

SYLLABUS

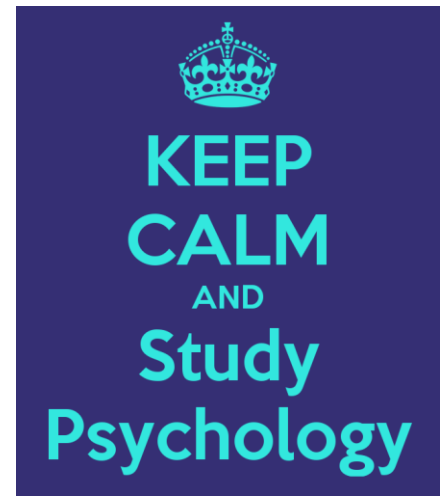
General Psychology II (PSY* K112)
(CRN #30307)
MWF, 11 to 11:50
D109

Three Rivers Community College
Erica Gelven, Ph.D.

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Office Hours: Before 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: 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.

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 Vista site for this course – I will confirm when these materials are available. 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 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 multiple-choice, short answer and/or essay examinations

Psychology reading and writing assignments (less than 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. I will provide information on practice quizzes in the next few weeks.

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) Prosocial relations, 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 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!

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| Week 1 | August 31 | Introduction to General Psychology II: Review of syllabus and course |
| | September 2 | <i>Module 13: Developmental Issues, Prenatal Development and the Newborn</i> |
| | September 4 | <i>Module 14: Infancy and Childhood</i> |
| Week 2 | September 7 | Labor Day – Class not in session |
| | September 9 | <i>Module 15: Adolescence</i> |
| | September 11 | <i>Module 16: Adulthood</i> |
| Week 3 | September 14 | <i>Module 27: Thinking</i> |
| | September 16 | <i>Module 28: Language and Thought</i> |
| | September 18 | Exam 1, Modules 13 to 16, 27 & 28 – In-class exam |
| Week 4 | September 21 | <i>Module 29: Introduction to Intelligence</i> |
| | September 23 | Yom Kippur – Class not in session |
| | September 25 | Module 29 |
| Week 5 | September 28 | <i>Module 30: Assessing Intelligence</i> |
| | September 30 | Module 30 |
| | October 2 | <i>Module 31: Genetic and Environmental Influences on Intelligence</i> |
| Week 6 | October 5 | Exam 2, Modules 29 to 31 – In-class exam |
| | October 7 | <i>Module 43: Social Thinking</i> |
| | October 9 | <i>Module 44: Social Influence</i> |
| Week 7 | October 12 | Columbus Day – Class not in session |
| | October 14 | <i>Module 45: Antisocial Relations</i> |

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| | October 16 | <i>Module 46: Prosocial Relations</i> |
| Week | October 19 | Exam 3, Modules 43 to 46 – In-class exam |
| | October 21 | <i>Module 40: Psychodynamic Theories</i> |
| | October 23 | Module 40 |
| Week 8 | October 26 | <i>Module 41: Humanistic Theories</i> |
| | October 28 | Module 41 |
| | October 30 | <i>Module 42: Trait Theories, Social-Cognitive Theories and the Self</i> |
| Week 13 | November 2 | Module 42 |
| | November 4 | <i>Module 7: Brain States and Consciousness</i> |
| | November 6 | <i>Module 8: Sleep and Dreams</i> |
| Week 14 | November 9 | <i>Module 9: Hypnosis</i> |
| | November 11 | <i>Module 10: Drugs and Consciousness</i> |
| | November 13 | Exam 4, Modules 40 to 42, 7 to 10 – Take-home exam |
| Week | November 16 | <i>Module 47: Introduction to Psychological Disorders</i> |
| | November 18 | <i>Module 48: Anxiety Disorders</i> |
| | November 20 | Module 48 |
| Week | November 23 | <i>Module 49: Mood Disorders</i> |
| | November 25-27 | Thanksgiving break – Class not in session |
| Week 15 | November 30 | Module 49 |
| | December 2 | <i>Module 50: Schizophrenia</i> |
| | December 4 | <i>Module 51: Dissociative, Personality and Eating Disorders</i> |
| Week 16 | December 7 | <i>Module 52: The Psychological Therapies</i> |
| | December 9 | Module 52 |
| | December 11 | <i>Module 53: Evaluating Therapies</i> |
| Week 17 | December 14 | Read/review/make-up |
| | December 16 | Exam 5, Modules 47 to 53 – Take-home exam |

Course Evaluation

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| Exam 1 | 10% |
| Exam 2 | 10% |
| Exam 3 | 10% |
| Exam 4 | 10% |
| Exam 5 | 10% |
| Paper 1 | 10% |
| Paper 2 | 10% |
| Paper 3 | 10% |
| Paper 4 | 10% |
| 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.