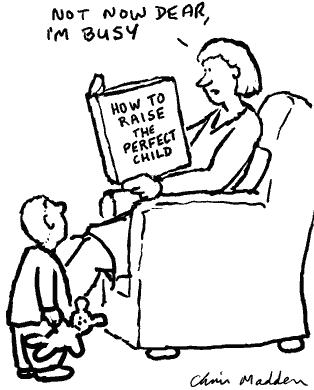
***SYLLABUS***

General Psychology I (PSY\* K111)   
 (CRN #31478) MW, 11:00 to 12:15

D109

Three Rivers Community College Erica Gelven, Ph.D. Phone: 203.996.7455 (text messages possible)Email: egelven@trcc.commnet.edu Office Hours: After class; questions are always welcome!

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

Attention is given to providing a context for human development in psychology and other fields of study.

**Required Texts & Recommended Materials**

Myers, D. G. & DeWall, C.N. (2018). *Psychology, twelfth edition in modules*. New York, NY: Worth.

The PowerPoint slides for this class can be found on and printed from the Blackboard site for this course. Hard copies of these slides will not be provided, but if you have any difficulties accessing them, please let me know.

**Learning Objectives**

The goals and objectives for General Psychology I 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 the ability to evaluate the quality and utility of classic theories of psychologyDevelop the ability to analyze the strengths and weaknesses of contemporary research studies pertaining to psychologyArticulate the manner in which one’s personal viewpoint supports or refutes a position stated in a written passage or expressed by a classmate

**Cultures and Societies:** Understand how social institutions, historical trends and cultural context impact the development of the individual

Develop an understanding of how cultural differences in America and around the globe influence individual differences in psychologyExamine the manner in which historical era impacts psychological theories

**Communication:** Understand and express ideas about psychology through reading and writing

Demonstrate the ability to comprehend and interpret written passagesDevelop the ability to analyze and synthesize written material pertaining to psychological research or theoriesProduce college-level writing

**Systematic Inquiry:** Understand social science research methods used in psychology research

Acquire knowledge about academic inquiry Develop an understanding of various research methods used in psychologyAcquire knowledge about the major figures in the field of psychologyUnderstand the difference between correlation and causation as well as how this difference impacts the interpretation of research

**Classroom Procedure**To make the most of class time, it will include: lecture, open (respectful) discussion, and other activities designed to best fit the topic at hand. There will be plenty of opportunity for questions, discussion and debate; **this is your education and you deserve to get the most out of it!**

**Office Hour Procedure**As extension of the policy mentioned previously, I encourage you to call, text or e-mail me with any questions or concerns you may have, and I will reply to you in a timely manner.

**Method of Evaluation** 1. In-class multiple-choice/take-home essay examinations2. Research paper3. Class attendance, class participation and individual contribution

**Examinations**

You are responsible for the material covered in the weekly reading assignments, and for any additional discussions and/or material covered in class. To enhance your learning, you may (but are not required to) take advantage of the practice quizzes, details of which I will provide soon.

**Study strategies for success in this course: Read the module summary before reading the chapter, complete a practice quiz after reading the module, and reread your notes two or three times each week. Analyze, synthesize and evaluate the information – then ask questions. Repetition of exposure will increase understanding!**

Exams can only be made up under specific circumstances, as approved by me. **Make-up exams will only be given to students who have a legitimate reason for missing the exam, have contacted me at least ten minutes prior to the exam, and have not taken a make-up exam for this course previously.** Make-ups are not generally offered for Exam 4. Make-up exams will be available at my discretion, and you are responsible for contacting me in a timely fashion to arrange for the make-up. If a student misses an exam for an unacceptable reason or does not meet the requirements for having a make-up exam, a “0” is given for that exam. **Make-up exams are:**

**Entirely essay**

**May not be completed at home, and**

**Are to be completed at the TRCC Testing Center whenever practical.**

**Research Paper**You are required to complete a 10-page minimum research paper for this class, to be **due on Wednesday, November 6** – start thinking about it now! The topic can be anything relevant to the world of psychology. You are encouraged to select a topic that is: 1) an area of personal interest to you, 2) related to your field of study, and/or 3) an area outlined by the text or classroom discussions. Please come to me with any questions.

You must use at least three resources for the paper, and can include journals, newspapers, books, quality Internet sources, and/or personal communications. If you choose to use the text as a resource, you must use three additional resources. All citations and references must be formatted according to the APA style. Other aspects of APA style do not need to be followed, unless you so choose. See me or the Writing Center for guidance – we are happy to help!

**Digication**

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

**AttendanceYour attendance is expected and recorded**. This is for the benefit of both yourself and your classmates. **Missing more than four** classes may result in a lower grade in, failure of, or withdrawal from the course. If you miss a class, you are responsible for contacting a classmate for any materials or information covered in that class. Please let me know if you have any circumstances that may result in an extended absence.

**Course Outline**

This is the schedule of reading assignments and lecture topics by week. The reading assignments are in italics, and should be completed by the date indicated. “Completion” is defined as reading and thinking critically about the material assigned; you should come to class with opinions and questions about the topic of the day.

August 28 Introduction to General Psychology I: Review of course

September 2 **Labor Day – Class Not in Session**

September 4 *Module 1: What is Psychology?*

September 9 *Module 2: Research Strategies*

September 11 Module 2

*Module 3: Statistical Reasoning in Everyday Life*

September 16 *Module 4: Neural and Hormonal Systems*

September 18Module 4

September 23 *Module 5: Tools of Discovery, Brain Structures, and the Limbic System*

September 25 Module 5

September 30 *Module 6: The Cerebral Cortex*

October 2 Module 6

Exam Review

October 7 **Exam 1, Modules 1 to 6**

October 9 **Yom Kippur – Class not in session**

October 14 *Module 17: Basic Concepts of Sensation and Perception*

October 16 *Module 18: Vision – Sensory and Perceptual Processing*

October 21 Module 18

October 23 *Module 19: The Nonvisual Senses*

October 28 Module 19

October 30 *Module 20: Basic Learning Concepts and Classical Conditioning*

November 4 *Module 21: Operant Conditioning*

November 6 *Module 22: Biology, Cognition, and Learning*

**Research paper due**

November 11 Module 22

Exam Review

November 13 **Exam 2, Modules 17 to 22**

November 18 *Module 23: Studying and Encoding Memories*

*Module 24: Storing and Retrieving Memories*

November 20 *Module 25: Forgetting, Memory Construction, and Improving Memory*

November 25 *Module 32: Basic Motivational Concepts*

*Module 33: Hunger*

*Module 34: Sexual Morivation*

November 27 **Thanksgiving recess – Class not in session**

December 2 *Module 35: Affiliation and Achievement*

*Module 36: Introduction to Emotion*

December 4 *Module 37: Expressing Emotion*

*Module 38: Experiencing Emotion*

December 9 *Modules 39 and 40: Stress and Illness/Health and Coping*

Exam Review

December 11 **Exam 3, Modules 23 to 25, 32 to 40**

**Course Evaluation**

Exam 1 20%Exam 2 20%Exam 3 20%Research project paper 25%Class participation and attendance 15%

**Academic Integrity Policy**

Academic integrity is expected of you as students and of me as your professor.

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 or course materials, (e) falsifying records of laboratory or other data, (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. *(Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)*If, at any time, I have reason to question your conduct, the College’s academic dishonesty policy will be followed.

**Board of Regents for Higher Education and Connecticut State Colleges Policies**

**Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy**

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking.”

**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

574 New London Turnpike, Norwich CT 06360

860.215.9208 \* mkrug@trcc.commnet.edu

**Course Withdrawal Policy**Students may withdraw, in writing at the Registrar's Office, for any reason until Tuesday, November 5.

**ADA Accommodations Statement**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.