

**SPRING 2012**

**PSY 111: General Psychology I**

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| <b>Stephen Weiss, Ph.D.</b>   | <b>Office: D 205.6W</b>   |
| <b>Office Phone #: 860-823-2819</b>   | <b>Office Hours:</b><br><br><b>MW 4:00-5:00PM</b><br><b>TUTH 10:00-11:00AM</b><br><b>&amp; by appointment</b> |
| <b>E-Mail: <a href="mailto:sweiss@trcc.commnet.edu">sweiss@trcc.commnet.edu</a></b> | <b>Class Room: D 107</b>  |
| <b>Class Schedule:</b><br><b>MW 5:00-6:15 PM</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> | <b>Percentage</b> |
|--|---------------|-------------------|
| <b>5 Tests (lowest dropped; other four worth 100 pts each)</b> | 400           | 80%               |
| <b>Research Paper</b>  | 100           | 20%               |
| <b>Total</b>   | 500           | 100%              |

**Note:** Above grading criteria is not subject to change. No extra credit assignments will be offered.

## Grading System:

| Grade | %     | Total Points |
|-------|-------|--------------|
| A     | 94+   | 470+         |
| A-    | 90-93 | 450-469      |
| B+    | 87-89 | 435-468      |
| B     | 84-86 | 420-467      |
| B-    | 80-83 | 400-419      |
| C+    | 77-79 | 385-399      |
| C     | 74-76 | 370-384      |
| C-    | 70-73 | 350-369      |
| D+    | 67-69 | 335-349      |
| D     | 64-66 | 320-334      |
| D-    | 60-63 | 300-319      |
| F     | -60   | -300         |

### 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 May 7<sup>th</sup>. Failure to do so will likely result in you receiving an F on your transcript for this course.

**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 Paper:

**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: February 6.

**Paper:** You will be required to write an 7-9 page paper (maximum nine pages) during this semester. The body of the paper is 5-6 pages (title page, abstract, and references will make up the rest). 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. You will need to find a 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). Due date: April 16.

- ❖ 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 attached as plain Word document (no zip files, etc.); (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.

**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> |  |
|-------------|-------------------------|--|
|-------------|-------------------------|--|

| <i>Date</i>       | <i>Tentative Topics</i>   |  |
|-------------------|---|--|
| <b>Jan 19</b>     | Syllabus; Research Issues and Techniques; Library Database Tutorial   |  |
| <b>Jan 24</b>     | The Brain & Consciousness   |  |
| <b>Jan 26</b>     | Sleep and Dreams<br>Hypnosis  |  |
| <b>Jan 31</b>     | Drugs & Consciousness   |  |
| <b>Feb 2</b>      | <b>College Professional Day – No Class – Enjoy!</b>   |  |
|                   | <b>Reminder: Copy of Journal Article is due next class (Feb 7<sup>th</sup>)!</b>  |  |
| <b>Feb 7</b>      | Drugs & Consciousness (continued)<br><b>Paper Guidelines; APA Publication Manual (6<sup>th</sup> edition)</b>   |  |
| <b>Feb 9</b>      | <b>TEST 1: Modules 3, 7-10</b>  |  |
| <b>Feb 14</b>     | <b>Paper Guidelines; APA Publication Manual (6<sup>th</sup> edition)</b><br>Nature & Nurture: Behavioral Genetics; Evolutionary Psychology;<br>Environmental Influences     |  |
| <b>Feb 16</b>     | Life Span Development: Prenatal through Childhood   |  |
| <b>Feb 21, 23</b> | Life Span Development: Adolescence, Emerging Adulthood  |  |
| <b>Feb 28</b>     | Life Span Development: Adulthood  |  |
| <b>Mar 1</b>      | <b>TEST 2: Modules 11-16</b>  |  |
| <b>Mar 6</b>      | <b>Paper Guidelines; APA Publication Manual (6<sup>th</sup> edition)</b><br>Thinking & Language   |  |
| <b>Mar 8, 13</b>  | Intelligence  |  |
| <b>Mar 15</b>     | Personality Psychology: Psychoanalytic Perspective  |  |
| <b>Mar 18-25</b>  | <b>Spring Break – Enjoy!</b>  |  |
| <b>Mar 27</b>     | <b>Paper Guidelines; APA Publication Manual (6<sup>th</sup> edition)</b><br>Personality Psychology: Humanistic Perspective<br>Personality Psychology: Contemporary Research |  |
| <b>Mar 29</b>     | <b>TEST 3: Modules 31-35; 45-47</b>   |  |
|                   | <b>Reminder: Paper is due Apr 5<sup>th</sup>!</b>   |  |
| <b>Apr 3, 5</b>   | Social Thinking/Social Influence  |  |
| <b>Apr 10</b>     | Antisocial Relations: Prejudice; Aggression   |  |
| <b>Apr 12, 17</b> | Prosocial Relations: Attraction, Altruism, Peacemaking  |  |
| <b>Apr 19</b>     | <b>TEST 4: Modules 56-59</b>  |  |

| <i>Date</i>          | <i>Tentative Topics</i>  |  |
|----------------------|--|--|
| <b>Apr 24</b>        | Introduction to Psychological Disorders<br>Anxiety Disorders<br>Treatments for Anxiety Disorders<br>CBT (pp.656-657)<br>EMDR (pp. 665-666)<br>Meds: Antianxiety Drugs (p. 672)   |  |
| <b>Apr 26. May 1</b> | Somatoform Disorders<br>Dissociative Disorders<br>Personality Disorders<br>Treatments for Personality Disorders<br>Group & Family Therapies (pp.657-658)<br>Dialectical Behavior Therapy (see website)   |  |
| <b>May 3</b>         | Mood Disorders<br>Treatments for Mood Disorders<br>Humanistic Therapies (pp.649-650)<br>Cognitive Therapies (pp. 654-656)<br>Light Exposure Therapy (p. 666)<br>Meds: Antidepressants; Mood Stabilizers (pp. 673-674)<br>ECT (pp. 675-676)<br>Alternative Neurostimulation (pp. 676-677) |  |
| <b>May 8</b>         | Schizophrenia<br>Treatments for Schizophrenia<br>Meds: Antipsychotic Drugs (p.672)   |  |
| <b>May 10</b>        | <b>TEST 5: Modules 48-52; portions of 53-55</b>  |  |