

Middlesex Community College

Course Syllabus



Semester: Spring 2019

Course Number: PSY 111

Course Title: General Psychology I

CRN: 1366

Course Duration: Sunday January 27 to Sunday March 3, 2019

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 condensed distance learning course lasting only five weeks, and you are required to log on a few times a week to complete class assignments. Check “Announcement” and “Messages” 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, Custom Edition 2017. McGraw-Hill Publishers

ISBN: 9781307002812

Office Location/Hours: Chapman 701B – College Library, M-W, 8:00 am - 4:00 pm, Th - F, 8:30 am – 4:30 pm

Phone: (860) 343 - 5783

Email: Blackboard internal mail, labeled as “Messages” 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. Unit assignments are due either on Wednesdays or Sundays. For a discussion assignment, **the initial post responding to discussion questions is due at the noon (12:00 pm) of the due date. The response to another student is due at the midnight (11:59 pm) of the due date.** Midterm exam, final exam, and journal article review are due at midnight of the due date. Late submission of all assignments will be penalized. The last day of the semester will be March 3 and no make-up assignments will be accepted after 11:59 pm on **Wednesday February 27.**

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
- Examination
- Journal Article Review

Course Requirements and Evaluation Methods

Introduction & Discussions	570 points – 57%
Exams	200 points – 20%
Journal Article Review	200 points – 20%
SmarterMeasure Test	30 points – 3%
Total	1000 points -100%

Discussions 56%

In a learning unit, you will answer a set of questions relating to the assigned chapters on the unit discussion board. You also need to respond to ONE student’s initial post. A discussion assignment is worth 80 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 citations and the list of references.** Your response to a student is 100-150 words. Refer to the discussion rubrics file in Week 1 –Unit 1 Learning Module in Blackboard (Course Content>Week 1> Unit 1)for how your discussion assignment is evaluated. **The initial post responding to discussion questions is due at 12:00 pm (noon) of the due day. The response to a student’s initial message is due at midnight (11:59 pm EST) of the due day. In your response to a student, you should choose a different set of questions the student answers.**

Journal Article Review 20%

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 700 - 800 words (Time New Roman, 12, double-spaced). Use APA Style Guide for in-text citation and the list of references. By **Wednesday, February 20**, you will submit the article and seek an approval in Journal Article Review assignment dropbox located in Week 3< Unit 5 page. After you receive an approval, you will work on the article review. By midnight (11:59 pm EST) of **Wednesday, February 20**, submit your journal article review on the same Assignment dropbox, **Journal Article Review** located in Week 4 – Unit 7 page. This assignment is worth 200 points.

Exams 20%

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 and all are due at the midnight (11:59 pm) of the due date. 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 100 points. When you take an exam, be sure to click on **Save Answer** button under **EVERY** question you have answered.

SmarterMeasure Assessment 3%

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 midnight (11:59 pm) of **Sunday January 27**. This assignment is worth 30 points.

Grading Table

A	930 - 1000
A-	900 - 929
B+	870 - 899
B	830 - 869
B-	800 - 829
C+	770 - 799
C	730 - 769
C-	700 - 729
D+	670 -699
D	630 - 669
D-	600 - 629

*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 – Unit 1 1/27 - 1/30	Preparation and Orientation – 1/27 Chapter 1 Introduction to Psychology Chapter 2 Neuroscience and Behavior	Discussions - Introduction – Due 1/27 - SmarterMeasure Test – Due 1/27 Discussions - Chapters 1& 2 – Due 1/30 1/28 is the last day to add/drop courses as well as last day for 50% tuition refund.
Week 1 – Unit 2 1/31 – 2/3	Chapter 3 Sensation and Perception Chapter 4 States of Consciousness	Discussions - Chapters 3 & 4 – Due 2/3
Week 2 – Unit 3 2/4 – 2/6	Chapter 5 Learning Chapter 6 Memory	Discussions - Chapters 5 & 6 – Due 2/6
Week 2 - Unit 4 2/7 – 2/10	Review Chapters 1 - 6 Midterm Exam	Midterm Exam – Chapters 1 – 6

		Midterm Exam will be available Wednesday 2/7 and due Sunday, 2/10.
Week 3 – Unit 5 2/11 – 2/13	Chapter 7 Thinking, Language, and Intelligence Chapter 8 Motivation and Emotion	Discussions - Chapters 7 & 8 – Due 2/13 Start Journal Article Review assignment. Locate an article of your interest from Library Databases - Psychology Section. Submit the journal article you would like to review and seek an approval from the instructor. (10 points)
Week 3 – Unit 6 2/14 – 2/17	Chapter 9 Development Chapter 10 Personality	Discussions - Chapters 9 & 10 - Due 2/17
Week 4 – Unit 7 2/18 - 2/20		Journal Article Review – Assignment Dropbox – Due 2/20
Week 4 – Unit 8 2/21 - 2/24	Chapter 11 Health Psychology: Stress, Coping, and Well-Being Chapter 14 Social Psychology	Discussions - Chapters 11 & 14 - Due 2/24 Friday 2/22/18 (4:30 pm) is the last day to officially withdraw from this course. After this time/date, your grade stays as it is.
Week 5 – Unit 9 2/25 – 2/27	Chapter 12 Psychological Disorders Chapter 13 Treatment of Psychological Disorders	Discussions - Chapters 12 & 13 - Due 2/27
Week 5 – Unit 10 2/28 – 3/3	Final Grade will be available in the evening of Wednesday 3/6 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 is available Thursday 3/1 until Sunday 3/3
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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.

NOTICE: ANTI-PLAGIARISM DETECTION SOFTWARE

SafeAssign, TurnItIn or other anti-plagiarism detection software products may be used in this course. Anti-plagiarism detection software products assist faculty and students in preventing and detecting plagiarism. Professors may utilize such software in order to check the originality of the academic work students submit in a course by comparing submitted papers to those contained in its database consisting of submitted papers and other sources. Anti-plagiarism detection software

returns an “originality report” for each submission. The report is limited in scope to merely identifying passages that are not original to the author of the submitted work and which may include correctly cited quotations and information. Professors and students must carefully review such reports. No adverse action may be taken by a professor with respect to a **student** solely on the basis of an originality report which indicates the potential for plagiarism.

In this course you may be asked to submit your academic papers and other creative work containing personally identifiable information for originality reporting. By doing so, your work along with personally identifiable information will be retained in the product database and may be subsequently reported out containing your personally identifiable information not only to your professor, but also to professors of the other twelve Connecticut Community Colleges as part of subsequent originality reports.

You may decline to submit your work for originality reporting. If so, you must be provided an alternative method in which to submit your work. However, your professor, after removing your personally identifying information, may nonetheless submit limited portions of your academic work for originality reporting.

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. Carolyn Innocenzi, Evening Coordinator and Administrator, Meriden@Pratt, cinnocenzi@mxcc.edu; 860-343-5841 (daytime) 203-235-0774 (2:30 and later)