

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

COURSE SYLLABUS

Course Title: General Psychology 1, PSY 111
Semester: Summer 2017
Credit Hours: 3.00
Professor: Dr. Andrea Gurmankin Levy
Department: Social Sciences
Professor email: alevy@mxcc.commnet.edu
Professor office: Snow 508
Professor office hrs: Mon/Wed 9:45-11, Tues/Thurs 10:45-12:30 or by appt

Course Scope

An exploration and review of the field of psychology, including the history, major principals and theories, research methods, the biological basis of mind and behavior, healthy psychology, motivation and emotion, learning, memory, psychological disorders, therapy, and social psychology.

Course Objectives

- 1) Understand the terminology, theories, and concepts of general psychology
- 2) Compare and contrast the major psychological theories and their applications
- 3) Apply major psychological concepts to general human behavior and specific behavior
- 4) Understand the importance of diversity in psychology

Text

Feldman, R. S. (2013). Essentials of understanding psychology, (11th ed.). New York, NY: McGraw-Hill. ISBN:

9781307002812

For videos with additional information on each topic that we will cover:
<http://www.learner.org/resources/series138.html>

Course policies and expectations

The main expectations for this course are outlined in the course contract available in the course menu. Each week at 11:59pm on Friday, a new module will become available. You will carefully review each item in the module and then complete and submit the assignments listed for that module. All due dates are listed below.

If you cannot commit yourself to the policies and behavior outlined in the course contract available on Blackboard, please drop this class.

Grades

Your course grade will be made up of:

1. **Quizzes:** Eight multiple choice quizzes on each chapter will be given (there will be one quiz on Chapters 12 and 13 combined, so no quiz in Module 8). The quizzes will consist of 10 multiple choice questions. You may not use any resources other than your own brain to complete the exam. Each week the quiz will become available on Saturday at 11:59pm and **once you begin it, you will have 15 minutes to complete it**. It must be submitted by 11:59pm on Friday of each module week. Your lowest quiz grade will be dropped.
2. **Assignments** to be submitted in each Module. Instructions for each assignment will be available within each Module. Late submissions will be penalized.
3. **Research article summary:** During the semester, you will search for and find a scholarly, academic research article and write a summary of it. See "Research article summary" in the course menu for much more information.
4. **Discussions:** In each Module, you will respond to a discussion question and also respond to another student's post in that discussion thread. The question for each Module's discussion is available in the Discussion tab in the course menu. Your initial post is due each week by Wednesday 11:59pm and your response to someone else is due by Friday 11:59pm of each week. **Please review the guidelines for discussion posts and "Netiquette for Online Discussions" below.**
5. **Final exam:** The final exam will consist of 40 multiple choice questions and the essay question below. You may not use any resources other than your own brain to complete the exam. The exam will become available on 12/8/17 at 11:59pm and **once you open it, you will have 2 hours to complete it**. It must be submitted by 11:59pm on 12/13/17.
Essay: Choose one chapter in the text that relates most closely to your major/career or a potential major/career you are considering. Reflect on how you could use the information from the chapter in your future professional life. (*If applicable, you may discuss more than one chapter.*)
6. **Extra credit:** Choose a psychological disorder that is portrayed in a novel, movie or tv show. Indicate what disorder is being portrayed, and what led you to that conclusion. Describe how the disorder is portrayed and in what ways it is an accurate portrayal and in what ways it is inaccurate. If you are having trouble finding a novel, movie or tv show in which a psychological disorder is portrayed, you can choose from the list provided on Blackboard under "extra credit." You can earn one percentage point added to your final course grade if you complete this in a satisfactory way. Go to the "extra credit" tab in the course menu to submit.

Categories	Point value
Quizzes (7 quizzes x 30 points each) (8 quizzes, lowest one dropped)	210
Assignments (introduce self/course contract, health diary, classical conditioning ad, newspaper prosocial, article+1 sentence, course feedback) (6 assignments x 10 points each)	60
Discussions (9 discussions, 10 points each)	90
Research article summary	40
Final exam	100
Total points	500

Letter Grade	Percent grade
A	93.0-100.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	60.0-62.9
F	Less than 60.0

Course schedule (Except where otherwise noted, each module is one week long.)

As you will see below, the due dates are consistent across each module. That is, the module becomes available on Fri night, the quiz becomes available the next day, the initial discussion post is due the following Wednesday, and a response to a classmate's discussion post, the quiz, and any assignment due that module is due Friday. Please note that a few modules are two weeks long because the chapters for those modules are particularly long or complex.

	Module becomes available	Initial discussion post due	Response to someone else's discussion post due	Quiz becomes available	Quiz must be submitted by	Other assignments due this week (see instructions for each in respective Module)
Module 1: Chapter 1 (Two weeks)	9/1/17 11:59pm	9/13/17 11:59pm	9/15/17 11:59pm	9/2/17 11:59pm	9/15/17 11:59pm	---
Module 2: Chapter 2	9/15/17 11:59pm	9/20/17 11:59pm	9/22/17 11:59pm	9/16/17 11:59pm	9/22/17 11:59pm	Article+1 sentence 9/22/17 11:59pm
Module 3: Chapter 11	9/22/17 11:59pm	9/27/17 11:59pm	9/29/17 11:59pm	9/23/17 11:59pm	9/29/17 11:59pm	Health diary 9/29/17 11:59pm
Module 4: Chapter 5 (Two weeks)	9/29/17 11:59pm	10/11/17 11:59pm	10/13/17 11:59pm	9/30/17 11:59pm	10/13/17 11:59pm	Classical cond. Assignment 10/13/17 11:59pm
Module 5: Chapter 6	10/13/17 11:59pm	10/18/17 11:59pm	10/20/17 11:59pm	10/14/17 11:59pm	10/20/17 11:59pm	Article summary 10/20/17 11:59pm
Module 6: Chapter 8	10/20/17 11:59pm	10/25/17 11:59pm	10/27/17 11:59pm	10/21/17 11:59pm	10/27/17 11:59pm	----
Module 7: Chapter 14 (Two weeks)	10/27/17 11:59pm	11/8/17 11:59pm	11/10/17 11:59pm	10/28/17 11:59pm	11/10/17 11:59pm	Newspaper assignment 11/10/17 11:59pm
Module 8: Chapter 12	11/10/17 11:59pm	11/15/17 11:59pm	11/17/17 11:59pm	No quiz this week – Ch 12 will be included in the Ch 13 quiz		---
11/17-11/24: Thanksgiving week						
Module 9: Chapter 13	11/24/17 11:59pm	11/29/17 11:59pm	12/1/17 11:59pm	11/25/17 11:59pm *quiz is on Ch 12 & 13	12/1/17 11:59pm	Course feedback 12/1/17 11:59pm
12/1-12/8: Study for final exam, ask questions. Exam available 12/8 11:59pm, must be submitted by 12/13 11:59pm						

Guidelines for Discussion Posts

- Posts should be no more than one to two paragraphs in length and thoughtfully composed. It is the quality of the message that your classmates and I will be looking for, not the quantity. Keep your posts concise; be clear and get to the point.
- If you paraphrase or rely on an outside source (other than your own brain), remember to include proper references both in the text and at the end of the post!
- Reduce Reply Quotations - When you respond to a post, if you wish to quote a previous pertinent message, please edit your reply to quote only enough of that message to place your comment in perspective.
- Proofread!! Please proofread your post and look for spelling and grammar errors.
- The Subject Field - Always enter a descriptive phrase in the subject field of the post. This phrase should give an indication of the message's content. When you use the reply function, but stray from the original subject, please modify the "Subject" field accordingly. This keeps the body information in sync with its topic.
- Reply Address - When replying to a post, remember that you are replying to the entire class and not just to the person who wrote the message. If you wish to send a personal message, send the person a private message or email.
- Commercial Messages/Attachments - Commercial messages are not permitted, nor are commercial attachments.
- Copyrighted Materials - Do not post copyrighted material unless you own the copyright or have explicit permission from the author to do so. Instead, you should write a short description about the item and post the URL or web address of where the copyrighted material can be found.
- Please become familiar with the above guidelines and utilize them when posting to the Discussion board.

Netiquette for Online Discussion

Polite online behavior is called “netiquette”. Online text-based communication can be somewhat different to face-to-face conversation where facial expressions and body stance often add meaning to what is being said. As a student, you are expected to participate in the online community in a responsible way that is consistent with good academic practice. The following guidelines for online participation can assist you in this exchange of ideas and comments.

- **Review the tone of your message.** Ask yourself what your reaction would be if you received it. Look for any areas that might be misunderstood and rewrite these sentences to remove any ambiguity
-
- **Acknowledge other students' opinions, even when you disagree,** and always provide clear, thoughtful support for your views.
- **Respect the rights of other students** to participate in ways which are free from harassment and intimidation. Flaming (comments intended to abuse or insult) and personal abuse are entirely inappropriate.
- **Always assume good intent and respond accordingly.** If you are unsure of or angered by a message, wait 24 hours before responding. This will give you time to calm down and perhaps to better see the other person’s point of view.
- **When posting a message, choose your words carefully** to communicate what you intend. It is difficult to convey subtle meaning in online communications. Don’t assume that others will interpret your message in the same way that you do. Consider rewording your message if you think there is a chance that others will misunderstand your message and be offended by it.
- **Avoid typing in all capitals** because it is difficult to read and is considered the electronic version of ‘shouting’.

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: a) to describe research problems or questions in terms of numerical, symbolic, and visual representation; b) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; c) 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. 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!

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 and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

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