

**THREE RIVERS COMMUNITY COLLEGE**  
**COURSE OUTLINE INFORMATION SHEET**

**COURSE NUMBER: PSY K111      COURSE NAME: General Psychology I**

**SEMESTER: Spring 2007      MW 9:30am-10-50am      Room 202**

**CATALOG DESCRIPTION:** This course is an introduction to various areas of psychology, including scientific investigation and leading theories. Topics include, but are not limited to: motivation, emotions, personality, physiological foundations of behavior, psychological disorders and therapy, perception, learning, and human development.

**DESIRED STUDENT COMPETENCIES:** Upon successful completion of the course, the student will be able to:

1. Describe the historical foundations of psychology.
2. Interrelate the biopsychosocial model to human life.
3. Identify the bases of behavior, motivation, and emotion.
4. Explain the principles, theories, and biology of cognitive/behavioral functioning.
5. Describe the theories of perception as it relates to the human experience.
6. Describe the developing person in transition from the prenatal world to death.
7. Relate thinking, language, and intelligence to the bases of human behavior.
8. Interrelate theories of personality and psychological disorders.
9. Explain theories and models of stress, coping and health.
10. Explain how to demonstrate respect for humanity and diversity to social psychology.
11. Explain the process of scientific investigation.
12. Explain the basic structure and functioning of the brain and nervous system.

**OUTLINE OF TOPICS TO BE COVERED**

- A. The Science of Psychology
  1. Contemporary perspectives used by psychologists to understand behavior and mental process.
  2. Research strategies
  3. History of psychology as an empirical science
- B. Biology and Behavior
  1. The structure and functioning of the brain and nervous system.
  2. How heredity interacts with the environment to influence behavior.
  3. Sensation and perception
- C. The Cognitive Domain
  1. Dreams and sleep
  2. Introduction to learning theory
  3. Principles of classical and operant conditioning
  4. Thinking, language and intelligence
  5. Memory
  6. Motivation and emotion
  7. Roles of biology and culture in determining learning
- D. The Developmental Domain
  1. Stages and critical periods of development
  2. Overview of predominant theories of development
- E. The Socioculture Domain
  1. Personality and Culture
  2. Social Psychology

**COURSE NUMBER: PSY K111**

**COURSE NAME: General Psychology I**

**INSTRUCTOR:**      **Bev Knox, Ph.D.**  
[bev@bevknnox.com](mailto:bev@bevknnox.com)

203-996-9819  
Office Hours: M W 11am – 1:45pm or by appointment

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**MAJOR TEXT:** Psychology, David G. Myers, 8<sup>th</sup> edition in Modules

**ATTENDANCE & CLASS POLICY:**

Regular attendance is expected. It has been my experience that 2 classes missed will jeopardize success in this course. If you must be absent, please make sure to inform instructor of your absence, then contact your group members to get missed assignments. Missing 4 classes is cause for dismissal. Cell phones, ipods and beepers are very distractful and will not be tolerated. Unless you are part of an emergency response team, please refer calls to the college switchboard. They will get in touch with you.

**EVALUATION PRODEDURES**

**Grading Criteria:**

<u>Activity</u>	<u>Weight</u>
Individual Final Paper	20%
Individual Presentation	5%
Quizzes (3)	30%
Final	20%
Group Project/Papers/Presentations	25%

**Description of Assignments**

**Individual Paper:** Topic – each student is to pick a branch of psychology, theory, or controversial topic/case study and write a 5-6 page research paper, typed, double spaced, and using APA format. Content and format should include introduction, purpose statement, statistics, examples, and summary conclusion. The format should be regular APA term paper format.

**Presentation of Final Paper:** A 5-8 minute presentation of Ind. Paper will be graded on the following criteria: Content – *facts of topic*, Structure and Format - *clear introduction and stated purpose, logical presentation*, Delivery – *eye contact, speed of delivery, clarity of voice, movement*, Overall – *Objective of assignment achieved*.

**Quizzes:** 3 quizzes will be given weighting 10% each. Quizzes will contain information from reading assignments and information given by the instructor from the prior class.

**Final:** The final may not be cumulative but will necessitate an understanding of the previous units to be completed. The final will contain information from reading assignments and information given by the instructor from the prior class.

**Group Presentations & Papers:** Group work will be assigned by the instructor and may vary in the form of in-class group exercises, research papers and presentations. *Each group member must be part of the oral Presentation and is graded separately on his/her own effort.*

**Policies on Missed and Late Exams and Assignments:** Any missed or late assignments MUST be made up or emailed by 3pm Friday of that week. A full letter grade will be deducted automatically with no exceptions. If assignments are not made up or handed in by Friday of that week, the grade for that assignment will be O (zero). It is your responsibility to contact instructor to schedule any make-up appointments.

**Please feel free to contact me if you have any questions or concerns.**

**Class conduct** is expected to be ethical at all times. The instructor may ask you to leave if you are disruptive. A serious situation may be referred to the College Judicial System. (See STUDENT HANDBOOK). Please be respectful to your fellow classmates.

**\*Plagiarism will not be tolerated. It will result in an "F" for the course and a possible dismissal from the college.**

***What Is Plagiarism*** (borrowed from the English Dept, NHCTC – Stratham)

- ⇒ Anything and everything that is not your own must be cited immediately and correspond to an entry on your works cited or reference page. If there is any doubt whatsoever about the need for citation, find a credible source and cite it.
- ⇒ Examples of plagiarism include, but are not limited to:
- ⇒ Using the exact word(s) of another without using quotes and a complete parenthetical citation.
- ⇒ Paraphrasing or summarizing the words or ideas of another without providing a complete citation.
- ⇒ Using in any way the ideas, arguments or conclusions of another without a complete citation.
- ⇒ Incomplete summary or paraphrase that leaves some original language unquoted.
- ⇒ Submitting an essay written by someone else.
- ⇒ Submitting parts of an essay written by someone else.
- ⇒ Submitting an essay, or parts of an essay you have previously used for another assignment.
- ⇒ Failing in any way to make it abundantly clear what is your own original work and what is the work of someone else.

## **STUDENT SUPPORT:**

**\*\*If you have a documented learning disability or physical disability that may require special arrangements for support in this class, please advise the instructor immediately so appropriate accommodations can be made. Accommodations may be arranged through the Disabilities Support Specialist Coordinator. Accommodations and assistive technology are available to students at no additional cost and should be**

arranged at the start of each semester. The instructor need not and will not make any accommodations if your situation was not evaluated by the Disabilities Support Specialist.

**Course Outline**                      **Note: subject to change**

<b>Date</b>	<b>Description of content - Module</b>
1/22	Introductions / <b>Review of Syllabus</b> <b>Form Groups</b>
1/24	Module 1, 2 & 3 Group Work Review of Scientific Method Project
1/29	<b>The Scientific Method Project</b> Group Work
1/31	Module 4, 5, 6 & 7 Group Work Video
2/5	Module 8 & 9 Group Work Video
2/7	Module 10 & 11 Group Work <b>Review of Quiz #1</b> <b>Final Paper Topic Due</b>
2/12	<b>Quiz #1</b> <b>Final Paper Format Review</b>
2/14	Module 12, 13, 14, 15 Group Work
2/21	Module 16 & 17 Group Work Video
2/26	Module 18, 19 & 20 Group Work
2/28	Module 21, 22 & 23 Group Work
3/5	<b>Classical &amp; Operant Conditioning Project</b> Bring in old magazines - Group Work
3/7	Module 24, 25, 26, 27 & 28 <b>Review of Quiz #2</b>
3/12	<b>Quiz #2</b> <b>Final Paper Outline Due</b>
3/14	Module 29 & 30 Group Work Video
3/26	Module 31, 32 & 33 Group Work
3/28	Module 34, 35, 36 & 37 Group Work

4/2	Module 38, 39 & 40 Group Work
4/4	Module 41, 42 & 43 Group Work
4/9	Module 44, 45 & 46 Group Work <b>Review of Quiz #3</b>
4/11	<b>Quiz #3</b> <b>Final Paper Library Research</b>
4/16	Module 47 & 48 Group Work
4/18	Module 49, 50 & 51 <b>Psychological Disorders Project</b> - Group Work
4/23	Module 52, 53 & 54 <b>Therapy Project</b> - Group Work
4/25	Module 55, 56, 57 & 58 Group Work <b>Paper Drafts Due</b>
4/30	<b>Review of Final Exam</b> <b>Paper Drafts Comments/Questions</b>
5/2	<b>Final Paper Due</b> <b>Presentations of Final Paper</b>
5/7	<b>Final</b> <b>Presentations of Final Paper Continued</b>
5/9	<b>Make-up Class</b>

### **Grading Criteria for Research Papers**

#### **General Usage and Stylistic Issues**

**(10%)**

Neatness, typographical errors, spelling, grammar, spacing, margins, length, title page, indenting, page numbering, paragraph sizing, proper transitions between paragraphs, avoidance of ambiguity, reference section formatting.

#### **Citations/References/Statistics Within Body of Text**

**(20%)**

Quality of sources, number of references, proper placement within text, relevance to topic, quoting. Plagiarism will automatically result in a zero on your paper and an "F" for the course (See Page 2).

#### **Content. Clarity and Logical Flow of Paper**

**(70%)**

**Introduction (20%):** Topic is defined as well as subtopics; and the order of these subtopics (your plan of presentation) is given as is the logical conclusion. Include some history of the subject matter and purpose statement.

**Main Body of Paper (40%):** Coverage of topic(s) builds logically and factually and is tied together well as evidenced by clear, thoughtful exposition; topics covered are those presented in the introduction (in your plan of presentation).

**Conclusion/Discussion (10%):** Coverage of topic(s) is summarized according to the main points given in the main body of the paper; but this is in your own words. The conclusion section should contain your original reaction/thinking about the topics covered in the main body of the paper. The purpose is to express what you have learned in this paper. It should also include implications for other topics or relevant issues raised by your argument.

### **Some Tips for Writing Psychology Term Papers**

**Grading:** Your paper will be graded on its clarity, logical flow, and correct use of the English language. A good, thoughtful paper cannot be written at the last minute. Time must be given to choosing and researching a topic, developing a logical presentation of the points you wish to express, and carefully checking your writing to make sure that it is free of grammatical errors and other mistakes common to poor use of language. **DO NOT WAIT UNTIL THE LAST MINUTE TO BEGIN YOUR PAPER.**

**Minimum Length:** Five (5) pages, not including title page or references, #12 font, approximately 1500 words

**Margins:** One-inch all the way around

**Indenting:** 5 spaces; do not add an extra line between paragraphs

**Minimum References:**

**Must have at least 5-10 Statistics from current research or studies.**

**Three (3) References:** References may include scholarly books and journal articles but not encyclopedias or other summary/survey materials.

**Primary Sources:** The “raw,” or original, materials used in writing psychology papers constitute primary sources, and they come in two types. Any data you collect in an experiment or other empirical investigation, as well as your findings, can be considered a primary source. An APA-style paper you write describing your hypothesis, empirical investigation, and results is also a primary source. Within the psychological literature, journal articles, books, book chapters, or other empirical reports are also primary sources when they are written by investigator – authors who actually conducted the research.

**Secondary Sources:** In psychology, secondary sources are usually commentaries or reviews that incorporate primary sources for some purpose, such as extending a theory in a new direction or placing it within a novel framework. Articles found in journals such as *Psychological Review* or *Psychological Bulletin* are secondary sources, as are chapters in books such as the *Annual Review of Psychology*. Books that seek to organize the literature and that are written for a professional audience are usually secondary sources as well.

**Tertiary Sources:** A tertiary source is usually based on information drawn from secondary sources, and it is written for a popular or lay audience of readers. The goal of a tertiary source is to share but not evaluate information, so most publications falling within this category simply restate what is already known. Psychological topics appearing in encyclopedias, dictionaries, or handbooks are usually tertiary sources. In general, tertiary sources are *not* used in APA-style papers.

**Proper Referencing, APA style (Within body of paper, journal article or book):****Single Author:**

Researchers have discovered several new methods for preventing early onset of schizophrenia (Smith, 1994).

**OR**

Smith (1994) has discovered several new methods for preventing early onset of schizophrenia.

**Two Authors (same study):**

Researchers have discovered several new methods for preventing early onset of schizophrenia (Smith & Jones, 1994).

**OR**

Smith and Jones (1994) have discovered several new methods for preventing early onset of schizophrenia.

**Three or More Authors:**

Same as two authors except that when these authors or their work is referred to a second time, the proper reference format becomes:

Researchers have discovered several new methods for preventing early onset of schizophrenia (Smith et al., 1994).

**OR**

Smith et al. (1994) have discovered several new methods for preventing early onset of schizophrenia.

**Proper Referencing (In the works cited section):**

**Online Information Service**

Cite an article from an online information service (such as EPSCO) according to the following model:

Sack, K. (1995, July 14). House panel to draft bill requiring AIDS tests of newborns [Online]. The New York Times, P. A15.  
Abstract from: EPSCO

**Single Author (journal article):**

Smith, T. A. (1994). A new method for preventing early onset of (journal article) schizophrenia. Journal of Schizophrenia. 34. 23-56.

**Two or More Authors (journal article):**

Smith, T. A., & Jones, L. (1994). A new method for preventing early onset of schizophrenia. Journal of Schizophrenia. 34. 23-56.

**Single Author (book):**

Smith, T. A. (1994). Preventing the early onset of schizophrenia. Boston: Acme Publishers.

**Two or More Authors (book):**

Smith, T. A., & Jones, L. (1994). Preventing the early onset of schizophrenia. Boston: Acme Publishers.

**Quoting Sources:**

Limited (a sentence or part of a sentence) direct quotes may be used when documented correctly (reference immediately with page number); and where the relationship to your argument is explained by **you**. If you are borrowing an idea from a source or if you are describing some characteristic of another author's work, then you must cite it as described above with no page number. Failure to cite sources is plagiarism. Using word for word is plagiarism. If you do use a direct quote, then the page reference must be given.

**Title Page:**

The title page should contain only the title of the paper, your name, your professor's name, and the date. Each of these items is to be written on a separate line (double spaced) and centered on the page. Capitalize the first letter of each word in the title and fully spell out the date (August 22, 1995, not Aug. 22, 1994, 8-22-94, and so on).

**Page Numbering:**

All page numbers are to be placed in the upper right hand corner on each page of the paper, including the title page and reference section.

**An Applied View**



## Understanding the Research Article

As you continue your reading and work in lifespan development, your instructor will undoubtedly ask you to review pertinent articles that shed light on the topic you're studying. Many of these articles present the results of an experiment that reflects the scientific method.

The typical research article contains four sections: the *Introduction*, the *Method* section, the *Results* section, and *Discussion* (Moore, 1983). We'll review each of these sections using a well-designed study – *The Effects of Early Education on Children's Competence in Elementary School*, published in *Evaluation Review* (Bronson & others, 1984) – to illustrate each of the four sections.

### 1. **The Introduction**

The introductory section states the purpose of the article (usually as an attempt to solve a problem) and predicts the outcome of a study (usually in the form of hypotheses). The introduction section also contains a review of the literature. In the introductory section of the article by Bronson and her associates, the researchers state that their intent is to coordinate the effects of early education programs on the performance of pupils in elementary school. They concisely review the pertinent research and suggest a means of evaluating competence.

### 2. **The Method Section**

The method section informs the reader about the subjects in the experiment (Who were they? How many? How were they chosen?), describes any tests that were used, and summarizes the steps taken to carry out the study. In the study by Bronson and her associates, the subjects were 196 second-grade children who had not been in the preschool program. The outcome measure was a classroom observation instrument. The authors then explained in considerable detail how they observed the pupils.

### 3. **The Results Section**

In the results section, the results gathered on the subjects is presented, together with the statistics that help us to interpret the data. In the article we are using, the authors present their data in several clear tables and show differences between the two groups using appropriate statistics.

### 4. **Discussion**

Finally, the authors of any research article will discuss the importance of what they found (or did not find) and relate their findings to theory and previous research. In the Bronson article, the authors report that the pupils who had experienced any early education program showed significantly greater competence in the second grade. The authors conclude by noting the value of these programs in reducing classroom behavior problems and improving pupils' competence.

Don't be intimidated by research articles. Look for the important features and determine how the results could help you to understand people's behavior at a particular age.

