

SYLLABUS

General Psychology I (PSY* K111)
(CRN #10269)

Three Rivers Community College
Norwich, Connecticut 06360

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Office Hours:

Upon request, and questions are always welcome
by e-mail or phone. I am on campus daily.



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

Myers, D.G. (2006). Psychology: Eighth Edition in Modules. New York: Worth.

Learning Objectives

1. Explain the evolution of psychology as a discipline and the importance of psychology in the world today.
2. Explain research methods and goals.
3. Explain the links between biology and psychology.
4. Explain how human beings learn, feel, react, think.

Classroom Procedure

To make the most of class time, it will include: lecture, open discussion, writing, small group work, 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

In addition to 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

1. Multiple-choice and short essay examinations
2. Research paper plus in-class presentation of a summary of your paper
3. Class attendance, class participation and individual contribution (This includes your individual contribution to the summary presentations.)

Examinations

You are responsible for the material covered in the weekly reading assignments, and for any additional material covered in class; you may be tested on any part of this material. To enhance your learning, you are encouraged to take advantage of the practice quizzes located at: <http://bcs.worthpublishers.com/myers8einmodules/> . Not only can these quizzes test your knowledge, they also serve as a starting point for any help you may need from me. As a vocabulary-building exercise, each day you will be given a “word-of-the-day” (W.O.D.) relevant to that day’s topic. You can define these words for extra credit on your exams.

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-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 entirely essay, and may not be completed at home.**

Research Paper

You are required to complete a 7-page research paper for this class, due Thursday, April 15. 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 (5 to 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. Other aspects of APA style do not need to be followed, unless you so choose. See me or the Writing Center for guidance.

Attendance

Your attendance is expected and recorded. This is for the benefit of both yourself and your classmates. Missing more than four hours of class may result in a lower grade, 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. Please let me know if you have any circumstances that may result in an extended absence. As the spring semester often involves inclement weather cancellations, we will accommodate these events without negatively impacting your attendance.

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. **“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.**

Note: For Modules 12 to 15, you will be responsible for preparing and presenting in class a thorough and thoughtful summary of the material. This is done in small work groups, with each group responsible for a particular section of that module.

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| Week 1 | January 21 | Introduction to General Psychology: Review of syllabus and course |
| Week 2 | January 26 | <i>Module 1: History and Scope of Psychology</i> |
| | January 28 | The field of psychology today |
| Week 3 | February 2 | <i>Modules 2 & 3: Critical Thinking and Research Strategies</i> |
| | February 4 | College Professional Day – No class |
| Week 4 | February 9 | <i>Module 4: Neural and Hormonal Systems</i> |
| | February 11 | Endocrine system |
| Week 5 | February 16 | <i>Module 5: The Brain</i> |
| | February 18 | The brain |
| | | Exam review |
| Week 6 | February 23 | Exam 1: Modules 1-5 |
| | February 25 | <i>Modules 12-15: Sensation</i> – Small group summaries |
| Week 7 | March 2 | The senses – Small group summaries |
| | March 4 | The senses – Small group summaries |
| Week 8 | March 9 & 11 | Spring break – No class |
| Week 9 | March 16 | <i>Modules 16 & 17: Perception</i> |
| | March 18 | Perception |
| | | Research paper discussion |
| Week 10 | March 23 | <i>Modules 21-23: Learning</i> |
| | March 25 | Learning |
| Week 11 | March 30 | Learning and exam review |
| | April 1 | Exam 2: Modules 12-17, 21-23 |
| Week 12 | April 6 | <i>Modules 24 to 26: Memory</i> |
| | April 8 | Encoding & storage |
| Week 13 | April 13 | <i>Modules 27 & 28: Memory</i> |
| | April 15 | Retrieval & forgetting |
| | | Research paper due |
| Week 14 | April 20 | Paper presentations |
| | April 22 | Paper presentations |
| Week 15 | April 27 | Paper presentations |
| | April 29 | <i>Modules 34-37: Motivation</i> |
| Week 16 | May 4 | Motivation |
| | May 6 | <i>Modules 38-40: Emotion</i> |
| Week 17 | May 11 | Emotion |
| | | Exam Review |
| | May 13 | Exam 3: Modules 24-28, 34-40 |

Course Evaluation

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

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 May 10.

Students with Special Needs Statement

If you have special needs (such as a learning disability or physical condition) and require accommodations to enhance your participation in this course, please contact the Learning Specialist or Student Development Office for evaluation and assistance.