

Middlesex Community College



Course Syllabus

Semester: Fall 2016

Course Number: PSY 111

Course Title: General Psychology I

CRN: 3377

Course Duration: Monday August 29 to Friday, December 16, 2016

Credit Hours: 3 credits

Department: Social Science

Instructor: Dr. Yi Guan-Raczkowski

Course Location: Online – Blackboard Learn

Course Prerequisites: English 101 Placement

Meeting Time (days/hours): This is a distance learning course, and you are required to log on weekly to complete class assignments. Check “Announcement” and “Mail” whenever you log on to the course.

Scope of Course

This course is an introduction to the major principles and theories of psychology including perception, learning, biological basis of behaviors, motivation, emotion, personality, learning, therapy, etc. The course serves as prerequisites for many psychology and education courses. Class activities including reading, discussions, and research will result in better understanding of major psychological theories and their implementations in real life. The learning objectives and outcomes stated below specify detailed learning outcomes that students will acquire.

Textbook:

Essentials of Understanding Psychology, Feldman, Robert, 11th Edition 2015. McGraw-Hill Publishers

ISBN: 9780077861889

Office Location/Hours: Chapman 703, M-F, 8:30 am - 4:30 pm

Phone: (860) 343 - 5783

Email: Blackboard internal mail, labeled as “Mail” in Course Menu.

Use yguan@mxcc.commnet.edu only when you are unable to access Blackboard site.

College Email: You are required to access college emails to receive college information. Instruction on how to access your college email and forward your college email to your personal email can be found at <http://mxcc.edu/distance/student-technology-resources> (scroll down for the instruction on college email.)

Class Participation: You are required to log on to the course at least three times a week and complete assignments by the due dates according to the Course Outline in the syllabus. For chapter discussion and chapter summary, **the initial posts responding to chapter questions or chapter summary are due midnight, Saturday of the week. The response to another student is due midnight, Sunday of the week.** Midterm exam, final exam, and journal article review are due at midnight, Sunday of the week. Late submission of all assignments will be penalized. The last day of the semester will be December 16th and no make-up assignments will be accepted after this date.

Class Cancellation Policy: Not applicable

Course Objectives:

Upon completion of this course, students will be able to:

- Understand the terminology, theories, and concepts of general psychology.
- Compare and contrast the major psychological theories and their application to behavior.
- Apply the major psychological concepts to human behavior in general and to their behaviors in particular.
- To understand the importance of human diversity in psychology.

Learning Outcomes: Upon completion of each chapter the students' performance will be satisfactory when they are able to:

Chapter One: Introduction to Psychology

- Understand the past, present and the future of psychology
- Understand how research is conducted in psychology
- Gain a knowledge of what trends currently shape psychology

Chapter Two: Neuroscience and Behavior

- Understand the basic elements of behavior
- Understand the nervous system and the endocrine system
- Understand the functions of the brain
- Understand the sex and cultural differences of the brain

Chapter Three: Sensation and Perception

- Understand how we sense the world around us
- Understand the five senses
- Understand perceptual organization in constructing our view of the world

Chapter Four: States of Consciousness

- Understand the stages of sleep
- Understand the importance of dreams
- Understand hypnosis and meditation
- Understand the impact of drug use: the highs and lows of consciousness
- Understand what environmental factors are important for social development

Chapter Five: Learning

- Understand classical conditioning and how it explains behavior
- Describe different types of learning processes classical conditioning and operant conditioning
- Understand learning across all cultural and racial groups

Chapter Six: Memory

- Understand the foundations of memory
- Understand how we recall long-term memories
- Gain an understanding of forgetting: when memory fails

Chapter Seven: Thinking, Language, and Intelligence

- Understand what cognitive psychology is and how we form concepts and solve problems
- Understand how we reason and make decisions
- Know what artificial intelligence reveals about cognition
- Understand what is the structure of language and how we acquire it
- Understand the origins and history of psychological testing
- Know what is intelligence
- Understand how psychologists develop tests
- Understand how biological and environmental factors contribute to intelligence
- Understand the impact of having an exceptional IQ
- Understand how certain racial groups are evaluated and why a bias exists

Chapter Eight: Motivation and Emotion

- Define motivation and emotion
- Understand how motivation and emotion affect behavior

Chapter Nine: Development

- Understand nature, nurture and prenatal development
- Understand physical development throughout the life span
- Understand thought development throughout the life span
- Understand social and emotional development throughout the life span
- Understand what environmental factors are important for social development
- Explain what impact personality and cultural development (such as race, ethnicity and social class) has on human development

- Understand the rites of passage around the world in ethnic, racial and religious groups

Chapter Ten: Personality

- Define what is personality
- Define what is the psychodynamic approach to personality
- Understand the Trait and Type theories of personality
- Understand the humanistic approach to personality
- Understand the cognitive approach to personality
- Understand how psychologists assess personality

Chapter Eleven: Health Psychology: Stress, Coping and Well-Being

- Define stress
- Understand how people cope with stress
- Define health psychology
- Understand how race, culture, social class and ethnic group affects stress and physical health
- Understand the psychological aspects of illness and well-being
- Gain an understanding of how to promote health and wellness

Chapter Twelve: Psychological Disorders

- Define abnormal psychology
- Gain an understanding of the major psychological disorders
- Identify which gender, race, culture and ethnic group(s) are more prone to suffer from psychological disorders

Chapter Thirteen: Treatment of Psychology Disorders

- Gain an understanding of the different types of psychotherapy: psychodynamic, behavioral
- Cognitive, humanistic, interpersonal, and group approaches to treatment
- Understand what humanistic therapies emphasize
- Gain an understanding of biomedical therapy biological approaches to treatment
- Identify why social class, race and ethnicity influences how and if one is to receive treatment

Chapter Fourteen: Social Psychology

- Understand attitudes and social cognition
- Understand how people influence one another
- Understand the elements and consequences of prejudice and discrimination
- Identify the positive and negative aspects of social behavior

Competence/Assessment

Competence will be demonstrated in each chapter by:

- Weekly Assigned Readings
- Chapter Discussions
- Chapter Summary
- Examination
- Journal Article Review

Course Requirements and Evaluation Methods

Chapter Discussions & Introduction	360 points – 36%
Chapter Summary	300 points – 30%
Exams	220 points – 22%
Journal Article Review	100 points – 10%
SmarterMeasure Test	20 points – 2%
Total	1000 points -100%

Chapter Discussions 36%

Every other week, you will answer a set of questions relating to the assigned chapters on the chapter discussion board. You also need to respond to at least ONE answer from a student. A discussion assignment is worth 50 points. The length of a discussion assignment is about two pages, 400 - 500 words (Time New Roman, 12, double-spaced). **Use APA Style Guide for in-text citation and the list of references.** Refer to the discussion rubrics file in Week 3 Learning Module in Blackboard for how your discussion assignment is evaluated. **The initial post responding to chapter questions is due midnight, Saturday of the week. The response to a student's initial message is due midnight, Sunday of the week.**

Chapter Summary 30%

The purpose of this assignment is to help you better understand basic concepts in psychology. Every other week for Chapters 1 to 10, you will write a summary for the two chapters assigned during the week. The summary includes what you have learned based on a Learning Outcome, one from each chapter as well as how the learning has related to your personal experience. The Learning Outcomes of a chapter can be found in the beginning of a chapter in the textbook. You will choose one learning outcome in a chapter, answer the questions in a well elaborated form and then discuss how the learning relates to your personal experience. The summary will be posted on the Discussion Board, under a bi-weekly summary forum. You are also asked to respond to ONE summary posted by a student. The length of the summary is about two pages, 400 -500 words (Time New Roman, 12, double-spaced). **Use APA Style Guide for in-text citation and the list of references.** Refer to the Chapter Summary Rubrics file in Week 2 Learning Module in Blackboard for how your summary assignment is evaluated. A chapter summary is worth 60 points. **The chapter summary is due midnight, Saturday of the week. The response to another student is due midnight, Sunday of the week.**

Journal Article Review 10%

The purpose of this assignment is to provide students with an opportunity to further explore an area in psychology (e.g., research on brain injuries). You are expected to choose a research article from a psychology journal. You will search for a research article from a notable source via MyCommNet - Library Databases (Under Psychology or Education). The article must be

published on a research journal but not from Wikimedia or other web pages. Write an overview of the article with the following aspects: a summary of the research findings, how the research findings have helped you in chapter reading in this class, and how the article discussions relate to your personal experiences. Use correct grammar, punctuation, and full sentences. The Journal Article Review should be written in about three pages, about 600 -700 words (Time New Roman, 12, double-spaced). Use APA Style Guide for in-text citation and the list of references. By **Sunday, November 6th**, you will submit the article and seek an approval in Journal Article Review assignment dropbox in Course Menu. After you receive an approval, you will work on the article review. By midnight of **Sunday, November 27th**, submit your journal article review on the same Assignment dropbox, **Journal Article Review**. This assignment is worth 100 points.

Exams 22%

There will be two exams throughout the course. Each of the exams has 50 multiple choice questions. The schedule of the exams is listed in the Course Outline. All exams are open book and you are given 5 hours to complete after you have started the exam, although in an average, students only need 2 hours to finish. Each exam is worth 110 points. When you take an exam, be sure to click on **Save Answer** button under **EVERY** question you have answered.

SmarterMeasure Assessment 2%

Before you start reading the textbook, you will take the self-assessment test, SmarterMeasure (READI). The test information can be found at <http://mxcc.edu/distance/take-a-smartermeasure-test>. After taking the test, you will analyze your test report and evaluate your readiness in learning online. You will write a summary report, discussing your strengths and weaknesses (yellow or red on the bar chart). Especially, in the weak areas, discuss how you plan to improve your skills and ensure a success in this class. You will post your summary report on the discussion board by **Sunday, September 4th**. This assignment is worth 20 points.

Grading Table

A	93% - 100%
A-	88% - 92.9%
B+	85% - 87.9%
B	82% - 84.9%
B-	78% - 81.9%
C+	75% - 77.9%
C	72% - 74.9%
C-	68% - 71.9%
D+	65%-67.9%
D	62%-64.9%
D-	60%-61.9%
F	59%

*UF_grade will be given to students who never logged on to the course or completed insufficient course work to earn a grade. An UF grade will be counted in GPA and affect financial aid.

Attention for Mobile Users

You are able to access the course in a mobile device. Search for Blackboard Learn Mobile app. and download it for free. Open the app and search for **Connecticut Community Colleges** log in page. You will log in with your 8-digit ID and password. Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

Course Outline

Weeks	Reading Assignments	Assignments
Week 1, 8/29 – 9/4	Preparation and Orientation Chapter 1 Introduction to Psychology	Discussions - Introduction – Due 9/4- SmarterMeasure Test – Due 9/4 - College email setup– Due 9/4
Week 2, 9/5 – 9/11	Chapter 1 Introduction to Psychology Chapter 2 Neuroscience and Behavior	Discussions- Summary-Chapters 1 & 2
Week 3, 9/12- 9/18	Chapter 1 Introduction to Psychology Chapter 2 Neuroscience and Behavior	Discussions - Chapters 1& 2
Week 4, 9/19 – 9/25	Chapter 3 Sensation and Perception Chapter 4 States of Consciousness	Discussions – Summary - Chapters 3 & 4
Week 5, 9/26 – 10/2	Chapter 3 Sensation and Perception Chapter 4 States of Consciousness	Discussions - Chapters 3 & 4
Week 6, 10/3 - 10/9	Chapter 5 Learning Chapter 6 Memory	Discussions -Summary Chapters 5 & 6
Week 7, 10/10 - 10/16	Chapter 5 Learning Chapter 6 Memory	Discussions - Chapters 5&6
Week 8, 10/17 - 10/23		Midterm Exam – Chapters 1 – 6 Midterm Exam will be available Wednesday October 19th and due Sunday, October 23rd.

Week 9, 10/24 – 10/30	Chapter 7 Thinking, Language, and Intelligence Chapter 8 Motivation and Emotion	Discussions -Summary Chapters 7 & 8 Start thinking about Journal Article Review assignment. Locate an article of your interest from Library Databases - Psychology Section
Week 10, 10/31 – 11/6	Chapter 7 Thinking, Language, and Intelligence Chapter 8 Motivation and Emotion	Discussions - Chapters 7& 8 - Submit the journal article you found to review and seek an approval from the instructor. (5 points)
Week 11, 11/7 - 11/13	Chapter 9 Development Chapter 10 Personality	Discussions - Summary Chapter 9 & 10. Friday, 11/13/15 (4:30pm) is the last day to officially withdraw from this course. After this time/date, your grade stays as it is.
Week 12, 11/14 - 11/20	Chapter 9 Development Chapter 10 Personality	Discussions - Chapters 9 & 10
Week 13, 11/21–11/27		Journal Article Review Due – Assignment dropbox Course Evaluation in MyCommnet -Student Self-Service
Week 14, 11/28 - 12/4	Chapter 11 Health Psychology: Stress, Coping, and Well-Being Chapter 14 Social Psychology	Discussions - Chapters 11&14 (no summary for Chapter 11 and Chapter 14) Course Evaluation
Week 15, 12/5- 12/11	Chapter 12 Psychological Disorders Chapter 13 Treatment of Psychological Disorders	Discussions - Chapters 12 &13 (no summary for Chapter 12 and Chapter 13) Course Evaluation
Week 16, 12/12 - 12/16 (Friday 12/16– last day of Fall 2016 semester)	Wrap- up and prepare for the Final Exam. Final Grade will be available in the evening of Tuesday, December 20th in Student Self-Service via MyCommNet.	Review Chapters 7 – 14 and prepare for the Final Exam. Final Exam (Chapters 7 -14 and APA Style) Final Exam will be available Friday, December 9 th and due on Friday, December 16 th .

ADA Accommodations Statement

Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each

semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Use of Computing Resources

All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

Academic Honesty Statement

At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

Withdrawal Policy Statement

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

This course is important because it will strengthen the student's critical thinking skills and help them make the connection between psychology and everyday life. It will provide the student with a better understanding of why people behave the way they do, why psychologists conduct research, and be cognizant of the theories that guide research. The student will become acquainted with the breadth of the field of psychology and will obtain the core competencies as stated below, as well as a wealth on knowledge that will excite the student's curiosity and increase their understanding of people's behavior. The core competencies will provide the tools that will maximize the student's ability to learn and retain the subject matter of psychology.

Middlesex Community College Core Competencies

1) Communication Skills: Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas

in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.

2) **Conceptual Skills / Critical Thinking Skills:** Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

3) **Quantitative Reasoning:** Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

4) **Technological Literacy:** Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

5) **Information Literacy:** Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

6) **Aesthetic Perspective:** The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

7) **Understanding of Diversity:** Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. This course is a D course. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

8) **Values, ethics, and responsible citizenship:** Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service.

These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

ADDITIONAL SYLLABUS INFORMATION

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

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NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record. The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- ☐ Primary Title IX Coordinator Dr. Adrienne Maslin Dean of Students/Title IX and Section 504/ADA Coordinator amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|
- ☐ Secondary Title IX Coordinator Ms. Queen Fordham Coordinator of the Meriden Center Welcome Desk qfordham@mxcc.edu; 203-608-3011