

PSY K111 General Psychology 1 – Spr 09

Office Location: C Wing Room 116

Office Hours: T 11:00 - 12:00, Th 2:30 - 4:30

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Welcome to General Psychology I! Please keep this handout and use it throughout the semester.

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.

Learning Objectives

The course will provide you with a broad introduction to psychological terms and concepts. It will foster your ability to comprehend a variety of psychological theories *and* apply them to behavior and mental life. You will utilize research logic and the scientific method. You may ask, “What is the evidence?” each time you encounter statements about behavior. (Walsh, 2001) You may become a more successful college student after studying human memory. You will gain knowledge of the human nervous system, the anatomy of the senses and the manner in which perception formulates your personal reality. The manner in which organisms learn will be examined. You will scrutinize the basis of motivation and better understand emotions. We will explore how an individual’s behavior is influenced by the complex interplay between environment, genetics, physiology and intrapsychic processes. The course emphasizes written communication skills, questioning and critical thinking skills.

Class time will be used in combinations of: didactic lecture, scholarly debate, writing, Internet exploration, film and small group work. You are encouraged to visit the Blackboard Vista course web site found at <http://www.my.commnet.edu/> It is necessary for you to keep current on global, national and local news as such events are often discussed in light of persons’ psychological functioning. You are encouraged to ask questions during class; it is likely that a classmate too needs clarification. “Good thinkers are good questioners.” (King, 1994) Active learning is the goal.

Required Reading

Myers, David Psychology Eighth Edition in Modules New York, NY: Worth Publishers, 2007.

A **dictionary** is needed to support your reading and writing. Use the text’s Study Guide.

The Reading Assignments

The weekly reading assignments will follow the syllabus for the most part. The textbook is *the* central component of the course. Please be aware each module contains a plethora of data; keep up with the assignments. Use the text’s digital supplements found at

<http://bcs.worthpublishers.com/myers8einmodules/>

You are expected to come to each class having read the assignment *and having thought critically about it*. This will bolster your written and oral communication skills as well as group work.

Attendance

Former students agree unequivocally that coming to class is **essential** to succeeding in this course.

Your attendance is expected and benefits fellow learners. Absences adversely affect your grade. If

you miss more than 6 hours of class, regardless of the nature of the absences, you risk failure or withdrawal from the course. If you miss a class, you are responsible for obtaining from a *classmate*

information germane to that meeting (notes, changes in exam dates, etc.) Please let me know if you have any problems which cause an extended absence. By next week or so, consider introducing yourself to two classmates, note their names and e-mail addresses or telephone numbers on this syllabus.

Punctuality is *imperative*. Important information often is disseminated at the beginning of class and it shows respect for fellow learners. If you repeatedly come to class late, you will be marked absent. Absences affect your grade.

Evaluation Procedures - Grades determined as follows:

- 20% Exam # 1
- 20% Exam # 2
- 20% Exam # 3
- 10% Class participation, in-class group work, cooperation and preparedness
- 15% Unannounced Quizzes
- 15% Analysis Paper
- 100 Point scale

Integrity & Civility

You will be treated with respect and as honorable individuals. Note that academic dishonesty erodes the integrity of the College and devalues *every* degree granted. While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means papers shall be the original creation of each student and answers on examinations will be determined without help from auxiliary sources. If the instructor has any reason to question your conduct, the College's academic dishonesty policy will be followed.

As adult college students, you are expected to behave as professionals – arrive prepared to work, display maturity and show respect to all. Cell phones conversations and text messaging are prohibited during class. A tone of civility and good will is expected. We are here to learn from one another. Disrespect of your classmates and disruptive behaviors will not be tolerated.

Special Needs

If you have difficulty with the course material, please see me during office hours or call me for an appointment. I am happy to clarify any questions you may have. Utilize office hours!

If you have special needs (such as a learning disability, physical condition, etc.) and require accommodations to enhance your participation in the class, please contact the Learning Specialist or Student Development Office. In order to provide accommodations, I must receive documentation pertaining to your needs. Effort will be made to support everyone's learning.

Examinations and Quizzes

Information concerning the Analysis Paper will follow under separate cover. Examinations and quizzes will cover material from the assigned readings (whether discussed in class or not) and data we have discovered in class through video, Internet exploration, lecture or discussion. ***Do not wait*** until the exam date to evaluate your knowledge of psychological concepts, use the practice quizzes

located at <http://bcs.worthpublishers.com/myers8einmodules/>

Quizzes may be taken *only* on the day they are administered; if you miss a quiz you will receive a grade of zero. There are very few legitimate reasons for missing an exam. Make-up exams will be given only to students who have an acceptable reason for missing the exam, during office hours, **and** only to students who have contacted the instructor in advance of the exam. It is your responsibility to contact the Instructor to make arrangements for the make-up exam. If a student misses an exam for an unacceptable reason, a **0** will be averaged into the student's grade for the missed exam.

Withdrawal

If you choose to withdraw from the course, please notify the instructor via e-mail or telephone. Make sure you contact the Registration Office to complete the official procedures.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the science of psychology
2. Compare and contrast psychological theoretical perspectives
3. Describe and evaluate research methods
4. Describe the major of components of biology and behavior
5. Discuss the processes of sensation and perception and how they are related
6. Describe types and processes of memory and forgetting
7. Compare and contrast theories of learning
8. Analyze research evidence related to emotion and motivation

Information contained in this syllabus may change with or without notice as circumstances warrant.

Topic Schedule and Assigned Readings for 9:30 - 10570

Information in italic typeface is the topic(s) for the week. Chapters, which are in plain typeface, should be read by the specified date. Activities will be assigned as the course unfolds.

Week 1	January 22 R	Introduction to the course and to psychology
Week 2	January 27 January 29	Module 1 The history of psychology and theoretical perspectives
Week 3	February 03 February 05	Modules 2 and 3 <i>Research methods of scientific psychology</i>
Week 4	February 10 February 12	Module 4 <i>Neuroscience of Behavior - Neural systems</i> <i>Exam Study Circles outside of class encouraged</i>
Week 5	February 17 February 19	<i>Neuroscience of Behavior - Neural systems</i> Exam # 1
Week 6	February 24 February 26	Module 5 <i>Neuroscience of Behavior - The Brain</i> Modules 12, 13 and 14
Week 7	March 03 March 05	<i>Sensation and Perception</i> Modules 15 and 16
Week 8	March 10 March 12	<i>Continued – Sensation and Perception</i> Modules 24, 25 and 26 Analysis Paper DUE
***	March 17	Spring Holiday – Classes not in session this week
Week 9	March 24 March 26	<i>Memory</i> Modules 27 and 28
Week 10	March 31 April 02	Memory as well as Forgetting & memory construction Exam # 2
Week 11	April 07 April 09	Modules 21, 22 and 23 <i>No Class</i>
Week 12	April 14 April 16	<i>Learning - Classical, Operant and Observational</i> <i>Continued - Learning</i>
Week 13	April 21 April 23	Modules 39 and 40 <i>Emotion</i>
Week 14	April 28 April 30	Modules 34, 35 and 36 <i>Motivation</i>
Week 15	May 05 May 07	<i>Motivation</i> Catch-up Class – Exam prep. study circles outside of class
Week 16	May 12	Exam # 3 -- Congratulations!

