

THREE RIVERS COMMUNITY COLLEGE

PSY K111 GENERAL PSYCHOLOGY I

Spring 2012

Professor Eddy

Additional Course Information:

Office Hours: Tuesday and Thursday, by appointment only

Contact email: meddy@trcc.commnet.edu

REQUIRED READING

Myers, David G. (2010). *Psychology ninth edition in modules*. New York: Worth Publishers.

SUGGESTED SUPPLEMENTS

A dictionary will assist you in reading and comprehending the text material. Use the text's Study Guide.

You will be required to submit a research paper during this course that adheres to APA formatting. All information regarding style and format can be located in the Publication Manual (6th Edition) of the American Psychological Association (APA). This text can be located in the library or you can purchase it at the book store.

PREREQUISITES

Placement test score indicating ENG* K101 or completion of ENG* K100 with a "C" grade or better.

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.

LEARNING OBJECTIVES

This course will provide you with a broad introduction to psychological terms and concepts. Your instructor is present to help you create a great educational experience; my role is to provide support and assess your progress. You will have the opportunity to learn a variety of psychological theories and apply them to behavior and mental life. You will utilize the scientific method and research studies. You are encouraged to ask, "What is the evidence?" each time you encounter statements about human behavior (Walsh, 2011). 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. We will delve into motivation, emotions, and learning. 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.

Outside of class, utilize the interactive psych portal to assist your learning. Keep current on global, national, and local news; such events are often discussed in light of persons' psychological functioning. Class time will be used in combinations of: didactic lecture, scholarly debate, writing, Internet exploration, film, and small group work. You are encouraged to ask questions during class. "Judge a man by the questions he asks, rather than the answers he gives" (Voltaire). Integrating the course into your work life, campus life, and personal life is the goal.

THE READING ASSIGNMENTS

Concentration requires practice. 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 assignments. Use the text's digital supplements found at:

<http://courses.bfwpub.com/myers9einmodules.php>

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

This course is based on teaching, learning, and communication. Each of us has a responsibility to contribute to the learning of others through critical dialogue, and integrative and collaborative learning (Forando, 2009). Coming to class is essential for success in this course. If you miss more than 6 hours of class, regardless of the nature of your absences, you risk failure. If you miss a class, you are responsible for obtaining information germane to that meeting (notes, changes in exam dates, etc.) from a classmate. Please let me know if you have any problems which cause an extended absence.

EVALUATION PROCEDURES – Grades determined as follows:

200 points	Exam #1			
200 points	Exam #2			
200 points	Exam #3			
100 points	Class discussion, group work, cooperation and preparedness			
100 points	Unannounced Quizzes			
200 points	Paper			
Total: 1000 points				
90-100% = A	80-89% = B	70-79% = C	60-69% = D	anything below 60% =E

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. We are here to learn from one another. A tone of civility and good will is expected. As adult college students, you are expected to behave as professionals – arrive prepared to work, display maturity, and show respect to all. This means that if one person is speaking, everyone else will remain quiet and pay attention. As in life, you will not agree with the beliefs and/or interpretation of all of your peers. When that situation arises, everyone is to remain respectful. The ability to respectfully disagree with a peer is a valuable skill that will help you succeed in life. If the instructor finds someone to be in violation of the Integrity and Civility standards during class, the individual will be asked to leave the class and it will count as an absence for the entire class, even if it occurs during the last five minutes. Cell phone conversations and text messaging are grounds for dismissal from class. *Disrespect of your classmates and disruptive behaviors will not be tolerated.*

LEARNING NEEDS

The College is designed to help you succeed. If you have any difficulty with the course material, you can schedule an appointment to review the material with me or contact the tutoring center. If you are having difficulty with the paper for this class, you are encouraged to utilize the writing center.

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.

EXAMINATIONS AND QUIZZES

Information concerning the paper will follow under a 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://courses.bfwpub.com/myers9einmodules.php> 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, and only to students who have contacted the instructor in advance of the exams. It is your responsibility to petition the Instructor for the *privilege* of a make-up exam. If a student misses an exam for an unacceptable reason, a **0** will be averaged into the student's grade.

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 GENERAL PSYCHOLOGY I

The goals for General Psychology I 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

INFORMATION CONTAINED IN THIS SYLLABUS MAY CHANGE WITH OR WITHOUT NOTICE AS CIRCUMSTANCES WARRANT.

SCHEDULE OF ASSIGNED READINGS AND DISCUSSION TOPICS

Week 1	January 19	<i>Introduction to the course and to psychology</i>
Week 2	January 24 January 26	Modules 1 & 2 <i>The history of psychology, theoretical perspectives and critical thinking</i>
Week 3	January 31 February 2	Module 3 – read a few times (no objective 3-4, no 3-6) No Class – TRCC professional day
Week 4	February 7 February 9	<i>Research methods of scientific psychology</i> Modules 26, 27 and 28
Week 5	February 14 February 16	<i>Memory</i> Modules 29 and 30 (no objective 30-3)
Week 6	February 21 February 23	<i>Memory construction plus forgetting</i> Exam preparation study circles outside of class – encouraged Exam #1
Week 7	February 28 March 1	Module 4 (no objective 4-5) <i>Neuroscience of Behavior – Neuronal systems</i>
Week 8	March 6 March 8	Modules 5 and 6 (no objective 6-3, no 6-4) <i>Neuroscience of Behavior – Brain anatomy and brain systems</i>
Week 9	March 13 March 15	Modules 17, 18, and 19 <i>Sensation and Perception, Paper Due</i>
	Spring Break 18 – 25	
Week 10	March 27 March 29	Modules 20 and 21 <i>Continues – Sensation and Perception</i> Exam preparation study circles outside of class – encouraged
Week 11	April 3 April 5	Exam #2 Modules 23, 24 and 25 (no objective 24-3)
Week 12	April 10 April 12	<i>Learning</i> <i>Learning – continued</i>
Week 13	April 17 April 19	Module 42 <i>Emotion</i>
Week 14	April 24 April 26	Modules 43 and 44 (no objective 43-3, no 43-4) <i>Stress, Coping and Health</i>
Week 15	May 1 May 3	Modules 36, 37 and 39 (no objective 37-1, no 37-4) <i>Motivation</i>
Week 16	May 8 May 10	Module 38 (no objective 38-2, no 38-4) Exam preparation study circles outside of class – encourages Exam #3 – CONGRATULATIONS!