

# SYLLABUS

General Psychology I (PSY\* K111)

(CRN #30302)

MWF, 9 to 9:50

D109

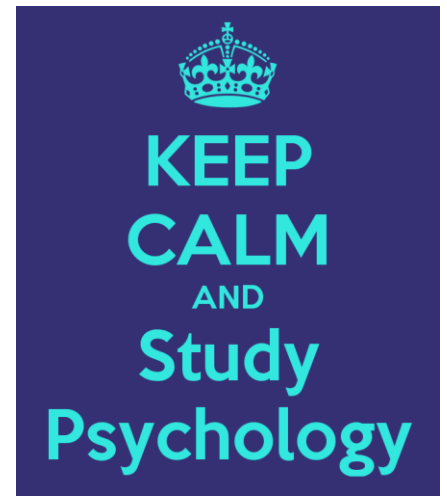
Three Rivers Community College

Erica Gelven, Ph.D.

Phone: 203.996.7455 (text messages possible)

Email: [egelven@trcc.commnet.edu](mailto:egelven@trcc.commnet.edu)

Office Hours: After class, and questions are always welcome by e-mail or phone.



## 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, learning theory, sensation and perception, memory, as well as emotion and motivation.

## Required Texts & Recommended Materials

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

You may:

1. Purchase from the College bookstore or eFollett.
2. Purchase LaunchPad from Macmillan/Worth Publishers.
3. Purchasing temporary eBook access if sufficient funds are not available at the outset of the semester.

The PowerPoint slides for this class can be found on and printed from the Blackboard site for this course. Hard copies of these slides will not be provided, but if you have any difficulties accessing them, please let me know.

## Learning Objectives

The goals and objectives for General Psychology I 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

### **Classroom Preparation & 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. Through the use of LaunchPad, your preparation for our class time will be part of your “class attendance, class participation and individual contribution” grade. 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 and take-home multiple-choice, short answer and/or essay examinations  
Research paper plus in-class presentation of your paper (10 minutes in length maximum)  
Class attendance, class participation and individual contribution

### **Examinations**

You are responsible for the material covered in the 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 for in-class 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.**

**Extensions on take-home exams may occasionally be given to students who have a legitimate reason for wanting such an extension, but extensions accrue a five-point deduction for each class an exam is late.** For example, if a take-home exam is due on a Monday, and you turn it in on Wednesday, five points are deducted.

### **Psychology Reading and Writing Assignments**

You are required to complete a 7-page research paper for this class, due Monday, November 9. The topic can be anything relevant to the world of psychology. You are encouraged to select a topic that is: 1) an area of personal interest to you, 2) related to your field of study, and/or 3) an area outlined by the text or classroom discussions.

We will discuss the paper in further detail in future classes, but you are encouraged to come to me with any questions or concerns in the meantime. You must also prepare a brief (10 minute) but thoughtful summary of your paper to present to the class.

You must use at least three resources for the paper. 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. See me or the Writing Center for guidance.

### 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 four 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. My lecture notes are reminders to me, and as such, will not be of much use to you. 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!

Week 1	August 31 September 2 September 4	Introduction to General Psychology I: Review of syllabus and course <i>Module 1: What is Psychology?</i> The field of psychology today
Week 2	September 7 September 9 September 11	<b>Labor Day – Class not in session</b> <i>Module 2: The Need for Psychological Science</i> <i>Module 3: Research Strategies: How Psychologists Ask and Answer Questions</i>
Week 3	September 14 September 16 September 18	<i>Module 4: Statistical Reasoning in Everyday Life</i> <i>Module 5: Neural and Hormonal Systems</i> <i>Module 6: Tools of Discovery and Older Brain Structures</i>
Week 4	September 21 September 23  September 25	<i>Module 7: The Cerebral Cortex and Our Divided Brain</i> <b>Yom Kippur – Class not in session (College is open)</b> <b>Please use the class time to prepare for Exam 1.</b> <b>Exam 1, Modules 1 to 6 – In-class exam</b>
Week 5	September 28	<i>Module 18: Basic Concepts of Sensation and Perception</i>

	September 30	Module 18
	October 2	<i>Module 19: Vision: Sensory and Perceptual Processing</i>
Week 6	October 5	Module 19; <i>Module 20: The Nonvisual Senses</i>
	October 7	Module 20
		<b>Exam 2, Modules 18 to 20 – Take-home exam assigned</b>
	October 9	<i>Module 21: Basic Learning Concepts and Classical Conditioning</i>
Week 7	October 12	<b>Columbus Day – Class not in session</b>
	October 14	Module 21
	October 16	<i>Module 22: Operant Conditioning</i>
Week	October 19	Module 22
	October 21	<i>Module 23: Biology, Cognition, and Learning</i>
	October 23	<i>Module 24: Studying and Encoding Memories</i>
Week 8	October 26	<i>Module 25: Storing and Retrieving Memories</i>
	October 28	<i>Module 26: Forgetting, Memory Construction and Improving Memory</i>
	October 30	Module 26; Exam review
Week 13	November 2	<b>Exam 3, Modules 21 to 26 – In-class exam</b>
	November 4	<i>Module 33: Basic Motivational Concepts</i>
	November 6	<i>Module 34: Hunger</i>
Week 14	November 9	<i>Module 35: Sexual Motivation</i>
		<b>Research paper due</b>
	November 11	Module 35
	November 13	<i>Module 36: Affiliation and Achievement</i>
Week	November 16	Module 36
		<b>Exam 4, Modules 33 to 36 – Take-home exam assigned</b>
	November 18	<i>Module 37: Introduction to Emotion</i>
	November 20	<i>Module 38: Expressing Emotion</i>
Week	November 23	<i>Module 39: Experiencing Emotion</i>
	November 25-27	<b>Thanksgiving break – Class not in session</b>
Week 15	November 30	<i>Module 40: Stress and Illness</i>
	December 2	<i>Module 41: Health and Coping</i>
	December 4	Research paper presentations
Week 16	December 7	Research paper presentations
	December 9	Research paper presentations
	December 11	Research paper presentations
Week 17	December 14	Read/review/make-up
	December 16	<b>Exam 5, Modules 37 to 41 – In-class exam</b>

### Course Evaluation

Exam 1	15%
Exam 2	10%
Exam 3	15%
Exam 4	10%
Exam 5	15%
Research paper	20%
Research paper presentation	5%
Class participation and attendance	10%

### 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.

### **Course Withdrawal Policy**

Students may withdraw, in writing at the Registrar's Office, for any reason until Monday, December 14.

### **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.