TRCC Course Syllabus: General Psychology 111

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Office Hours (Online):	Monday and Wednesday 5-6 p.m. (ET)
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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, stress and health as well as emotion and motivation.

Corresponding Modules

Part I: Introduction to the History and Science of Psychology

Module 1. The Story of Psychology

Module 2. Thinking Critically With Psychological Science

Module 3. Research Strategies: How Psychologists Ask and Answer

Part II: The Biology of Mind

Module 4. Neural and Hormonal Systems

Module 5. Tools of Discovery and Older Brain Structures

Module 6. The Cerebral Cortex and Our Divided Brain

Part III: Sensation and Perception

Module 17. Introduction to Sensation and Perception

Module 18. Vision

Module 19. Hearing

Module 20. Other Senses

Module 21. Perceptual Organization

Module 22. Perceptual Interpretation

Learning Goals and Objectives

The goals and objectives for General Psychology 1 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

Required Text and Resources:

Psychology (9th Edition in Modules) by David G. Myers (2010)

Library Resources

The Library has access to a variety of online resources, including:

- EBSCO, a research database
- NewsBank, a database of newspaper articles

These resources may be found at: TRCC Library

Course Requirements

This is a 16-week course. Each week, students will be required to complete a set of assignments, discussion questions and quiz. As this is an online course, you must plan to have regular internet access, and time to explore the resources available on the various ideas and topics we will be covering.

You are expected to:

- Complete all assignments in a timely fashion.
- Participate in all Weekly Discussions as detailed below.
- Check the course announcements and email at least three times a week.

Weekly Discussions

Online discussion will be used to further exploration of the topics we study each week. Often, we'll even go beyond what the text has to say about the subject, and collaborate to brainstorm new perspectives on the subject. As such, you will be heavily assessed by (and potentially rewarded for) your participation in the Discussion Forum. Here's how it works:

1. Each **Monday,** the instructor will post a question in that week's Discussion Forum. The question will be relevant to the course unit for the week.
2. Read the question, and post a thoughtful, detailed response (i.e., "yes," "no," "I agree," or "I disagree" answer is not sufficient) by **11:59 p.m. Eastern time on Wednesdays**.
3. You should check back in a while and see what your classmates have posted. Find a posting that interests you, and craft a substantial reply to that posting in the Discussion area. Make sure you **post your second message before the end of the day on Sunday**.

Remember to exercise courtesy and proper etiquette when responding to others' posts.

Documentation Style Requirements

Different academic and professional disciplines use various methods for citing sources of information. This is done so that ideas are properly attributed to their author and so that others can easily find and refer to the information to help with further study or research. To ensure consistency and precision for students, I have chosen the APA style as the standard documentation and citation style to be used in all assignments.

APA format was established by the American Psychological Association. It is used widely in the social sciences and other research-based fields and it is one of the most universally applicable documentation styles because of its ease of use. The APA style provides for clear references in the text and at the end of the document. By using APA as the common style in our classes and assignments, it helps to streamline the documentation component of the important information literacy process.

Library Learning Resource/Internet Project

The student will be required to access the internet often to assist with assignments and link to required readings.

Performance Requirements

All assignments, tests, and discussion activities must be completed.

This class requires considerable reading and study at the student's convenience, and the discussions are an important part of your learning. Because regular attendance is important in your learning and success, attendance is recorded.

Course Requirements

Readings

You are required to keep up with the weekly textbook readings, as well as all handouts, online articles, and PowerPoint presentations.

Written Assignments

In some weeks you will be required to complete a written assignment. These assignments will vary and may be questions to answer, a case study, or a web-based activity. All these assignments will be turned in using the **Drop Boxes** provided.

Weekly Discussion Question

There will be a discussion assignment each week.

Please note you will be required to post your comments by mid-week and you will be required to respond to at least two of your classmates' responses each week. Each posting will be worth 5 points and should be at least 5 sentences in length. I will grade on content, grammar, spelling, and appropriateness of response.

Your contributions should be related to course content. Whenever possible you should reference material learned in your readings. Please try to be concise and brief when you answer and respond.

You should exercise professionalism when responding to your classmate's postings. Be aware that the reason we use discussion is to come to an understanding of the content and to attempt to extract a meaning that is applicable to your present day life from the week's material. Since this is our goal, respect for other's points of view is necessary. Please keep in mind that other students' ideas are a means for you to explore your own.

EXAM

There will be FINAL exam at the end of the course on the last chapter covering material in the final week.

Grading Criteria

Your final grade will be determined by the quality of your work and your full participation in the class. The instructor will observe the following point calculations:

Written Assignments	375 (15 assignments) 20p
Discussion Assignments	375 (15 discussion) 20p
Final	(10 questions) 250 p
Total	1000

Grading Scale

A	100 TO 93%	C	76 TO 73%
A-	92 TO 90%	C-	72 TO 70%
B+	89 TO 87%	D+	69 TO 67%
B	86 TO 83%	D	66 TO 63%
B-	82 TO 80%	D-	62 TO 60%
C+	79 TO 77%	F	Below 60%

0/F Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that was not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I."

Instructor Participation and Communication

Students can expect the instructor to:

- Respond to all email inquiries within **24 hours of receipt during normal business hours**.
- Actively facilitate class discussions.
- Assess and return assignments and written work within one week of submission.

When emailing the instructor, please include your first and last name, as well as the course title and number in the subject area of the email. You should use the email

within WEBCT to communicate with the instructor. Email received on weekends and evenings will not be considered received until the next business day, Monday through Friday.

Late Assignment Submission Policy

Online is an intense learning environment. Thus, late work poses a serious threat to a student's ability to keep up with the pace of this course. There are times, however, when students may fall behind due to unforeseen circumstances. As a rule, late work is unacceptable, but the instructor recognizes that sometimes emergencies prevent students from completing their work on time. In the event that the student cannot submit his/her work on time he/she should contact the instructor immediately. The instructor reserves the right to deduct points for the late submission.

Cutoff time for assignment postings is 11:59 p.m. Eastern Time the day the assignment is due.

One final note: Please note that technical problems are not excuses for late assignments in this class. Please back up your work in several places: your system, a floppy or Zip disk, email the file to yourself at another e-mail account, etc. There is nothing worse than losing hard work to a computer crash, and such issue will not constitute a valid excuse for late work in this class. Students are expected to take the necessary steps to ensure the timeliness of their work. Play it safe!
Discussion Grading

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. Discussions will always close **Sunday, 11:59 P.M. Eastern Time (ET).**

A successful student in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week.

The discussions will be graded for:

1. Frequency—Number and regularity of your discussion comments, and

2. Quality—Content of your contributions

- Frequency of Postings – Students will be required to submit at least 3 postings per forum spread out over separate days. Posting three times in one day per forum is not an acceptable frequency. The quality of participation and learning increases when postings are spread out over the course of the forum. This method of posting provides a greater ability to synthesize other perspectives, demonstrate and increase student listening skills, and contribute more fully to an evolving discussion.

- Quality of Postings – The quality of your postings will be evaluated using the following criteria:

- Evidence that you have synthesized readings and main concepts

- Clear demonstration that you are listening to peers and synthesizing their comments

- Demonstration of a solid understanding of the topic area

- On-topic postings that contribute to the quality of the discussion

- Attention to correct grammar and spelling

- Well-organized, well-constructed postings that exhibit the following:

    o Evidence that you can present multiple informed opinions or points of view based on rational discourse, readings, observations of others, relationship to your past experiences, etc.

    o Reference where possible to personal experience that is related to the topic area

    o Inclusion of additional resource information, links, news, or other elements that go beyond the minimum posting requirements to enhance the dialogue and take it to a deeper level

    o Use of proper "netiquette"

Things to Avoid

    o Excessive use of "I agree" responses without explanation – provide reasoning for agreement or disagreement

    o Excessive postings in one forum (informally known as "hogging" the forum)
        - the key to success in this area is balance
        - keep in mind that other students will be reading the postings
        - stay on topic and let others share their knowledge

    o Lack of respect for divergent opinions - show the respect to others that you would like bestowed on yourself

    o Off – topic comments - heading down a new road may be healthy and of value occasionally but try to be mindful of the discussion at hand

    o Overly long threads – try to make responses <u>no longer</u> than one to two screen lengths – quality trumps quantity in this area

Plagiarism

Plagiarism is a violation of the Academic Integrity code of this institution and will **not** be tolerated. The plagiarism policy applies to every aspect of the coursework including threaded discussions, exams, quizzes, essays, assignments, etc. It is important that students fully cite any outside ideas, text and visual aides they reference in their work.

If you copy from, rely on, or paraphrase from your text or from any other source, you must include in-text citations and complete end-of-text citations. For any source, you must include the proper reference material including the full URL and date accessed if the source is from the Web. Failure to cite completely in-text and at the end of the paper is a violation of **Three** Rivers Community College Academic Standards. Instructors are required to follow the institutions' Academic Integrity Policy.

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

DISABILITIES POLICY

The Board of Trustees of Community-Technical Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the Community Colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a Community College Campus or in the Central Office of the Board of Trustees.

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role. Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal; it also means taking care not to erect new barriers along the way. P a g e | 13

The efforts of the Community Colleges to accommodate people with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of people with disabilities when they complement and support, but do not duplicate, the regular services and programs of the college.

Achieving the goal of full participation and integration of people with disabilities requires cooperative efforts within and among institutions of higher education.

Students attending Continuing Education classes need to meet "Technical Standards" for admission into a particular course. All applicants, including those with disabilities are required to meet the minimal technical standards in order to be admitted. This would be a fair and legal way to ensure that only qualified students are accepted.

DISABILITY SUPPORT SERVICES

Chris Scarborough, Learning Disabilities Specialist (Students with learning disabilities or ADHD)

(860) 892-5751

cscarborough@trcc.commnet.edu

Kathleen Gray (Students with physical, medical or psychiatric disabilities)

(860) 885-2328

kgray@trcc.commnet.edu.

OR

Matt Liscum

(860) 383-5240

mliscum@trcc.commnet.edu

Students with a documented disability are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and referral information.