

Middlesex Community College

Course Syllabus

Semester: Spring 2014

Course Number: PSY 111

Course Title: General Psychology I

CRN: 1300

Course Duration: Wednesday, January 22 to Monday, May 19, 2014

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 when 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, 10th Edition 2013. McGraw-Hill Publishers

ISBN: 9780078035258

Online Textbook Companion Web Site: http://highered.mcgraw-hill.com/sites/0078035252/information_center_view0/

Office Location/Hours: Founders Hall 131A, M-F, 9:00 am - 5:00 pm

Phone: (860) 343 - 5783

Email: Blackboard internal mail. Use yguan05@gmail.com 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/wp-content/uploads/2013/09/collegeEmailSetupInstructions.pdf>

Class Participation: You are required to log on weekly and complete assignments by their due dates according to the Course Outline in the syllabus. For weekly discussion and bi-weekly summary, **the initial message 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.** Exam1, Exam 2, Exam 3, and journal article review are due midnight, Sunday of the week. Late submission of all assignments will be penalized.

Class Cancellation Policy: Not applicable

Course Objectives:

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

1. Understand the terminology, theories, and concepts of general psychology.
2. Compare and contrast the major psychological theories and their application to behavior.
3. Apply the major psychological concepts to human behavior in general and to their behaviors in particular.
4. 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
- Weekly Discussions
- Bi-weekly Summary
- Examination
- Journal Article Review

Course Requirements and Evaluation Methods

Weekly Discussions	220 points – 22%
Bi-weekly Summary	390 points – 39%
Exams	280 points – 28%
Journal Article Review	90 points – 9%
SmarterMeasure (READI)	20

Exams	points – 2%
Total	1000 points - 100%

Weekly Discussions

Every week, you will answer a set of questions relating to chapter reading on the week discussion board. You also need to respond to at least ONE message from a student. A weekly discussion assignment is worth 15 points. The length of a discussion assignment is about one page, 200 - 300 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 2 Learning Module in Blackboard for how your discussion assignment is evaluated. **The initial message 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.**

Bi-Weekly Summary

The purpose of this assignment is to help you better understand important concepts in psychology. Every other week, you will write a summary for the two chapters assigned during the two weeks. 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. You will choose one learning outcome in a chapter, answer the questions in 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 weekly summary forum. You are also asked to respond to a 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 Bi-Weekly Summary Rubrics file in Week 3 Learning Module in Blackboard for how your summary assignment is evaluated. A bi-weekly summary is worth 40 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

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 can search for a research article via MyCommNet - Library Databases (Under Psychology or Education). 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. Submit your journal article review on the Assignment dropbox labeled as **Journal Article Review** in Course Menu. This assignment is worth 90 points and is due midnight of **Sunday, April 20th**.

Exams

There will be three exams throughout the course. Each of the exams has multiple choice questions and possible essay questions. The schedule of three exams is listed in the Course Outline. All exams are open book and you are given unlimited hours to complete by its due date, although in average, you only need 2 hours. Each exam is worth 130 points. When you take an exam, be sure to click on **Save Answer** button under **EVERY** question you have answered.

SmarterMeasure Assessment

Before you start chapter reading, 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, January 26th**. This assignment is worth 20 points.

Grading Table

A	930 - 1000
A-	880 - 929
B+	850 - 879
B	820 - 849
B-	780 - 819
C+	750 - 779
C	720 - 749
C-	680 - 719
D+	650-679
D	620-649
D-	580-619
F	579

Attention for Mobile Users

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, 1/22 – 1/26 - A short week to help you get started.	Preparation and Orientation	Discussions - Introduction – Due 1/26 - SmarterMeasure Test – Due 1/26 - College email setup– Due 1/26
Week 2, 1/27 – 2/2	Chapter 1 Introduction to Psychology	Discussions - Chapter 1

Week 3, 2/3- 2/9	Chapter 2 Neuroscience and Behavior	Discussions - Chapter 2 Discussions- Summary-Chapter 1 & 2
Week 4, 2/10 – 2/16	Chapter 3 Sensation and Perception	Discussions - Chapter 3
Week 5, 2/17- 2/23	Chapter 4 States of Consciousness	Discussions - Chapter 4 Discussions - Summary Chapter 3 & 4
Week 6, 2/24 - 3/2	Chapter 5 Learning	Discussions - Chapter 5 Exam 1 (Chapter 1 - Chapter 4)
Week 7, 3/3 - 3/9	Chapter 6 Memory	Discussions - Chapter 6 Discussions -Summary Chapter 5 & 6
Week 8, 3/10 - 3/16	Chapter 7 Thinking, Language, and Intelligence	Discussions - Chapter 7 Start thinking about Journal Article Review assignment. Locate an article of your interest from Library Databases - Psychology Section
Week 9, 3/23 - 3/30	Chapter 8 Motivation and Emotion	Discussions - Chapter 8 Discussions -Summary Chapter 7 & 8
Week 10, 3/31 - 4/6	Chapter 9 Development	Discussions - Chapter 9 Exam 2 (Chapter 5-Chapter 8)
Week 11, 4/7 - 4/13	Chapter 10 Personality	Discussions - Chapter 10 Discussions - Summary Chapter 9 & 10. Friday, 4/11/14 (4:30pm) is the last day to officially withdraw from this course. After this time/date, your grade stays as it is.
Week 12, 4/14 - 4/20	Chapter 11 Health Psychology: Stress, Coping, and Well-Being	Discussions - Chapter 11 Journal Article Review Due – Assignment dropbox

Week 13, 4/21- 4/27	Chapter 12 Psychological Disorders Chapter 13 Treatment of Psychological Disorders	Discussions - Chapter 12 & Chapter 13 Discussions -Summary Chapter 11 & 12
Week 14, 4/28 - 5/4	Chapter 14 Social Psychology	Discussions - Chapter 14 Discussions - Summary Chapter 13 & 14
Week 15, 5/5 - 5/11	Wrap- up and Preparation for the Final Exam.	Review Chapters 9 – 14 and prepare for the Final Exam. Course Evaluation Final Exam – Available Saturday, 5/10
Week 16, 5/12 - 5/18	Final Grade will be available in the evening of Thursday, May 22nd in Student Self-Service via MyCommNet.	Final Exam (Chapters 9 -14 and APA Style)

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.

Religious Accommodation Statement

If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious

obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).

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.

Inclement Weather Statement

In the event of inclement weather either before the start of a day when classes are in session or during the school day, you may check for information on delayed openings, college closings, class cancellations, etc by listening to the radio and television stations listed below. Additionally, a message will be posted on the MxCC website at www.mxcc.commnet.edu and an announcement made on the college's main phone number, (860) 343-5800. (When calling the main phone number, be sure to choose option 1 from the menu for school closings.) If classes are already in session, everyone on campus will be notified of any changes. Decisions to cancel classes or close the college early will be made as soon as practicable.

Radio Stations

Television Stations

WMRD 1150 am

WFSB - 3

WDRC 102.9 fm and 1360 am WTNH - 8

WMMW 1470 am

WVIT - 30

WRCH 100.5 fm

WTIC 1080 am, 96.5 fm

WZMX 93.7 fm

WELI 960 am, WKCI 101 fm

Off Campus Sites:

The MxCC Meriden Center will comply with the Middletown campus policy. Exception: In the event of extreme weather only in the Meriden area and the Middletown campus determines to hold classes, the decision to cancel classes at the Meriden Center will be determined by the MxCC Meriden Center Director and the Dean of Finance & Administration.

The Old Saybrook off campus site will comply with the Middletown campus policy. Exception: In the event of extreme weather only at the off campus site, the decision to hold or cancel classes at this extension center will be made by our campus extension program director. Faculty should call the Continuing Education Office at (860) 343-5865.

Note: Off campus sites are ultimately subject to the cancellation policy of the school in which MxCC holds classes.

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.