

Three Rivers Community College, Spring, 2012  
General Psychology II. Psy K112, T1  
Meeting time/location: M,W, F 11:00-11:50 AM, D221  
Instructor: Dov Kugelmass, Ph.D.  
dkugelmass@trcc.commnet.edu  
Phone # 860 892-5791

Office Hours: Mondays 1-2:30, 9:15-9:45 PM, Fridays 11:50-12:50. Other times are available by appointment.

COURSE DESCRIPTION: "This introductory course provides an overview of the applied and social aspects of scientific psychology with an emphasis on: cognition, human development, personality theory and assessment, abnormal behavior, psychotherapy, sexuality and gender, social psychology, consciousness and workplace psychology". (Three Rivers On-Line Course Description, 2010/2011).

#### LEARNING OBJECTIVES/OUTCOMES:

The goals and objectives for General Psychology 2 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

- Develop an understanding of the interrelationship between human biology and psychology
- Describe the interrelationship between stress, coping and health
- Develop an understanding of how social psychology informs a respect for diversity and humanity

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 how to apply ethical principles when using information pertaining to abnormal behavior, mental illness and psychotherapy

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
- Develop an understanding of the different research methods used in psychological science
- Describe various theories of personality and the research methods to measure personality attributes

REQUIRED TEXT:

-Myers, D.G. (2010). Psychology: Myers in Modules (9<sup>th</sup> ed.). New York: Worth Publishers.

**OR**

-Myers, D.G. (2006). Psychology: Myers in Modules (8<sup>th</sup> ed.). New York: Worth Publishers.

-You may find PsychPortal and the text study guide helpful, but exercises will not be required from those sources.

LEARNING RESOURCES:

-BlackBoard: <http://my.commmnet.edu/>

You will need your banner ID and password

-Study Guide: May be helpful.

-Web Site: PsychPortal: [worthpublishers.com/myers](http://worthpublishers.com/myers)

-Tutoring: TASC hours generally coincide with the LRC hours, but may vary each semester. You can contact the TASC by telephone at: 885-2311

-Writing Center: [TRWritingCenter@trcc.commmnet.edu](mailto:TRWritingCenter@trcc.commmnet.edu) 892-5773 or 892-5769

-Class tutor:

-Library Services: 383-5289. Hours during classes; M-Th 8am-8pm. Fr 8-4.

Sat 9-1 Hours may vary, you should check.

<http://www.trcc.commmnet.edu/library/Index.htm>

ASSIGNMENTS:

-Reading assignments (see attached schedule) should be completed prior to class so that we can have active discussions about the material both as a whole class and in small groups. There is a lot of reading and it is important to keep up. *If you're having trouble keeping up, or understanding the material, please speak to me right away.*

-WRITING/Topic project: Detailed instructions will be provided at the second class.

-You will complete a short written assignment (Topic proposal sheet) related to the paper/project.

AND

-You will write a three to five page paper on one of the topics from our readings or class making use of scientific journals. You will have the opportunity to rewrite the paper if you want to improve your grade (and paper writing skills!).

OR

-You will conduct a literature search and reading project. This option will be designed to at least as challenging (and probably more!) than the paper.

OR

-You will research a topic and present/lecture on it to the class

-Quizzes: There will be Three quizzes. They will consist of multiple choice, short answer and/or essay questions. A study sheet will be given before each quiz. If you have taken ALL quizzes ON TIME, you may choose to retake one quiz. Makeups/retakes will be given at the end of the semester, will differ in format, and will be MORE DIFFICULT.

-Final Exam: Will be cumulative and will consist of multiple choice, short answer and essays.

-Class participation: Attendance *and* participation are required. This means coming on time to all classes, having done the assigned reading, and joining in class discussions. If you miss a class it is your responsibility to obtain notes, make up assignments, connect with group project members, and/or note changes to the syllabus that are presented in class. \*Each class you will fill out an activity sheet to document participation for grading. If you do not turn in the evaluation sheet a grade of 0 will be entered.\* More on this in class.

-Late Work: In the instance of emergencies and (some) unavoidable obstacles late work will be allowed, but may be reduced in grade by up to 2 points per day. If an extension is needed, please contact me as soon as possible. Also, **late work will likely not be graded until the end of the semester** (or even after the end of the semester during intersession). Please contact me individually if you need to discuss. Please note, class participation cannot be madeup.

-Extra Credit: You may earn up to 5 points of extra credit for this class by completing a service learning project including applying for a volunteer experience, completing hours at an agency or school, and a reflection paper. If you are interested in this option you **must indicate interest and develop a written proposal/plan within the first two weeks of the semester.**

GRADING:                      Paper: 30%  
  Topic proposal sheet: 5%  
  Class Participation: 20%  
  Quizzes: 20%  
  Final:25%  
  Total: 100%

Numeric Equivalents:

94-100 = A  
90-93 = A-  
87-89 = B+  
83-86 = B  
80-82 = B-  
77-79 = C+  
73-76 = C  
70-72 = C-  
67-69 = D+  
64-66 = D  
60-63 = D-  
0-59 = F

**STUDENT CONDUCT:** All students are expected to behave as responsible and mature adults. This means participating in class discussions in a respectful, prepared, and thoughtful manner. Students will be encouraged to express opinions and beliefs in class. It is important that critical discussions and feedback are conducted in a considerate and scholarly manner. The work of others that is not properly credited is plagiarism. This is unethical and illegal and will result in referral to proper school authorities and/or a failing grade for the assignment and/or course. The college recommends we include the following passage taken from the TRCC handbook (2006) “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.” We will discuss these issues in more detail at the start of the semester. If you have questions about what it means to be considerate and scholarly please be sure to ask questions and clear this up.

**SPECIAL NEEDS:** If you have any special needs related to the class (e.g. physical or learning challenges), please contact a counselor at the start of the semester. Also, if any difficulties arise that may interfere with your full participation (such as not understanding course material, missed class, etc.), please contact me as soon as possible.

**DISABILITY SUPPORT SERVICES**

Chris Scarborough, Learning Disabilities Specialist (Students with learning disabilities or ADHD)

(860) 892-5751

cscarborough@trcc.commnet.edu

Kathleen Gray (Students with physical, medical or psychiatric disabilities)

(860) 885-2328

kgray@trcc.commnet.edu

**REGISTRATION and WITHDRAWAL:** It is the responsibility of each student to manage their registration status. If you do not complete the course you must formally withdraw AT THE REGISTRAR’S OFFICE by 5/7/12 or you will likely receive an “F” final grade. 4/5/12 is the last day to convert this class to a pass/fail option

## **COURSE SCHEDULE (Subject to change):**

Week #1 Starts 1/20: INTRODUCTION: overview, ground rules, scholarly conduct, definitions, methodology, history of psychology, introduction to development, personality, psychoanalysis. Educational psychology and learning strategies.

**-Reading (9<sup>th</sup> edition); Modules 1, 45 (and pg 557); Gerald Grow's model of learning**

-Reading (8<sup>th</sup> edition); Modules 1, 44 (and pg 597); Gerald Grow's model of learning

Week #2 Starts 1/23: PERSONALITY; psychoanalysis, humanism, trait perspective

**-Reading (9<sup>th</sup> edition); modules 46, 2.**

-Reading (8<sup>th</sup> edition); modules 45, 2.

Individual meetings

Week #3 Starts 1/30: PERSONALITY; trait perspective, social-cognitive, behavioral, and self

**-Reading (9<sup>th</sup> edition); Modules 47.**

-Reading (8<sup>th</sup> edition); Modules 46.

Individual meetings

Week #4 Starts 2/6: DEVELOPMENT; prenatal and newborn, infancy and childhood. Developing attachment.

**-Reading (9<sup>th</sup> edition); modules 13 & 14; Erik Erikson, John Bowlby**

-Reading (8<sup>th</sup> edition); modules 8 & 9; Erik Erikson, John Bowlby

Topic proposal sheet due 2/10

Week #5 Starts 2/13: DEVELOPMENT; adolescence, adulthood and developmental issues

**Reading (9<sup>th</sup> edition); Module 15, 16;**

Reading (8<sup>th</sup> edition); Module 10, 11;

Multi-cultural considerations

Reading; various cultural readings

Week #6 Starts 2/20 (no class 2/20-holiday)

**\*\*Quiz #1 (personality and development) 2/22**

: PSYCHOLOGICAL DISORDERS; Introduction, labeling, diagnosis, neuroscience review, recovery movement and humane treatment of people with a mental illness.

**Reading (9<sup>th</sup> edition); Modules 48; Pat Eagan**

Reading (8<sup>th</sup> edition); Modules 47; Pat Eagan

Week #7 Starts 2/27: PSYCHOLOGICAL DISORDERS; Schizophrenia,

**Reading (9<sup>th</sup> edition); Module 52; DSM-VI-TR handout**

Reading (8<sup>th</sup> edition); Module 51; DSM-VI-TR handout

Week #8 Starts 3/5: PSYCHOLOGICAL DISORDERS; Anxiety and mood disorders

**Reading (9<sup>th</sup> edition); module 49 and 51**

Reading (8<sup>th</sup> edition); module 48 and 50

Week #9 Starts 3/12; PSYCHOTHERAPY; psychological therapies

**Reading (9<sup>th</sup> edition); module 53, 54**

Reading (8<sup>th</sup> edition); module 52, 53

Week #10: Starts 3/19: Spring Break

Week #11 Starts 3/26: PSYCHOTHERAPY; psychological theories, evaluating therapies, biomedical therapies

**Reading (9<sup>th</sup> edition); modules 54 & 55**

Reading (8<sup>th</sup> edition); modules 53 & 54

Week #12 Starts 4/2: No class 4/6, college holiday SOCIAL PSYCHOLOGY: social relations; prejudice, aggression, attraction

**Reading (9<sup>th</sup> edition); module 58 & 59**

Reading (8<sup>th</sup> edition); module 57 & 58

**Quiz #2 (Psychological Disorders and treatment) 4/2**

Week #13 Starts 4/9: SOCIAL PSYCHOLOGY; social thinking, social influence

**Reading (9<sup>th</sup> edition); modules 56 & 57; Milgram handout; Festinger**

**handout, central vs peripheral route handout**

Reading (8<sup>th</sup> edition); modules 55 & 56; Milgram handout; Festinger handout, central vs peripheral route handout

**Paper rewrite option due 4/13**

Week #14 Starts 4/16: COGNITION (language)

**Reading (9<sup>th</sup> edition); module 31 & 32**

Reading (8<sup>th</sup> edition); module 29 & 30

Week #15 Starts 4/23: More COGNITION, WORK PLACE PSYCHOLOGY

**Reading (9<sup>th</sup> edition); module 39**

Reading (8<sup>th</sup> edition); module 37

Week #16 Starts 4/30: SEXUALITY and GENDER and CONSCIOUSNESS

**Reading (9<sup>th</sup> edition); module 38, 7 and pg.123**

Reading (8<sup>th</sup> edition); module 36, and pgs 265-267, 198-200, 300-301

**Paper final due date 5/4**

Week #17 Starts 5/7

5/7: quiz #3 (social cognition, workplace sexuality and gender, consciousness)

5/9: "reading day" no class

Final Exam 5/11

Week #18 Starts 5/16

Individual conferences 5/16

Last day scheduled classes 5/16

**DUE DATES:**

Topic Proposal Sheet: 2/10

Quiz #1: 2/22

Quiz #2: 4/2

Paper with rewrite option: 4/13

Paper final due date (no rewrite): 5/4

Quiz #3: 5/7

Final Exam: 5/11

**SYLLABUS/SCHEDULE SUBJECT TO CHANGES announced in class or by email. Students are responsible for keeping up with all changes**