

Three Rivers Community College, Spring, 2018  
General Psychology II. Psy K112, T1  
Meeting time/location: M,W 9:30-11:00 AM, D210  
Instructor: Dov Kugelmass, Ph.D.  
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Phone # 860 215-9446

**Office Hours:** Mondays 2:45-3:45pm, 5:00-6:00pm, Wednesdays 9-9:30am, 12:15-12:45. Other times are available by appointment.

**COURSE DESCRIPTION:** "This introductory course provides an overview of the applied and social aspects of scientific psychology with an emphasis on consciousness and cognition, human development, personality, theory and assessment, psychological disorders and therapy, social psychology and thinking, language and intelligence." (Three Rivers On-Line Course Description, 2013/2014).

**LEARNING OBJECTIVES/OUTCOMES:**

The goals and objectives for General Psychology 2 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

**REQUIRED TEXT:**

**-Myers, D.G. (2015). Psychology: Myers in Modules (11<sup>th</sup> ed,) and Launchpad. New York: Worth Publishers**

-You may find Launchpad an excellent source for course enrichment and helpful study activities (or use the ebook for readings). Per TRCC psychology curriculum coordinator "...when students purchase a subscription to (Launchpad) the length of subscription is 365 days. Therefore, students who wish to take both General Psychology 2 and General Psychology 1 only need to buy the subscription once" (if taken in consecutive semesters). All required online activities (e.g. tests, discussions, etc.) for this section will be conducted in the college BlackBoard system that is independent of Launchpad and is provided by the college as part of your registration in this class.

\*Due to financial constraints, some students may choose to use the 8<sup>th</sup> edition (2007) or 9<sup>th</sup> edition (2010), or 10<sup>th</sup> edition (with or without update): This will probably save you money and I will attempt to remark on content differences in class, but I cannot guarantee all content required for class will be presented in the earlier editions. To be helpful, I have included the reading lists for earlier editions in this syllabus and conduct required/graded activities (e.g. quizzes, discussions, etc. in BlackBoard).

**LEARNING RESOURCES:**

-BlackBoard: <http://my.commmnet.edu/>

You will need your banner ID and password

-Web Site: Launchpad: [worthpublishers.com/myers](http://worthpublishers.com/myers)

-Tutoring: TASC hours generally coincide with the LRC hours, but may vary each semester. You can contact the TASC by telephone at: 860 215-9082

-Writing Center: TRWritingCenter@trcc.commmnet.edu 860 215-9082

-Test Center: 860 215-9061 (appointment needed, call several days ahead to schedule)

-Library Services: 860 215-9052. Hours may vary, you should check.

<http://www.trcc.commmnet.edu/library/Index.htm>

**ASSIGNMENTS:**

**-Reading assignments** (see attached schedule) should be completed prior to class so that we can have active discussions about the material both as a whole class and in small groups. There is a lot of reading and it is important to keep up. *If you're having trouble keeping up, or understanding the material, please speak to me right away.*

**-WRITING/READING:** You will complete a series (portfolio) of brief reflective and applied questions (case study) ( and a peer review journal article assignment. Detailed instructions and schedule of due dates will be provided during the second week of class.

**-Quizzes:** There will be Three quizzes. They will consist of multiple choice and possibly essay questions. A study sheet will be given before each quiz. If you have taken ALL quizzes ON TIME, you may choose to retake one quiz. Makeups/retakes will be given at the end of the semester, will differ in format, and will be MORE DIFFICULT.

**-Final Exam:** Will be cumulative and will consist of multiple choice.

**-Class participation:** Attendance *and* participation are required. This means coming on time to all classes, having done the assigned reading, and joining in class discussions. If you miss a class it is your responsibility to obtain notes, make up assignments, connect with group project members, and/or note changes to the syllabus that are presented in class. \*Each class you will fill out an activity sheet to document participation for grading. If you do not turn in the evaluation sheet a grade of 0 will be entered.\* More on this in class.

**-Late Work:** In the instance of emergencies and (some) unavoidable obstacles late work will be allowed, but may be reduced in grade by up to 2 points per day. If an extension is needed, please contact me as soon as possible. Also, **late work will likely not be graded until the end of the semester** (or even after the end of the semester during intersession). Please contact me individually if you need to discuss. Please note, class participation cannot be made-up.

**-Extra Credit:** There will be 2 or 3 extra credit closed note/book pretests posted on Blackboard. A total of up to 3 grade points can be accrued towards final grade by completing these. More on this in class.

**-Extra Credit:** You may earn up to 3 points of extra credit for this class by completing a service learning project including creating a resume, applying for a volunteer experience, completing hours at an agency or school, and a reflection paper. If you are interested in this option you **must indicate interest and develop (and gain approval) a written proposal/plan within the first two weeks of the semester.**

GRADING: Writing assignments:30% (1 journal article=15% and series/portfolio of questions=15%)

Class Participation: 20%

Quizzes: 25%

Final Exam:25%

Total: 100%

Numeric Equivalents:

94-100 = A

90-93 = A-

87-89 = B+

83-86= B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

64-66 = D

60-63 = D-

0-59 = F

Digication statement: The college requires the following statement:“All students are required to maintain an online learning portfolio in Digication that uses the college template” (Faculty Resource Handbook for General Education, AY 13-14, pg 30). I will share information on digication in class.

Electronic Device Use in Class: Use of phone or other such devices for purposes other than directly class related activities is prohibited in class. If you need to check/send texts/etc, please do so by quietly leaving the class. Occasionally students benefit from audio recording lecture sections. Use is only for personal educational purposes and requires written permission by the instructor. Posting/sharing is prohibited.



**STUDENT CONDUCT:** All students are expected to behave as responsible and mature adults. This means participating in class discussions in a respectful, prepared, and thoughtful manner. Students will be encouraged to express opinions and beliefs in class. It is important that critical discussions and feedback are conducted in a considerate and scholarly manner. The work of others that is not properly credited is plagiarism. This is unethical and illegal and will result in referral to proper school authorities and/or a failing grade for the assignment and/or course. The college recommends we include the following passage taken from the TRCC handbook (2006) “Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.” We will discuss these issues in more detail at the start of the semester. If you have questions about what it means to be considerate and scholarly please be sure to ask questions and clear this up.

**SPECIAL NEEDS:** If you have any special needs related to the class (e.g. physical or learning challenges), please contact a counselor at the start of the semester (see below).

Also, if any difficulties arise that may interfere with your full participation (such as not understanding course material, missed class, etc.), please contact me as soon as possible.

**DISABILITY SUPPORT SERVICES**

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.

<p><b>TRCC Disabilities Service Providers</b></p> <p>Counseling &amp; Advising Office</p> <p>Room A-119</p>	
<p><b>Matt Liscum</b></p> <p>(860) 215-9265</p>	<ul style="list-style-type: none"> <li>• Mental Health Disabilities</li> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> </ul>
<p>Elizabeth Willcox, Advisor</p> <p>(860) 215-9289</p> <p>Room A113</p>	<ul style="list-style-type: none"> <li>• Physical Disabilities</li> <li>• Sensory Disabilities</li> <li>• Medical Disabilities</li> </ul>

REGISTRATION and WITHDRAWAL: It is the responsibility of each student to manage their registration status. If you do not complete the course you must formally withdraw AT THE REGISTRAR'S OFFICE by 5/4 or you will likely receive an "F" final grade. 3/28 is the last day to convert this class to a pass/fail option.

**COURSE SCHEDULE** (Subject to change):

Week #1 Starts 1/17/18: INTRODUCTION and PERSONALITY: overview, textbook options, course expectations. Why study personality? overview, ground rules, scholarly conduct, definitions, methodology, history of psychology, introduction to development, personality, psychoanalysis. Educational psychology and learning strategies.

- Reading (11th edition); modules 46,47
- Reading (10th edition); modules 1, 40, 41
- Reading (9th edition); Modules 1, 45, 46, 47 (and pg 557);
- Reading (8th edition); Modules 1, 44 (and pg 597);

Week #2 Starts 1/22: INTRODUCTION and PERSONALITY: continued

- Reading (11<sup>th</sup> edition); modules 48(pages 494-498)**
- Reading (10<sup>th</sup> edition); modules 1, 40,41, 42**
- Reading (9th edition); Modules 1, 45, 46, 47 (and pg 557);
- Reading (8th edition); Modules 1, 44 (and pg 597);

Week #3 Starts 1/29: PERSONALITY; psychoanalysis, humanism, trait perspective, social-cognitive, behavioral, and self

- Reading (11<sup>th</sup> edition); modules ??**
- Reading (10<sup>th</sup> edition);41, 42**
- Reading (9th edition); modules 46, 47
- Reading (8th edition); modules 45.

Week #4 Starts 2/5: DEVELOPMENT; prenatal and newborn, infancy and childhood. Developing attachment.

- Reading (11<sup>th</sup> edition); modules 14 & 15**
- Reading (10<sup>th</sup> edition); modules 13 & 14; Erik Erikson, John Bowlby**
- Reading (9th edition); modules 13 & 14; Erik Erikson, John Bowlby
- Reading (8th edition); modules 8 & 9; Erik Erikson, John Bowlby

Week #5 Starts 2/12: DEVELOPMENT; adolescence, adulthood and developmental issues

- Reading (11<sup>th</sup> edition); modules 16 & 17**
- Reading (10<sup>th</sup> edition); modules 15, 16**
- Reading (9th edition); Module 15, 16;
- Reading (8th edition); Module 10, 11;
- Reflection #1

Week #6 Starts 2/19: No Class 2/19 (College Holiday)  
(Wed 2/21 Quiz #1 Personality and development)

Week #7 Starts 2/26:

: PSYCHOLOGICAL DISORDERS; Introduction, labeling, diagnosis, neuroscience review, recovery movement and humane treatment of people with a mental illness.

**-Reading (11<sup>th</sup> edition); modules 49 & 50 plus module 53(pages 649-651)**

**-Reading (10<sup>th</sup> edition); modules 48, 49, 52**

Reading (9<sup>th</sup> edition); Modules 47, 48, 49;

Reading (8<sup>th</sup> edition); Modules 47; see me for additional modules

PSYCHOLOGICAL DISORDERS; Anxiety,

**-Reading (11<sup>th</sup> edition); modules 49 & 50 plus skim module 51 focusing on unipolar depression**

**-Reading (10<sup>th</sup> edition); 48 and 49**

Reading (9<sup>th</sup> edition); module 49 and 51

Reading (8<sup>th</sup> edition); module 48 and 50

Week #8 Starts 3/5: PSYCHOLOGICAL DISORDERS; Schizophrenia

**-Reading (11<sup>th</sup> edition); modules 52**

**-Reading (10<sup>th</sup> edition); Module 52, handouts(DSM?)**

Reading (9<sup>th</sup> edition); Module 52; DSM handout ;

Reading (8<sup>th</sup> edition); Module 51; DSM handout

**3/9 Library Research due;**

Week # 9 Starts 3/12: Spring Break!

Week #10 Starts: 3/19 PSYCHOTHERAPY; psychological therapies

**-Reading (11<sup>th</sup> edition); modules 54**

**-Reading (10<sup>th</sup> edition); 52 and 53**

Reading (9<sup>th</sup> edition); module 53, 54

Reading (8<sup>th</sup> edition); module 52, 53

Week #11 Starts 3/26: PSYCHOTHERAPY; psychological theories, evaluating therapies, biomedical therapies

**-Reading (11<sup>th</sup> edition); modules 55 & 56**

**-Reading (10<sup>th</sup> edition); 53 and 54**

Reading (9<sup>th</sup> edition); modules 54 & 55

Reading (8<sup>th</sup> edition); modules 53 & 54

Week #12 Starts 4/2; SOCIAL PSYCHOLOGY; social thinking, social influence

**Quiz #2 (Psychological Disorders and treatment; Wed, 4/4)**

**-Reading (11<sup>th</sup> edition); modules 42 & 43**

**-Reading (10<sup>th</sup> edition); modules 43 and 44** Obedience handout; Cognitive Dissonance handout, central vs peripheral route handout

Reading (9<sup>th</sup> edition); modules 56 & 57;

Reading (8<sup>th</sup> edition); modules 55 & 56;

Week #13 Starts 4/9: SOCIAL PSYCHOLOGY: pro-social relations;, attraction  
topic #3: Research Ethics

**-Reading (11<sup>th</sup> edition); modules 45**

**Reading (10<sup>th</sup> edition): modules 45 and 46**

Reading (9<sup>th</sup> edition); module 58 & 59

Reading (8<sup>th</sup> edition); module 57 & 58

Week #14 Starts 4/16: COGNITION (language and thought; humans and animals

**-Reading (11<sup>th</sup> edition); modules 28(pages 373-380), 29, 30**

**-Reading (10<sup>th</sup> edition); modules 27 and 28**

Reading (9<sup>th</sup> edition); module 31 & 32

Reading (8<sup>th</sup> edition); module 29 & 30

Week #15 Starts 4/23:

CONSCIOUSNESS:

**-Reading (11<sup>th</sup> edition); module 10 Drugs and consciousness (and pages 91 & 92)**

**-Reading (10<sup>th</sup> edition); modules: 7 or 8 or 9 or 10**

Reading (9<sup>th</sup> edition); modules:7 or 8 or 9 or 10

Reading (8<sup>th</sup> edition); module: see me to figure it out

Week #16 Starts 4/30: **Wed 5/2: quiz #3 (social psychology, cognition(language and thought, intelligence), consciousness)**

Week #17 Starts 5/7:

5/7: "reading day" (catch-up on studying!) no class meeting

5/9: **Final Exam (Cumulative, closed note/closed book, 5/16 (Monday)**

Semester end 5/11/18

Week #18: Semester is over!!

Have a Nice Summer Break!! Thank you for taking General Psychology II!

To be covered on Blackboard: To be announced

DUE DATES:

Guest Lecture: Jungian Psychology 3/31 time and location to be announced

**Quiz #1 (personality and development) (wed, 2/21)**

**3/31: Last day to select Pass/Fail**

**Quiz #2 (Psychological Disorders and treatment) (Wed, 4/4)**

**5/9: Last day to withdraw from class**

**Quiz #3 (social psychology, cognition, consciousness) (Wed, 5/2)**

**Final Exam (cumulative, closed note/closed book) & retake/makeup quiz (Wed,5/9)**

**SYLLABUS/SCHEDULE SUBJECT TO CHANGES announced in class or by email. Students are responsible for keeping up with all changes**



**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: