

General Psychology –I (Psy K111)

SYLLABUS SPRING 2010
Monday/Wednesday 5:00 – 6:15 PM
Room # D109

Three Rivers Community College
Norwich, Connecticut 06360

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Office Hours: Before/After class and by appointment

COURSE DESCRIPTION:

3 Credit hours

General Psychology I is designed to provide an overview of the “science” of psychology and its fields or schools of study. This course will explore the origins of psychology, theoretical models in psychology, research methodology, the biological foundations of thought and behavior, learning theory, sensation and perception, memory functioning, as well as provide an introduction to human motivation and emotion.

PROCEDURES:

This course is designed to allow the student to actively participate in the educational process through use of a variety of learning activities. Classroom discussion, debate, and group activities will regularly be used to further topic understanding from lecture. Active student learning is strongly encouraged through questioning and commenting on material being presented. All students are expected to participate in and contribute to classroom learning activities.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

Utilize critical thinking skills to:

- gain an appreciation for the need for “psychological science”
- analyze psychological theories and research data
- conceptualize and describe human behavior from various theoretical perspectives in psychology
- demonstrate an appreciation for the influence of biology and experience on human behavior
- apply research findings on “learning” to personal experience
- gain a basic understanding of brain biology and its impact on human functioning

Demonstrate information literacy skills through:

- an ability to identify targeted information to answer specific course-based questions
- assessment of the relevancy of information to psychological principles
- assessment of information sources relevant to a specific purpose
- the ability to incorporate and categorize information encountered through research and current events review into a presenting psychological framework

Demonstrate effective communication skills through:

- showing the ability to extract meaning from written scholarly texts and research journals
- improved understanding of psychological terms encountered through reading and lecture
- the ability to express ideas, concepts, and questions in an organized and concise manner

METHOD OF EVALUATION:

Class attendance and individual contribution

Module Quizzes (4)

Mid-term and Final Exam

Learning Activities (to be announced)

Research Paper - “Psychology Around Us”

COURSE REQUIREMENTS AND EVALUATION BREAKDOWN:

Course Requirements	% of grade
1. Class Attendance/Participation	10%
2. Module Quizzes	20%
3. Mid-Term and Final Exam	40%
4. Learning Activities	10%
5. Research Paper	20%

GRADING SCALE:

The following numerical grade system will be used:

Grade	Equivalent	Quality Points
A	96 – 100	4.0
A-	90 – 95	3.7
B+	86 – 89	3.3
B	83 – 85	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	63 – 66	1.0
F	<63	0.0

ATTENDANCE GRADING SCALE:

This course is designed in such a way that weekly attendance is necessary to gain required knowledge to meet course objectives. Therefore, students that are registered for this course are naturally expected to attend class regularly. Class absence will negatively impact your final course grade through your attendance/participation grade (worth 10% of final grade) as follows:

NO ABSENCES = 100 pts.

ONE ABSENCE = 98 pts.

TWO ABSENCES = 90 pts.

THREE ABSENCES = 80 pts.

FOUR ABSENCES = 73 pts.

FIVE ABSENCES = 69 pts.

SIX or MORE ABSENCES = 00 pts.

There are no exceptions to this policy. Significant illness leading to class absence will require a conference with the instructor and a doctor's note.

MAKEUPS/MISSED CLASSES:

Students are required to participate and complete all assignments by the established due date (*class absence will not excuse due date completion*). Students who have a legitimate reason for missing an assignment deadline will need to make special arrangements with the instructor prior to the date work is due. A grace period of one week is permitted for late work with a 10% automatic point

reduction. No credit will be given for late assignments past the one-week grace period without prior instructor consent. It is the responsibility of the student to obtain missed work.

EARLY WARNING/WITHDRAWAL POLICY:

In addition to a review of grading policy and course requirements at the start of the semester, each student will receive a personal grade sheet to monitor their on-going performance in the course throughout the semester (see attachment). If you chose to withdraw from the course, please notify the instructor via email or phone. Contact Registration Office to complete official paperwork.

DISABILITIES AND LEARNING DIFFERENCE STATEMENT:

If you have a hidden or visible disability or learning difference that may require classroom or test-taking modifications, *please see me as soon as possible*. If you have not already done so, please be sure to register with the Student Development Office at the Mohegan Campus (Chris Scarborough – Student Disabilities Counselor).

CELLULAR PHONES USE:

Use of cellular phones and/beepers are permitted in class only if turned to silent mode. Under no circumstances are phones to be answered or is texting permitted in class.

REQUIRED TEXT:

General Psychology I has one required text: Myers, David Psychology Eighth Edition in Modules New York, NY: Worth Publishers, 2007. Weekly reading assignments will follow the syllabus. The textbook is the central component of this course. To reinforce learning, use the digital supplements found at <http://bcs.worthpublishers.com/myers8einmodules/>. Please read assigned modules prior to class discussion to assist with lecture comprehension.

RESEARCH PAPER:

A research paper is required for completion in this course. The purpose of this paper is to highlight that “psychology” is all around us. Papers must focus on the impact (change in our behavior, attitude, actions) from a regularly occurring event/behavior/situation in on our lives (example: television ads on spending, terror alert warnings on depression, texting on peer relations, etc.). Papers must state a clear “hypothesis”, a review of literature (include more than three scientific sources), state opposing views based in evidence, and conclude with implications on how the impact is significant. Specific details and a scoring rubric will be provided early in the semester.

ACADEMIC INTEGRITY POLICY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges). - 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 of

course materials, (e) falsifying records of laboratory or other date, (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.

COURSE OUTLINE:

Introduction To Special Education (Psy K111) – Spring 2010

<u>(Est. Dates)</u>	<u>Topic</u>
Week 1	Jan.25 Introduction to the course and to Psychology Jan. 27 Module 1 –History of Psychology and theoretical perspectives
Week 2	Feb. 1 History of Psychology (continued) Feb. 3 Module 2, 3 – The “science” of psychology
Week 3	Feb. 8 The “science” of psychology (continued) Feb 10 The “science” of psychology (continued)
Week 4	Feb. 15 No class Feb.17 Module 1-3 Quiz Research Paper topic review/research session
Week 5	Feb. 22 Module 4, 5 – Neuroscience and Hormonal Systems Feb. 24 Neuroscience and Hormonal Systems (continued)
Week 6	Mar. 1 Neuroscience and Hormonal Systems (continued) Mar. 3 Module 24, 25, 26 – Memory (encoding, storage) No classes March 8 th -12 th -Spring Break
Week 7	Mar. 15 Memory (encoding, storage, retrieval) – (continued) Mar. 17 Module 27, 28 - Memory (retrieval, memory improvement)
Week 8	Mar. 22 Review for Mid-Term Exam/research session Mar. 24 Module 4-5, 24-28 Quiz / Mid-term review session
Week 9	Mar. 29 Mid-Term Exam Mar. 31 Module 12, 13, 14, 15 – Sensation and Perception (The Senses)
Week 10	Apr. 5 Sensation and Perception (The Senses)- (continued) Apr. 7 Module 16, 17, - Sensation and Perception (Perceptual organization)
Week 11	Apr. 12 Module 21, 22, 23 – Learning Apr. 14 Learning (continued)
Week 12	Apr. 19 Module 12-17, 21-23 Quiz Module 29, 30 – Language and Thinking Apr. 21 Research Paper Due
Week 13	Apr. 26 Module 31, 32, 33 – Human Intelligence Apr. 28 Human Intelligence (continued)
Week 14	May 3 Human Intelligence (continued) Module 34 – Motivation May 5 Module 39, 40 - Emotion
Week 15	May 10 Module 29,30, 31-33, 39, 40 Quiz/exam review May 12 Final Exam
Week 16	May 17 Make-up class (if needed)

*Instructor reserves the right to modify assignment due dates based on course progression.

Name: _____

PERSONAL GRADE RECORDING SHEET
PSY K111

Learning Activities

Grade _____
Grade _____
Grade _____
Grade _____
Grade _____

Average Grade _____ **(10%)**

Module Quizzes (4)

Grade _____
Grade _____
Grade _____
Grade _____

Average Grade _____ **(20%)**

Mid-Term Exam

Grade _____ **(20%)**

Final Exam

Grade _____ **(20%)**

Research Paper

Grade _____ **(20%)**

Attendance/Participation (see rubric)

Grade _____ **(10%)**

Final Numerical Weighted Grade _____

Recorded Letter Grade _____

RESEARCH POSITION PAPER

Topic/Structure:

As highlighted in this introductory course, “psychology” is all around us. The field of psychology is interested in better understanding human behavior. As a requirement for this course, you are responsible for developing an “hypothesis” on how something in our everyday environment exerts influence on our actions or thoughts. This influence may be conscious and purposeful or unconscious and accidental. Through personal research on the topic, which is likely to include more broad research on the presenting phenomena, you will discover “scientific” support or a lack of support for your hypothesis and document findings in the body of your paper. Papers should conclude not only with a summary statement of findings related to your hypothesis, but also with implications as to the significance of findings on us all as a culture.

Points of Emphasis:

The Hypothesis: A clearly written “hypothesis” must be stated within the first paragraph of your paper. A good hypothesis is stated in clearly defined terms that allow for objective measurement of variables. (Ex: **Good:** It is my belief that the public Terror Alert System initiated after the bombing of the World Trade Center and similar public media messages warning of potential terror attack serve to increase the prevalence of hate crime crimes committed against minority groups in the United States; **Poor:** It is my belief that racism has increased following the Bombing of the World Trade Center).

Research: This course has reviewed basic scientific research methods used in the field of psychology. Research you cite to support/contradict your conclusion can be based on case study, naturalistic observation, survey, correlation, or experimentation. Remember that only experimentation can claim that something “causes” something else. The other forms of research can provide supporting evidence. Good research is sometimes hard to find. Your search will likely put you in contact with scientific journals (ex: Journal of Abnormal Psychology; American Journal of Applied Research, etc.). These are good sources of evidence in that studies are reviewed for their compliance to standards prior to their publication. Research you cite does not need to directly reference your topic. Your job in this case, however, is to describe how it’s linked. (Ex: On the above hypothesis on terrorism, I might cite a published study in which researchers found that “sensitivity toward the needs of others diminishes when a person is under stress”- relationship being that as a person’s stress level increases (feeling less safe under raised terror alert) they tend to show less empathy toward others (easier to inflict harm on others). *Having research support or refute your hypothesis does not impact your grade. Science is advanced under both circumstances.* **A minimum of four studies must be referenced. Contradictory evidence or theories about study findings should be included and commented on in relationship to your conclusion.

Concluding Statement/Implications: Your paper should conclude with a summary statement about support or lack of support for your hypothesis. Generalizing from findings, how is what was found significant in terms of our behavior and our lives in general (Ex: Finding that public messages about terrorism do seem to lower our control of aggression toward minority groups, it is important that education against racism (sensitivity training) be initiated with such reporting to reduce hate crimes that may inadvertently result.).

Paper Format:

Length: 4-6 pages (12pt. Font/Double Spaced)

Title Page –formatted as follows:

Title (*Understanding the link between reporting of terrorism and violence toward minorities*)

Course Name and Number (*General Psychology K111*)

Instructor's Name (*J. Cormier- Adjunct Professor*)

Your Name (*John W. Cormier*)

Submission Date (*April 21, 2010*)

Bibliography Page (APA-Format ; citing a minimum of four (4) resources)

Sample Topics to get you thinking:

The link between economic depression and personal depression

The link between electronic multi-tasking and personal performance

Sleep and memory performance

Daylight (Clock adjustment in Daylight Savings Time) and mood

Relationship of laughter to personal health

Relationship between diet plan and mental health

Cell phone use on reaction time

Etc.....

RESEARCH PAPER RUBRIC (58 possible points)

1. Format

- 1 pt. – Lacks required length and structure; less than four sources used and lacking APA format
- 2 pts. – Lacking required length or appropriate general structure; sources not provided in APA format
- 3 pts. – Required minimal length with appropriate general structure; Four sources used with appropriate/near appropriate APA format.
- 4 pts. – Non-minimal length and appropriate format with four or more sources cited from at least two different mediums (internet, books, journals).

2. Grammar/Expression

- 1 pt. – Numerous spelling/grammar errors seriously impacting readability of paper
- 2 pts. – Several spelling/grammar errors causing minor distraction from expressed content; awkward phrasing of content.
- 3 pts. – Minor spelling or grammar errors; content expressed clearly
- 4 pts. – No spelling or significant errors in grammar; written in a fluent and highly comprehensible manner

3. Breath/Depth of Topic Coverage

- 2 pt. – Neither appropriate breath nor depth of subject coverage; one or two supporting factual arguments mentioned with few supporting details based on referenced scientific studies.
- 4 pts. – Breath or depth of coverage not sufficient (little or no background data on topic); topic explored at a superficial level. Cited research not clearly linked to topic. Implications of findings not mentioned or not clearly defined/ scientifically tied to presented research.
- 6 pts. – Appropriate depth/depth of topic coverage (including sufficient background on topic/psychological principles applied to hypothesis); Arguments supporting/negating hypothesis referenced. Good link of hypothesis to referenced research. Implications of findings discussed.
- 8 pts. – Appropriate breath/depth of topic coverage including relevant background information on basic psychological principles applied; Clear conclusions drawn between hypothesis and research referenced. Contradicting evidenced presented for consideration.
- 10 pts. - Strong breath/depth of topic coverage including relevant background information on basic psychological principles investigated; Clear and insightful conclusions drawn between hypothesis and research referenced. Contradicting evidence presented and relevance to current theory explained. Implications of findings discussed logically referencing research and applicable basic psychological principles .

4. Hypothesis Statement

- 2 pt. – Clear hypothesis statement lacking; Concluding statement lacks backing of evidence presented.
- 4 pts. – Clear hypothesis is stated and used to direct development of research paper (selection of research articles/ conclusions) Concluding statements are provided, indicating believed support for, or a lack of support for hypothesis. Potential implications of findings given.

- 6 pts. – Clear hypothesis is stated and objectively defined. It is used to direct/ organize paper development. Concluding statements summarizes research findings related to hypothesis are provided, logically leading to implications of findings.
- 8pts. – Clear hypothesis is stated and objectively defined. It is used to direct/ organize paper development. Concluding statement effectively summarizes research findings related to hypothesis, taking into account possible reasons for contradictory findings. Implications of findings, logically tied to research results, are provided.