

SYLLABUS

General Psychology I (PSY* K111)
(CRN #11354)
MWF, 1 to 1:50
D104

Three Rivers Community College
Norwich, Connecticut 06360

Erica S. Gelven, Ph.D.

Phone: 203.996.7455 (text messages possible)

Email: egelven@trcc.commnet.edu

Office Hours:

Before class, and questions are always welcome by e-mail or phone.

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. (2010). Psychology: Ninth Edition in Modules. New York: Worth.

Learning Objectives

The goals 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

Classroom Procedure

To make the most of class time, it will include: lecture, open (respectful) 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. In-class multiple-choice/take-home essay examinations
2. Research paper plus in-class presentation of a summary of your paper (10 minutes in length)
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-ups are not generally offered for Exam 4. 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, may not be completed at home, and are to be completed at the TRCC Testing Center.**

Research Paper

You are required to complete a 7-page research paper for this class, due Monday, April 2. 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 (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.**

Week 1	January 20	Introduction to General Psychology: Review of syllabus and course
Week 2	January 23	<i>Module 1: History and Scope of Psychology</i>
	January 25	The field of psychology today
	January 27	<i>Modules 2 & 3: Critical Thinking and Research Strategies</i>
Week 3	January 30	Psychological research
	February 1	<i>Module 4: Neural and Hormonal Systems</i>
	February 3	Endocrine system
Week 4	February 6	<i>Module 5: The Brain</i>
	February 8	The brain
	February 10	No class- Read/study day: Prepare 5 questions re: Exam 1
Week 5	February 13	The brain
		Exam Review
	February 15	Exam 1: Modules 1 to 6
Week 6	February 17	Research paper discussion
	February 20	President’s Day – Class not in session
	February 22	<i>Modules 17 to 20: Sensation</i>
	February 24	The senses
Week 7	February 27	The senses
	February 29	The senses

	March 2	<i>Modules 21 & 22: Perception</i>
Week 8	March 5	Perception
	March 7	Perception
	March 9	Exam Review
Week 9	March 12	Exam 2: Modules 17 to 20, 21 & 22
	March 14	<i>Modules 23 to 25: Learning</i>
	March 16	Learning
Week 10	March 19 to 23	Spring break – Class not in session
Week 11	March 26	Learning
	March 28	Learning
	March 30	<i>Modules 26 to 30: Memory</i>
Week 12	April 2	Encoding
		Research paper due
	April 4	Storage
Week 13	April 6	Spring recess – Class not in session
	April 9	Retrieval & forgetting
	April 11	Retrieval & forgetting
Week 14	April 13	Exam Review
	April 16	Exam 3: Modules 23 to 25, 26 to 30
	April 18	Paper presentations
Week 15	April 20	Paper presentations
	April 23	Paper presentations
	April 25	Paper presentations
Week 16	April 27	<i>Modules 36 to 39: Motivation</i>
	April 30	Motivation
	May 2	Motivation
Week 17	May 4	<i>Modules 40 to 44: Emotion</i>
	May 7	Emotion
	May 9	Stress & health
	May 11	Exam Review
		Exam 4: Modules 36 to 39, 40 to 44

Course Evaluation

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
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 Monday, May 7.

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.