

General Psychology –I (Psy K111)

SYLLABUS FALL 2012
Monday/Wednesday 6:00 – 8:45 PM
Room # D203

Three Rivers Community College
Norwich, Connecticut 06360

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Office Hours: By appointment before/after class

COURSE DESCRIPTION:

3 Credit hours

General Psychology I is designed to provide an overview of the “science” of psychology and its fields or schools of study. This course will explore the origins of psychology, theoretical models in psychology, research methodology, the biological foundations of thought and behavior, learning theory, sensation and perception, memory functioning, as well as provide an introduction to human motivation and emotion.

PROCEDURES:

This course is designed to allow the student to actively participate in the educational process through use of a variety of learning activities. Classroom discussion, debate, and group activities will regularly be used to further topic understanding from lecture. Active student learning is strongly encouraged through questioning and commenting on material being presented and through independent topic exploration. All students are expected to participate in and contribute to classroom learning activities.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

Utilize critical thinking skills to:

- gain an appreciation for the need for “psychological science”
- analyze psychological theories and research data
- conceptualize and describe human behavior from various theoretical perspectives in psychology
- demonstrate an appreciation for the influence of biology and experience on human behavior
- apply research findings on “learning” to personal experience
- gain a basic understanding of brain biology and its impact on human functioning

Demonstrate information literacy skills through:

- an ability to identify targeted information to answer specific course-based questions
- assessment of the relevancy of information to psychological principles
- assessment of information sources relevant to a specific purpose
- the ability to incorporate and categorize information encountered through research and current events review into a presenting psychological framework

Demonstrate effective communication skills through:

- showing the ability to extract meaning from written scholarly texts and research journals
- improved understanding of psychological terms encountered through reading and lecture
- the ability to express ideas, concepts, and questions in an organized and concise manner

METHOD OF EVALUATION:

Class attendance and individual contribution
Weekly Module Comprehension Self-Check Evaluations
Midterm/Final Exam
Learning Activities
Research Paper - “Influences on our behavior”

COURSE REQUIREMENTS AND EVALUATION BREAKDOWN:

Course Requirements	% of grade
1. Class Attendance/Participation	10%
2. Weekly Module Self-Check Evaluations	15%
3. Learning Activities (Name a Psychologist, Experiment Design, Topic Pres., etc.)	25%
4. Research Paper	15%
5. Mid-Term and Final Exams	35%

GRADING SCALE:

The following numerical grade system will be used:

Grade	Equivalent	Quality Points
A	95 – 100	4.0
A-	90 – 94	3.7
B+	86 – 89	3.3
B	83 – 85	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	63 – 66	1.0
F	<63	0.0

ATTENDANCE GRADING SCALE:

This course is designed in such a way that weekly attendance is necessary to gain required knowledge to meet course objectives. Therefore, students that are registered for this course are naturally expected to attend class regularly. Class absence will negatively impact your final course grade through your attendance/participation grade (worth 10% of final grade) as follows:

NO ABSENCES = 100 pts.

ONE ABSENCE = 98 pts.

TWO ABSENCES = 90 pts.

THREE ABSENCES = 80 pts.

FOUR ABSENCES = 70 pts.

FIVE ABSENCES = 62 pts.

SIX or MORE ABSENCES = 00 pts.

There are no exceptions to this policy. Significant illness leading to class absence will require a doctor's note for non-penalty. An extended illness will require a conference with the instructor.

MAKEUPS/MISSED CLASSES:

Students are required to participate and complete all assignments by the established due date (class absence will not excuse due date completion). Students who have a legitimate reason for missing an assignment deadline will need to make special arrangements with the instructor prior to the date work is due. A grace period of one week is permitted for late work with a 10% automatic point reduction. No credit will be given for late assignments past the one-week grace period without prior instructor consent. It is the responsibility of the student to obtain missed work.

EARLY WARNING/WITHDRAWAL POLICY:

In addition to a review of grading policy and course requirements at the start of the semester, each student will receive a personal grade sheet to monitor their on-going performance in the course throughout the semester (see attachment). If you chose to withdraw from the course, please notify the instructor via email or phone. Contact Registration Office to complete official paperwork.

DISABILITIES AND LEARNING DIFFERENCE STATEMENT:

If you have a hidden or visible disability or learning difference that may require classroom or test-taking modifications, *please see me as soon as possible*. If you have not already done so, please be sure to register with the Student Development Office at the Mohegan Campus (Chris Scarborough – Student Disabilities Counselor).

CELLULAR PHONES USE:

Use of cellular phones and/beepers are permitted in class only if turned to silent mode. Under no circumstances are phones to be answered or is texting permitted in class.

REQUIRED TEXT:

General Psychology I has one required text: Myers, David Psychology Tenth Edition in Modules New York, NY: Worth Publishers, 2012. Weekly reading assignments will follow the syllabus. The textbook is the central component of this course. To reinforce learning, use the digital supplements found at www.worthpublishers.com/myers. Please read assigned modules prior to class discussion to assist with lecture comprehension. Supplemental course material/assignments will be posted on Blackboard each week.

TOPIC PRESENTATION ACTIVITY:

Students are expected to be active learners. All students will be assigned to a small group responsible to prepare and present a brief lesson (15 to 20 minutes) on an assigned topic related to class instruction. Strong presentations will include accurate and in-depth or expanded content beyond material presented in the assigned text. Multi-media use and/or hands-on content/ demonstration is encouraged in addition to oral lecture in presentations. A digital copy of presentation material is due to the instructor following class presentation.

RESEARCH PAPER:

A research paper is required for completion in this course. The purpose of this paper is to highlight that “psychology” is all around us and that our decisions are often influenced by factors outside of our awareness. Papers must focus on the impact (influence on our behavior, attitude, actions) from a regularly occurring event/behavior/situation in our lives (example: television ads on spending, terror alert warnings on depression, texting on peer relations, etc.). Papers must state a clear “hypothesis”, a review of literature (include more than three scientific sources), state opposing views based in evidence, and conclude with implications on how the impact is significant. Specific details and a scoring rubric will be provided early in the semester.

COURSE OUTLINE: GENERAL PSYCHOLOGY-I (Psy K111) – Fall 2012

<u>(Est. Dates)</u>	<u>Topic</u>
Week 1	Oct.22 Introduction to the course and to Psychology Module 1, History of Psychology and theoretical perspectives
	Oct 24 History of Psychology (continued) Learning Activity Due –“Name Two Psychologists”
Week 2	Oct 29 Modules 2, 3, The “Science” of Psychology
	Oct 31 The “Science” of Psychology (continued)/ Experimental Design Research Paper topic discussion Topic Presentation-Work session Module (1,2,3) Self-Check Questions Due-Nov 2nd
Week 3	Nov. 5 Modules 4, 5 Neuroscience and Hormonal Systems (Topic Presentations: <u>Psychological/Biological basis of drug addiction/withdrawal & Brain Imaging</u>) Learning Activity Due –“Experiment Design Project”
	Nov. 7 Module 6 The Cerebral Cortex -Neuroscience and Hormonal Systems (Topic Presentation: <u>Lobotomy- Practice and Effects</u>) Research Paper Topic Due Module (4,5,6) Self-Check Questions Due-Nov. 9th
Week 4	Nov. 12 Modules 17, 18 Sensation and Perception- Mental Organization
	Nov.14 Modules 19 Sensation and Perception – The Senses (Topic Presentations: <u>Subliminal Messaging & Blindsight</u>) Module (17,18,19) Self-Check Questions Due – Nov. 16th
Week 5	Nov. 19 Midterm Exam (Modules 1-6,17-19) Sensation and Perception (continued) (Topic Presentations: <u>Synaesthesia & The science of ESP</u>)
	Nov. 21 Modules 20, 21 Learning through Classical and Operant Conditioning
Week 6	Nov. 26 Module 22 Learning through Biology and Social Observation Learning Activity Due – “Reinforcement and Punishment” Module (20,21,22) Self-Check Questions Due – Nov. 27th
	Nov. 28 Module 23, 24 Memory encoding and storage (Topic Presentation: <u>The Memoriad/Memory Olympics</u>)
Week 7	Dec. 3 Modules 25,26 Memory retrieval and forgetting (Topic Presentations: <u>Déjà vu & False Memory Syndrome</u>)
	Dec. 5 Memory (continued..) Modules 27, 28 Thinking and Language Module (23,24,25,26) Self-Check Questions Due –Dec. 7th
Week 8	Dec. 10 Human Intelligence Modules 29, 30, 31 (Topic Presentation: <u>Savant Syndrome</u>)

Dec. 12 Modules 11, 12, Nature, Nurture, and Human Diversity
Research Papers Due
Module (27,28,29,30,31) Self-Check Questions Due – Dec. 15th

Week 9 Dec. 17 **Final Exam** (Modules 20-31,)
Wrap-Up Discussion/Paper presentations

*Instructor reserves the right to modify assignment due dates based on course progression.

ACADEMIC INTEGRITY POLICY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges). - 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 of course materials, (e) falsifying records of laboratory or other date, (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.

PERSONAL GRADE RECORDING SHEET - PSY K111

Learning Activities	Topic Presentation Grade _____
	Experimental Design Grade _____
	Name a Psychologist Grade _____
	Reinforcement/Punishment Grade _____ (25%)
Weekly Module Self-Checks	Average Grade _____ (15%)
Midterm/Final Exam	Grade _____
	Grade _____
	Average Grade _____ (35%)
Research Paper	Grade _____ (15%)
Attendance/Participation (see rubric)	Grade _____ (10%)

Final Numerical Weighted Grade _____

Recorded Letter Grade _____

RESEARCH PAPER

Topic/Structure:

As highlighted in this introductory course, “psychology” is all around. Influences, both conscious and unconscious influence all of our behaviors. The field of psychology is interested in better understanding human behavior. As a requirement for this course, you are responsible for developing an “hypothesis” on how a specific factor influences human behavior. This influence may be conscious and purposeful or unconscious and accidental. Through personal research on the topic, which is likely to include more broad research on the presenting phenomena, you will discover “scientific” support or a lack of support for your hypothesis and document findings in the body of your paper. Papers should conclude not only with a summary statement of findings related to your hypothesis, but also with implications as to the significance of findings on us all as a culture.

Points of Emphasis:

The Hypothesis: A clearly written “hypothesis” must be stated within the first paragraph of your paper. A good hypothesis is stated in clearly defined terms that allow for objective measurement of variables. (Ex: **Good:** It is my belief that the public Terror Alert System initiated after the bombing of the World Trade Center and similar public media messages warning of potential terror attack serve to increase the prevalence of hate crime crimes committed against minority groups in the United States; **Poor:** It is my belief that racism has increased following the Bombing of the World Trade Center).

Research: This course has reviewed basic scientific research methods used in the field of psychology. Research you cite to support/contradict your conclusion can be based on case study, naturalistic observation, survey, correlation, or experimentation. Remember that only experimentation can claim that something “causes” something else. The other forms of research can provide supporting evidence. Good research is sometimes hard to find. Your search will likely put you in contact with scientific journals (ex: Journal of Abnormal Psychology; American Journal of Applied Research, etc.). These are good sources of evidence in that studies are reviewed for their compliance to standards prior to their publication. Research you cite does not need to directly reference your topic. Your job in this case, however, is to describe how it’s linked. (Ex: On the above hypothesis on terrorism, I might cite a published study in which researchers found that “sensitivity toward the needs of others diminishes when a person is under stress”- relationship being that as a person’s stress level increases (feeling less safe under raised terror alert) they tend to show less empathy toward others (easier to inflict harm on others). *Having research support or refute your hypothesis does not impact your grade. Science is advanced under both circumstances.* **A minimum of four studies must be referenced. Contradictory evidence or theories about study findings should be included and commented on in relationship to your conclusion.

Concluding Statement/Implications: Your paper should conclude with a summary statement about support or lack of support for your hypothesis. Generalizing from findings, how is what was found significant in terms of our behavior and our lives in general (Ex: Finding that public messages about terrorism do seem to lower our control of aggression toward minority groups, it is important that education against racism (sensitivity training) be initiated with such reporting to reduce hate crimes that may inadvertently result.).

Paper Format:

Length: 4-6 pages (12pt. Font/Double Spaced)

Title Page –formatted as follows:

Title (*A link between reporting of terrorism and violence toward minorities in the US*)

Course Name and Number (*General Psychology K111*)

Instructor's Name (*J. Cormier- Adjunct Professor*)

Your Name (*Sally Jones*)

Submission Date (*December 12, 2012*)

Bibliography Page (APA-Format; citing (using) a minimum of four (4) resources)

Sample Topics to get you thinking:

The link between economic depression and personal depression

The link between electronic multi-tasking and personal performance

Sleep and memory performance

Daylight (Clock adjustment in Daylight Savings Time) and mood

Relationship of laughter to personal health

Relationship between diet plan and mental health

Cell phone use on anxiety

Etc.....

RESEARCH PAPER RUBRIC GRADING RUBRIC (58 possible points)

1.Format

1 pt. – Lacks required length and structure; less than four sources used and lacking APA format

2 pts. – Lacking required length or appropriate general structure; sources not provided in APA format

3 pts. – Required minimal length with appropriate general structure; Four sources used with appropriate/near appropriate APA format.

4 pts. – Non-minimal length and appropriate format with four or more sources cited from at least two different mediums (internet, books, journals).

2. Grammar/Expression

1 pt. – Numerous spelling/grammar errors seriously impacting readability of paper

2 pts. – Several spelling/grammar errors causing minor distraction from expressed content; awkward phrasing of content.

3 pts. – Minor spelling or grammar errors; content expressed clearly

4 pts. – No spelling or significant errors in grammar; written in a fluent and highly comprehensible manner

3. Hypothesis Statement

2 pt. – Clear hypothesis statement lacking; Concluding statement lacks backing of evidence presented.

4 pts. – Clear hypothesis is stated and used to direct development of research paper (selection of research articles/ conclusions) Concluding statements are provided, indicating believed support for, or a lack of support for hypothesis. Potential implications of findings given.

6 pts. – Clear hypothesis is stated and objectively defined. It is used to direct/ organize paper development. Concluding statements summarizes research findings related to hypothesis are provided, logically leading to implications of findings.

8pts. – Clear hypothesis is stated and objectively defined. It is used to direct/ organize paper development. Concluding statement effectively summarizes research findings related to hypothesis, taking into account possible reasons for contradictory findings. Implications of findings, logically tied to research results, are provided.

4. Breath/Depth of Topic Coverage

2 pt. – Neither appropriate breath nor depth of subject coverage; one or two supporting factual arguments mentioned with few supporting details based on referenced scientific studies. Fails to provide scientific evidence for a link between a variable and a target behavior. Fails to identify “type” of scientific research and implications of its use.

4 pts. – Breath or depth of coverage not sufficient (little or no background data on topic); topic explored at a superficial level. Cited research not clearly linked to topic. Provides little or unclear scientific evidence for a link between a variable and a target behavior. “Type” or design of scientific research identified but implications of its use not addressed. Implications of findings not mentioned or not clearly defined.

6 pts. – Appropriate depth/depth of topic coverage (including sufficient background on topic/psychological principles applied to hypothesis); Arguments supporting/ negating hypothesis referenced. Good link of hypothesis to referenced research. Provides reasonable evidence for a link between a variable and a target behavior. “Type” or design of scientific research identified and implications addressed. Implications of findings discussed.

8 pts. – Appropriate breath/depth of topic coverage including relevant background information on basic psychological principles applied; Good link of hypothesis to referenced research. Provides strong evidence for a link between a variable and a target behavior. Clear conclusions drawn between hypothesis and research referenced. Contradicting evidenced presented for consideration.

10 pts. - Strong breath/depth of topic coverage including relevant background information on basic psychological principles investigated; Clear and insightful conclusions drawn between hypothesis and research referenced. Contradicting evidence presented and relevance to current theory explained. Implications of findings discussed logically referencing research and applicable basic psychological principles .