

**FALL 2011**

**PSY 111: General Psychology I**

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<b>E-Mail: <a href="mailto:sweiss@trcc.commnet.edu">sweiss@trcc.commnet.edu</a></b>	<b>Class Room: E 204</b>
<b>Class Schedule:</b> <b>MW 3:30-4:45 AM</b>	<b>Website: <a href="http://smw15.org/">http://smw15.org/</a></b>

**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.

**Student Learning Outcomes:** At the completion of this course, students should have accomplished the following major objectives:

**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:** *Psychology*: Ninth Edition in Modules by David G. Myers

<i>Grading Criteria</i>	<i>Points</i>	<i>Percentage</i>
<b>5 Tests (lowest dropped; other four worth 100 pts each)</b>	400	72.7%
<b>Research Papers (each worth 75 points)</b>	150	27.3%
<b>Extra Credit</b>		
<b>Total</b>	550	100%

**Note:** Above grading criteria is not subject to change.

## Grading System:

Grade	%	Total Points
A	94+	517+
A-	90-93	495-516
B+	87-89	479-494
B	84-86	462-478
B-	80-83	440-461
C+	77-79	424-439
C	74-76	407-423
C-	70-73	385-406
D+	67-69	369-384
D	64-66	352-368
D-	60-63	330-351
F	-60	-330

### Notes:

- (1) While class attendance will not be calculated into the above grades, excessive absences (6-7) will result in a decrease of a full letter grade (for example from C to D). 8-9 absences will cause your grade to be reduced by two full letters (for example from B to D). 10 or more absences will result in failure of the course.
- (2) If you do not complete this course, you must formally withdraw at the registrar's office by Dec 9<sup>th</sup>. Failure to do so will likely result in you receiving an F on your transcript for this course.

### Extra Credit:

- **Experiment Participants:** There will be extra credit points given for involvement as research participants in my survey studies. While this extra credit opportunity will be an option for everyone in this class, your participation is voluntary.
- **There will be no individual extra credit opportunities.**

**Tests:** All tests will be part multiple choice, true/false and short answer format. There will be **no make-ups** for these exams - since I am dropping the lowest, if one is missed it will count as your low grade (unless, there is an emergency and I am informed immediately).

**Reading Assignments:** The majority of the readings will come from the textbook. Additional readings will be assigned as well.

**Research Papers:** You will be required to write two, 2-3 page papers (maximum three pages) during this semester. Choose any topic that we will be covering in this course. Check last page of this syllabus for broad topics we are covering. There are several possible choices for each of these topics. Paper 2 is a continuation of Paper 1. You will need to find **one** journal article (experiment) to be analyzed. Papers must be written in APA format. Any experiment already discussed in class cannot be used. I will be available to meet with anyone individually to discuss or review these papers before due dates. Since you have this assignment well in advance of the due date, I will strictly enforce a 10-point penalty for each day a paper is late (including weekends).

- ❖ Hard-copy submission of papers is required in class on day paper is due. However, on certain occasions I will allow for an electronic submission. Two rules must be followed concerning electronic submissions: (1) file submitted is from a Word document; (2) your submission is not official unless I have sent a confirmation return email of its receipt.
- ❖ If a hard-copy of your paper is left in my mailbox or office (and thus has not been handed to me in person) you must also send me an email informing me of this and your submission is not official unless I have sent a confirmation return email of its receipt.

**Copy of article:** A copy of your journal article must be handed in (for my approval). There will be a five-point penalty attached to Paper 1 if this is handed in late. Due date: Sep 21<sup>st</sup>.

**Policy on Cheating and Plagiarism:** 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.

If I have determined that you have copied from another student or other source, you will receive a grade of zero on that assignment or exam. This zero cannot be counted as your lowest exam grade (it cannot be dropped). A second offense will result in failure of the course. See your student handbook for additional information concerning academic integrity.

**Disabilities Policy:** 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. For further information read this policy in your student handbook.

## Schedule of Classes

<i>Date</i>	<i>Tentative Topics</i>	<b>Modules</b>
<b>Aug 29</b>	Syllabus; What is Psychology? Person vs. Situation debate. Perspectives of Psychology. Types of Psychologists.	Module 1
<b>Aug 31</b>	Research Issues and Techniques	Modules 2-3
<b>Sep 5</b>	<b>Labor Day – No Class – Enjoy!</b>	
<b>Sep 7</b>	Research Issues and Techniques (continued); Library Database Tutorial	
<b>Sep 12, 14</b>	Physiological Psychology: Neural and Hormonal Systems; The Brain	Modules 4-5
<b>Sep 19</b>	<b>TEST 1: Modules 1-5</b>	
	<b>Reminder: Copy of Journal Article is due next class Sep 21<sup>st</sup>!</b>	
<b>Sep 26, 28</b>	Cerebral Cortex; Split Brain Phenomenon/Synaptic Plasticity	Module 6
<b>Oct 3</b>	Sensation & Perception - Subliminal Stimulation	Module 17
<b>Oct 5</b>	Vision; Hearing Pain/Pain Control (pp. 253-257)	Modules 18-19 Module 20
<b>Oct 10</b>	Perceptual Organization: Gestalt Psychology; Depth Perception	Module 21
<b>Oct 12</b>	<b>TEST 2: Modules 6, 17-19, 20 (pp. 253-257), 21</b>	
<b>Oct 15</b>	Learning - Classical Conditioning	Module 23
	<b>Reminder: Paper 1 is due next class – Oct 17<sup>th</sup>!</b>	
<b>Oct 17</b>	Learning - Operant Conditioning	Module 24
<b>Oct 19</b>	Learning - Social Learning Theory	Module 25
<b>Oct 24</b>	Introduction to Memory; Encoding, Information Processing	Modules 26-27
<b>Oct 26</b>	Memory Storage and Retrieval Forgetting, Memory Construction	Modules 28-29 Module 30
<b>Oct 31</b>	<b>TEST 3: Modules 23-25, 26-30</b>	
<b>Nov 2</b>	Theories of Motivation	Module 36
<b>Nov 7</b>	Hunger Motivation/Eating Disorders	Module 37
	<b>Reminder: Paper 2 is due next class – Nov 9<sup>th</sup>!</b>	
<b>Nov 9</b>	Sexual Motivation	Module 38
<b>Nov 14</b>	Motivation at Work	Module 39

<i>Date</i>	<i>Tentative Topics</i>	<b>Modules</b>
<b>Nov 16</b>	<b>TEST 4: Modules 36-39</b>	
<b>Nov 21</b>	Emotions	Modules 40-42
<b>Nov 23</b>	<b>Thanksgiving Break – No Class – Enjoy!</b>	
<b>Nov 28</b>	Emotions (continued)	Modules 40-42
<b>Nov 30, Dec 5</b>	Stress & Health	Modules 43-44
<b>Dec 12</b>	<b>TEST 5: Modules 40-44</b>	
<b>Dec 14</b>	Extra Credit Options	