

**PSY K111 GENERAL PSYCHOLOGY 1**  
Thursdays, Jan 22 – May 18  
6:00 – 8:45, Groton Sub Base (Bldg. 83)

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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, 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 examine human motivation, emotions, and learning. We will explore how an individual’s behavior is influenced by the complex interplay between the environment, genetics, physiology and intrapsychic processes. The course emphasizes written communication skills, inquiry, and critical thinking.

Outside of class, supplement your learning with the computer-based interactive learning activities on [LaunchPad](#). 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 lecture, scholarly debate, writing, 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. (2013). *Psychology: Tenth edition in modules*. New York, NY: Worth.

## **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://courses.bfwpub.com/myers10einmodules.php>

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. 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 class (notes, changes in exam dates, etc.) Please let me know if you have any problems which cause an extended absence. By next week, introduce 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:**

100 points	Exam # 1
100 points	Exam # 2
100 points	Exam # 3
100 points	Class discussion, group work, cooperation, and preparedness
100 points	Unannounced Quizzes
100 points	(2) Reflection papers (50 points each)
<u>50 points</u>	Student lecture
650 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.

If you have special needs (such as a learning disability, physical condition, mental health disability, etc.) and require accommodations to enhance your participation in the class, please contact the Learning Specialist or Student Development Office. 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://courses.bfwpub.com/myers10einmodules.php>

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.

### **DIGICATION**

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC. Students will be able to make multiple portfolios.

### **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

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

### **Schedule of Assigned Readings and Discussion Topics**

Week 1	January 22	<i>Introduction to the course &amp; to the fields of Psychology</i>
Week 2	January 29	Modules 1 and 2 <i>The history of psychology, theoretical perspectives, and critical thinking</i>
Week 3	February 5	Module 3 <i>Research methods of scientific psychology</i> Memory - Modules 23, 24, and 25
Week 4	February 12	<i>Memory continued</i> Module 26
Week 5	February 19	<b>Exam #1</b>
Week 6	February 26	Module 4 <i>Neuroscience of Behavior - Neuronal systems</i>
Week 7	March 5	Modules 5 and 6 <i>Neuroscience of Behavior - Brain anatomy and brain systems</i>
Week 8	March 12	Module 11 - <i>Behavioral Genetics, Nature and Nurture</i>
Week 9	March 19	<b>Spring Break – NO CLASS</b>
Week 10	March 26	Modules 17 and 18 <i>Sensation and Perception</i>
Week 11	April 2	Module 19 <i>Continued – Sensation and Perception</i>
Week 12	April 9	<b>Exam # 2</b>
Week 13	April 16	Modules 20, 21, and 22 <i>Learning</i>
Week 14	April 23	<i>Continued – Learning</i> Modules 35 and 37
Week 15	April 30	<i>Emotion</i> Modules 38 and 39

Week 16 May 7 *Stress, Coping and Health*  
Modules 32 and 33

Week 17 May 14 *Motivation*  
**Exam # 3**