

Welcome to General Psychology I!

Please keep this syllabus and use it throughout the semester.

PSY K111 General Psychology 1 – fall 19

Room: D215

Office Hours: By appointment

Instructor: Kelly L. Richmond

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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.

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. Checking your college **e-mail** is essential.

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/10099684>

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:

150 points	Exam # 1
150 points	Exam # 2
150 points	Exam # 3
150 points	Exam #4
100 points	Class discussion, group work, cooperation and preparedness
100 points	Unannounced and Announced Quizzes
100 points	LaunchPad learning activities
100 points	Paper – Social Phenomenon General Education Outcome
TOTAL	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. This means papers shall be the original creation of each student and 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 during office hours or call me for an appointment. I am happy to clarify any questions you may have. *Utilize office hours!*

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 College Counselor, Matt Liscum or Advisor, Elizabeth Wilcox. 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

Information concerning the paper will follow under separate cover. 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/10099684>

If you miss a quiz you will receive a grade of zero. There are very few legitimate reasons for missing an exam. 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 official 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

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: Jodi Calvert
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * 9220 jcalvert@threeivers.edu

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 TOPIC*

Week 1	August 27	<i>Introduction to the course and to Psychology</i>
Part 1	August 29	Module 1 <i>The Story of Psychology</i>
Week 2	September 3	Module 2: <i>Research Strategies: How Psychologists Ask and Answer Questions</i> read this module <i>at least</i> a few times (not objective 2-5)
Part 2	September 5	Module 3: <i>Statistical Reasoning in Everyday Life</i>
Week 3	September 10	Module 23: <i>Studying and Encoding Memories</i>
Part 9	September 12	Module 24: <i>Storing and Retrieving Memories</i> (not objective 24-2 and 24-3)
Week 4	September 17	<i>Research methods of scientific psychology</i>
Part 9	September 19	Module 25: <i>Forgetting, Memory Construction, and Improving Memory</i> (no objective 25-4)
Week 5	September 24	<i>Memory</i> and begin A.P.A. style formatting for paper
	September 26	Exam preparation study circles outside of class – encouraged
Week 6	October 1	EXAM # 1 (MODULES 1, 2, 3, 23, 24, 25)
Part 3	October 3	Module 4 (no objective 4-7)
Week 7	October 8	Module 5: <i>Tools of Discovery, Older Brain Structures, and the Limbic System</i>
Part 3	October 10	Module 6: <i>The Cerebral Cortex</i> (no objective 6-4)
Week 8	October 15	Module 17: <i>Basic Concepts of Sensation and Perception</i>
Part 7	October 17	Module 18: <i>Vision: Sensory and Perceptual Processing</i> Exam preparation study circles outside of class – encouraged
Week 9	October 22	READING DAY: NO CLASS
	October 24	EXAM # 2 (MODULES 4, 5, 6, 17, 18)
Week 10	October 29	Module 20: <i>Basic Learning Concepts and Classical Conditioning</i>
Part 8	October 31	Module 21: <i>Operant Conditioning</i> (no objective 21-4)
Week 11	November 5	Module 22: <i>Biology, Cognition, and Learning</i>
Part 8, 13	November 7	Module 38: <i>Introduction to Emotion</i>
Week 12	November 12	Module 39: <i>Stress and Illness</i> (not figure 39.4) Thinking & Writing assignment due
Part 13	November 14	Module 40: <i>Health and Coping</i> Exam preparation study circles outside of class – encouraged
Week 13	November 19	EXAM # 3 (MODULES 20, 21, 22, 38, 39, 40)
Part 12	November 21	Module 32: <i>Basic Motivational Concepts</i>
Week 14	November 26	Module 33: <i>Hunger</i> (no objective 33-1)
Part 12	November 28	THANKSGIVING: NO CLASS
Week 15	December 3	Module 34: <i>Sexual Motivation</i> and (Not 34-5)
Part 12	December 5	Module 35: <i>Affiliation and Achievement Exam Preparation or Catch-up Class</i> Exam preparation study circles outside of class – encouraged
Week 16	May 12	EXAM # 4 (MODULES 32, 33, 34, 35) -- CONGRATULATIONS! *Subject to change