

PSY K111 General Psychology 1 – Fall 2018
Office Location: D Wing, Room 207B-CRN 30304

Instructor: Rhonda Spaziani
Telephone: 860 - 215 – 9293

Class Meeting Location & Time: Room D107, Tuesdays & Thursdays, 11:00 am-12:15 pm
E-Mail: rspaziani@threeivers.edu

Welcome to General Psychology I! Please keep this handout and use it throughout the semester.

Course Description -- Late Work is not accepted.... Do NOT fall behind-snowball effect

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, memory, learning theory, behavioral genetics, sensation and perception, stress, as well as emotion and motivation.

Learning Overview

The course will provide you with a broad introduction to psychological terms and concepts. Your instructor is present to help *you* create a great educational experience; my role is to provide support and assess your progress. You will have the opportunity to learn a variety of psychological theories and apply them to behavior and mental life. You will utilize the scientific method and research studies. You are encouraged to ask, “What is the evidence?” each time you encounter statements about human behavior (Walsh, 2001). You may become a more successful college student after studying human memory. You will gain knowledge of the human nervous system, the anatomy of the senses and the manner in which perception formulates your personal reality. We will delve into motivation, emotions and learning. We will explore how an individual’s behavior is influenced by the complex interplay between environment, genetics, physiology and intrapsychic processes. The course emphasizes written communication skills, questioning and critical thinking.

Outside of class, utilize the textbook computer-based interactive learning activities. Keep current on global, national and local news, such events are often discussed in light of persons’ psychological functioning. Class time will be used in combinations of: didactic lecture, scholarly debate, writing, Internet exploration, film and small group work. You are encouraged to ask questions during class. “Judge a man by the questions he asks, rather than the answers he gives” (Voltaire). Integrating the course into your work life, campus life and personal life is the goal.

Required Reading

Myers, D. G. & DeWall, C.N. (2018). *Psychology: Twelfth edition in modules*. New York, NY: Worth.
A dictionary is needed to support your reading and writing. Use the textbook Study Guide.

The Reading Assignments

Concentration requires practice. The weekly reading assignments will follow the syllabus for the most part. The textbook is the central component of the course. Please be aware each module contains a plethora of data; keep up with the assignments. Use the text’s digital supplements found at <http://www.macmillanhighered.com/launchpad/myers12einmodules/8263337#/launchpad> You are expected to come to each class having read the assignment and having thought critically about it. This will bolster your written and oral communication skills as well as group work.

Attendance

This course is based on teaching, learning and communication. Each of us has a responsibility to contribute to the learning of others through critical dialogue, and integrative and collaborative learning (Forando,

2009). Former students agree unequivocally that coming to class is essential for success in this course. If you miss more than 6 hours of class, regardless of the nature of the absences, you risk failure.

If you miss a class, *you* are responsible for obtaining from a *classmate* information germane to that meeting (notes, changes in exam dates, etc.) Please let me know if you have any problems which cause an extended absence. By next week or so, consider introducing yourself to two classmates, note their names and e-mail addresses or telephone numbers on this syllabus.

Punctuality is *imperative*. Important information often is disseminated at the beginning of class and it shows respect for fellow learners. If you repeatedly come to class late, you will be marked absent. Absences affect your grade.

Evaluation Procedures - Grades determined as follows:

250 points	Exam # 1
250 points	Exam # 2
250 points	Digication Paper
100 points	Class discussion, group work, Launchpad homework, cooperation and preparedness
150 points	Quizzes
1000 points	

Integrity & Civility

You will be treated with respect and as honorable individuals. Note that academic dishonesty erodes the integrity of the College and devalues *every* degree granted. While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. The answers on examinations will be determined without help from auxiliary sources. If the instructor has any reason to question your conduct, the College's academic dishonesty policy will be followed.

We are here to learn from one another. A tone of civility and good will is expected. As adult college students, you are expected to behave as professionals – arrive prepared to work, display maturity and show respect to all. Cell phone conversations and text messaging are grounds for dismissal from class.

Disrespect of your classmates and disruptive behaviors will not be tolerated.

Learning Needs

If you have difficulty with the course material, please see me in my office or call me for an appointment. I am happy to clarify any questions you may have.

If you have special needs (such as a learning difference, physical condition, mental health condition, etc.) and require accommodations to enhance your participation in the class, please contact the Learning Specialist or Student Development Office. In order to provide accommodations, I must receive documentation pertaining to your needs. Effort will be made to support everyone's learning.

Examinations and Quizzes

Examinations and quizzes will cover material from the assigned readings (whether discussed in class or not) and data we have discovered in class through video, Internet exploration, lecture or discussion. ***Do not wait*** until the exam date to evaluate your knowledge of psychological concepts, use the practice quizzes

located at <http://www.macmillanhighered.com/launchpad/myers12inmodules/8263337#/launchpad> If you miss a quiz you will receive a grade of zero. There are very few legitimate reasons for missing an exam or quiz. Make-up exams will be given only to students who have an acceptable reason for missing the exam, **and** only to students who have contacted the instructor in advance of the exam. It is your responsibility to petition the Instructor for the *privilege* of a make-up exam. If a student misses an exam for an unacceptable reason, a **0** will be averaged into the student's grade.

Withdrawal

If you choose to withdraw from the course, please notify the instructor via e-mail or telephone. Make sure you contact the Registration Office to complete the procedures.

Learning Outcomes General Psychology Part 1

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

Electronic Portfolio / Digication

Three Rivers students have the opportunity to maintain an online learning portfolio using software known as Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. Sometimes when you review and reflect upon all of your scholarly work, you learn something additional and perhaps unexpected. During the semester you will learn which assignment to upload into the TRCC Digication template.

Information contained in this syllabus may change with or without notice as circumstances warrant.

Schedule of Assigned Readings and Discussion Topics

Week 1	August 28	<i>Introduction to the course & to Psychology</i>
	August 30	Modules 1 <i>What is Psychology?</i>
Week 2	September 4	Modules 1 <i>What is Psychology?</i> <i>Continued</i>
	September 6	Module 2 – read a few times (no LOQ 2-5) <i>Research Strategies</i>
Week 3	September 11	Module 2 <i>continued</i> <i>Research Strategies</i> Quiz 1- (Mods 1-2)
	September 13	Module 23 (Part 9) <i>Memory</i>
Week 4	September 18	Module 24 Exam study circles outside of class-encouraged <i>Memory Continued</i>
	September 20	Module 25 (no LOQ 25-3) Exam study circles outside of class-encouraged <i>Memory Continued</i>
Week 5	September 25	Module 4 (no LOQ 4-7) <i>Neuroscience of Behavior-Neuronal Systems</i> Quiz 2- (Mods 23-25)
	September 27	Module 5 <i>Neuroscience of Behavior-Brain Anatomy & Brain Systems</i>
Week 6	October 2	Module 6-(no LOQ 6-4) <i>The Cerebral Cortex</i>
	October 4	Module 17 <i>Sensation & Perception</i> Quiz 3- (Mods 4-6 &17-19) Exam prep study circles outside of class
Week 7	October 9	Module 18 (no LOQ 18-9) <i>Sensation & Perception Continued</i>
	October 11	Module 19 (Module 19-only LOQs 1-5) <i>Sensation & Perception Continued</i>

Begin Exam Review
Quiz 3-(Modules 4-6 &17-19)
Exam prep-study circles outside of class

Week 8	October 16	Reading Day-NO CLASS
	October 18	Mid Term Exam 1 (Mods 1-2, 23-25, 4-6, & 17-19)
Week 9	October 23	Modules 20 Exam Debriefing <i>Learning</i>
	October 25	Module 21 <i>Learning Continued</i> Class Digication Paper Assigned
Week 10	October 30	Module 22 <i>Learning Continued</i>
	November 1	Module 37 <i>Emotion</i> APA & Writing Center Presentation
Week 11	November 6	Module 38 <i>Emotion Continued</i>
	November 8	Module 39 <i>Stress, Coping, & Health</i>
Week 12	November 13	Module 40 <i>Stress, Coping, & Health Continued</i> Quiz-4 (Mods 20-22, & 37-40)
	November 15	Module 32 <i>Motivation</i> Class Digication Project Review & Work Groups
Week 13	November 20	Module 33 <i>Motivation Continued</i>
	November 22	No Class-Thanksgiving Recess
Week 14	November 27	Module 34 (no LOQ 34-5) <i>Motivation Continued</i>
	November 29	Module 35 <i>Motivation cont.</i>

Week 15	December 4	Digication Paper Due In Class Learning Exercise Final Exam Review Begins (Mods 20-22, 37-40, & 32-35) Quiz -5 (Mods 32-35)
	December 6	Final Examination Review Continues & Oral Reports
Week 16	December 11	Final Exam (Mods 20-22, 37-40, & 32-35)
	December 13	Makeup Class-Instructor's Discretion

Title IX Statement of Policy:

“Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities.”

Please Report Student Incidents to: **Maria Krug, Title IX Coordinator**
860-215-9208
Room C 131
mkrug@threeivers.com