

# Middlesex Community College



## Course Syllabus

**Semester:** Winter 2016

**Course Number:** PSY 111

**Course Title:** General Psychology I

**CRN:** 4013

**Course Duration:** Tuesday, December 27, 2016 to Sunday, January 15, 2017

**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 daily to complete class assignments. Check on “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, 11<sup>th</sup> Edition 2015. McGraw-Hill Publishers***

**ISBN:** 9780077861889

**Office Location/Hours:** Chapman Hall 703, Mon – Fri, 8:30 am – 4:30 pm

**Phone:** (860) 343 - 5783

**Email:** Blackboard internal mail. 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 or forward your college email to your personal email can be found at <http://mxcc.edu/distance/student-technology-resources> (Scroll down to the College Email section on the page.)

For this course only when Blackboard is down, the instructor will communicate with students via their college emails. When Blackboard is on, use Blackboard – Mail for questions or help.

**Class Participation:** You are required to log on daily and complete assignments by the due dates according to the Course Outline in the syllabus. For discussion, **the initial message responding to chapter questions are due noon of the due date and the response to another student is due midnight of the due date.** The two exams are due midnight of the due date. 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:

- Assigned Readings
- Discussions
- Exams

**Course Requirements and Evaluation Methods**

Discussions	250 points
Exams	250 points

Total	500 points
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### Discussions

In each learning unit, you will answer a set of questions relating to chapter reading on the discussion board. You also need to respond to at least ONE answer from a student. A discussion assignment is worth 40 points each. The length of a discussion assignment is about two to three 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 Unit 1 Learning Module in Blackboard for how your discussion assignment will be evaluated. **The initial message responding to chapter questions is due at noon of the due date, and the response to a student's initial message is due midnight of the due date.**

### Exams

There will be two exams throughout the course. Each of the exams has 50 multiple choice questions. The schedule of two exams is indicated in the Course Outline. All exams are open book and you are given THREE hours to complete by its due date, although in an average, you only need two hours. Each exam is worth 125 points. When you take an exam, be sure to click on **Save Answer** button under **EVERY** question you have answered.

A	460 - 500
A-	440 - 459
B+	420 - 439
B	400 - 419
B-	370 - 399
C+	350 - 369
C	340 - 349

C-	330 - 339
D+	320-329
D	310-319
D-	300-309
F	0-299

**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**

<b>Weeks</b>	<b>Reading Assignments</b>	<b>Assignments</b>
Unit 1, 12/27 - 12/29	Chapter 1 Introduction to Psychology Chapter 2 Neuroscience and Behavior	Discussions - Introduction (10 points)– Due 12/27 -Set up college email (2 bonus points – due 12/27). - Discussions – Chapter 1 & Chapter 2 due 12/29 (40 points)
Unit 2, 12/30 – 12/31	Chapter 3 Sensation and Perception Chapter 4 States of Consciousness	Discussions - Chapters 3& 4 due 12/31 (40 points)
Unit 3, 1/1 - 1/3	Chapter 5 Learning Chapter 6 Memory Chapter 7 Thinking, Language, and Intelligence	Discussions – Chapters 5, 6, &7 due 1/3 (40 points)

Unit 4, 1/4 – 1/5	Midterm Exam & catching up missed assignments for Chapters 1 – 7	Exam 1 (Chapters 1-7, 125 points), available 1/4 - 1/5
Unit 5, 1/6 – 1/8	Chapter 8 Motivation and Emotion Chapter 9 Development Chapter 10 Personality	Discussions - Chapters 8, 9, & 10 due 1/8 (40 points)
Unit 6, 1/9 - 1/10	Chapter 11 Health Psychology: Stress, Coping, and Well-Being Chapter 14 Social Psychology	Discussions - Chapters 11 & 14 due 1/10 (40 points)
Unit 7, 1/11 - 1/12	Chapter 12 Psychological Disorders Chapter 13 Treatment of Psychological Disorders	Discussions - Chapters 12 & 13 due 1/12 (40 points)
Unit 8, 1/13 -1/14	Wrap up – all missed discussion assignments need to be completed by 1/13. Grade is due 9:00 am of 1/17. You can view your grade in Student Self-Service via MyCommNet in the evening of 1/17.	Exam 2 (Chapters 8-14, 125 points) – due 1/14

**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.

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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: 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/](http://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 MaslinDean of Students/Title IX and Section 504/ADA Coordinator [amaslin@mxcc.edu](mailto: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](mailto:qfordham@mxcc.edu); 203-608-3011