 R | <i>Introduction to the course & to Psychology</i> |
| Week 2 | January 24 January 26 | Modules 1 and 2 <i>The history of psychology, theoretical perspectives and critical thinking</i> |
| Week 3 | January 31 February 02 | Module 3 – read a few times (no objective 3-4) <i>Research methods of scientific psychology</i> |
| Week 4 | February 07 February 09 | <i>Research methods of scientific psychology</i> Modules 24 and 25 |
| Week 5 | February 14 February 16 | <i>Memory</i> Module 26 (no objective 26-3 and 26-4) Exam preparation study circles outside of class – encouraged |
| Week 6 | February 21 February 23 | Memory Construction plus forgetting Exam # 1 |
| Week 7 | February 28 March 02 | Module 5 (no objective 5-6) <i>Neuroscience of Behavior - Neuronal systems</i> |
| Week 8 | March 07 March 09 | Modules 6 and 7 (neither objective 7-3 nor 7-4) <i>Neuroscience of Behavior - Brain anatomy and brain systems</i> |
| *** | March 13 | Springtime holiday – Classes not in session - Study circles can meet |
| Week 9 | March 21 March 23 | Modules 18 and 19 (no objective 19-9) <i>Sensation and Perception</i> |
| Week 10 | March 28 March 30 | Module 20 (only objectives one through five) <i>Continued – Sensation and Perception</i> Exam preparation study circles outside of class – encouraged |
| Week 11 | April 04 April 06 | Exam # 2 Modules 21, 22 and 23 (no objective 22-4, 23-1 and 23-2) |
| Week 12 | April 11 April 13 | <i>Learning</i> <i>Continued - Learning</i> |
| Week 13 | April 18 April 20 | Module 39 and begin researching A.P.A. style formatting for paper <i>Emotion</i> |
| Week 14 | April 25 April 27 | Modules 40 and 41 (not page 493) <i>Stress, Coping and Health</i> |
| Week 15 | May 02 May 04 | Modules 33, 34, 35 and 36 (no objective 34-3, 35-5, and 35-7) <i>Motivation</i> Reflection Paper DUE |
| Week 16 | May 09 May 11 | <i>Motivation</i> Exam # 3 -- Congratulations! |